

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

2010 GUIDE TO REPORTS



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Introduction

This guide will help you understand and use the Spring 2010 English Language Proficiency Assessment results (ELPA) for your English Language Learner (ELL) students.

Final report summaries are included that will provide information on the proficiency status of Michigan's ELL students. These results reflect the data needed to meet the reporting expectations of state and federal regulations.

The table on the next page lists the reports in the order they occur within your District and School packets. It also contains a brief purpose statement for each report, information represented in the report and report distribution. Detailed descriptions and key components of the reports are provided.

ELPA Spring 2010 Reports

Title	Purpose	Distribution
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.	<ul style="list-style-type: none"> • State* • ISD** • District • School
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.	<ul style="list-style-type: none"> • State* • ISD** • District • School
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.	<ul style="list-style-type: none"> • State* • ISD** • District • School
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.	<ul style="list-style-type: none"> • School • Class/Group***
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.	<ul style="list-style-type: none"> • School • Class/Group***
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.	2 copies: <ul style="list-style-type: none"> • 1 for school • 1 for parent***
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.	<ul style="list-style-type: none"> • School

* Includes separate reports for public and non-public schools.

** Electronic version only.

*** Reports for homeschooled students included.

**** If your district selected the "Green" (default) option, you will receive only printed Individual Student Reports, Parent Reports, and Student Report Labels. Please note that under either option, the full array of reports and Student Data File are available electronically on the OEAA Secure Site at www.mi.gov/oeaa-secure.

Features of the ELPA

The goal of the English Language Proficiency Assessment (ELPA) is to measure the English language proficiency levels of Michigan students acquiring 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 Reading sections of the ELPA.

Michigan's ELPA is customized to align with Michigan English Language Proficiency (ELP) standards approved by the State Board of Education in April, 2004. The ELPA is divided into five grade spans, known as **assessment levels** and numbered in Roman numerals from I to V. English Language Learners (ELLs) take the ELPA at the assessment level matching their grade of enrollment (K, 1-2, 3-5, 6-8, or 9-12) .

Many ELLs may enter our schools with little or no formal education in English **or** in their native language. Though all ELLs take the ELPA level matched to their grade of enrollment, assessment items at each level are selected to represent a broad range of ability. This allows ELLs who are new to the United States to find some items that they can answer with confidence. Each ELPA contains four sections.

Listening

The Listening section is a group-administered assessment. It measures a student's understanding of spoken English. The tasks begin with shorter segments of speech or conversation, and proceed to longer ones. All Listening items are **multiple choice questions** worth **1 point**.

Reading

The Reading section is a group-administered assessment. It includes measures of several different reading skills. Within each level of the ELPA, the reading selections start with those for beginning readers and progress to more difficult vocabulary and longer passages. The reading selections closely resemble the kinds of materials that students read in school and in everyday life. All Reading items are **multiple choice questions** worth **1 point**.

Features of the ELPA (cont.)

Writing

The Writing section contains two parts and is group-administered. The first part, Writing Conventions, contains multiple-choice items. The second part contains constructed-response items.

- Writing items assessing the understanding of writing conventions are **multiple choice** questions worth **1 point**.
- Writing items requiring a **one-letter** written response are worth **1 point**.
- Writing items requiring a **one-word** or **one-sentence** written response are worth up to **2 points**.
- Writing items requiring a written response **longer than one sentence** are worth up to **4 points**.

Speaking

The Speaking section is an individually-administered, free-response assessment. After a simple warm-up, the student performs various speaking tasks that are scored by the Assessment Administrator or Proctor.

- Speaking items requiring students to **repeat** a sentence that they hear and read are worth **1 point**.
- Speaking items requiring students to appropriately **answer** a question based on a prompt they hear are worth up to **2 points**.
- Speaking items requiring students to **retell** a story are worth up to **4 points**.
- Speaking items requiring students to **create and tell a story** from a set of visual prompts are worth up to **4 points**.
- Speaking items that require students to appropriately **respond** to two thematically-linked sets of questions and prompts are worth **4 points**.

Setting Performance Levels

ELPA performance standards were developed to assess language learning in each grade, starting with kindergarten. The standards define the levels of performance for the statewide assessments used for ELPA. These performance levels include **Advanced Proficient, Proficient, High Intermediate, Low Intermediate** and **Basic**.

Before the first ELPA administration in 2004, standard setting was carried out by panels of educators and other Michigan stakeholders. Working under the direction of the contractors of the ELPA and staff of the Michigan Department of Education, each panel spent three days reviewing the assessment documents assigned to them. They individually judged the performance level necessary for students to achieve each of the **original four** performance levels (Proficient, High Intermediate, Low Intermediate and Basic). Individual members then discussed their own performance criteria with their panels, repeating this process up to three times with additional performance information provided during each round.

The fifth performance level, **Advanced Proficient**, was added in early 2007 to further aid districts in making instructional placement decisions for their ELL students. The ELPA for 2010 retains these five performance levels with the abbreviations:

Basic	B
Low Intermediate	LI
High Intermediate	HI
Proficient	P
Advanced Proficient	AP

See the next section for expanded definitions of these performance levels.

Scoring the Spring 2010 ELPA

These criteria set by Michigan educators are used to score all ELPA items.

Scale Score

A scale score is defined as a stable score on the assessment reported for each student. ELPA **number correct** scores are converted to **scale** scores through a well-developed statistical process that maintains the stability of the scale score over time. The scale score is called **stable** because it allows all student scores to be reported on the same scale, regardless of which year the assessment was taken or which form was administered to each student. Note that some student records do not have a form number associated with them. This occurs when the form number is not bubbled on the Demographic page of the test booklet or answer document. This will not affect the student's score, but it prevents responses for non-operational items from being scored for the student.

Scale scores differ by the level of the assessment taken, so that students who get the same number correct score on different levels of the assessment may have different scale scores. This is because the scale score accounts for the differing complexity on different levels of the assessment.

A two-digit **domain scale score** is reported for each student who participated in that section (domain) of the assessment. Note that because the **Comprehension** score is computed from select **Listening** and **Reading** section items, a Comprehension scale score may not appear if a student did not attempt enough items from either or both of the two contributing domains.

A three-digit **overall scale score** is reported for each student who participated in all four sections of the assessment (Listening, Reading, Writing and Speaking). It is a **combined score** showing how a student performed across all five domains of the ELPA, computed from the scores for all items. Each overall scale score corresponds to one of the five overall performance levels.

Please note that only students with a scale score for **ALL** of the individual domains will have an overall scale score as well as a resultant performance level. A student who is missing one or more domains will **NOT** have an overall scale score and a resultant performance level.

Scoring the Spring 2010 ELPA (cont.)

Cut Scores

The cut score is the **minimum expected scale score** for a proficient student. The cut scores vary by grade level because what is expected of a proficient student becomes greater in each successive grade level. Therefore, each grade level has its own cut scores for each domain. Cut scores were determined by a panel comprised of educators and state wide stakeholders during the standard setting process. The Michigan State Board of Education approved the final cut scores and performance level ranges. (See page 7 for more details on the standard-setting process.)

ELPA Overall Cut Scores for Proficient by Grade

Grade K	531
Grade 1	575
Grade 2	595
Grade 3	619
Grade 4	626
Grade 5	633
Grade 6	635
Grade 7	641
Grade 8	648
Grade 9	658
Grade 10	661
Grade 11	664
Grade 12	672

Scoring the Spring 2010 ELPA (cont.)

Performance Level

Performance level is defined as a range of scale scores that corresponds to student proficiency levels of *Advanced Proficient*, *Proficient*, *High Intermediate*, *Low Intermediate*, and *Basic*. Since the skills required for proficiency increase with grade level, the ranges for these levels of proficiency also change with grade level.

Proficiency Level Definitions

- **Advanced Proficient** – This student’s performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.
- **Proficient** – This student’s performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing and speaking as defined for Michigan students at this grade level.
- **High Intermediate** – This student’s performance indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing and speaking as defined for Michigan students at this grade level.
- **Low Intermediate** – This student’s performance indicates partial or developing English language acquisition in the areas of listening, reading, writing and speaking as defined for Michigan students at this grade level.
- **Basic** – This student’s performance indicates minimal or no English language acquisition in the areas of listening, reading, writing and speaking as defined for Michigan students at this grade level.

Scoring the Spring 2010 ELPA (cont.)

Machine Scoring Process

Multiple choice assessment items are scored by computer. In responding to these items, students must select the one best answer from the available choices in order to get the item correct. Multiple responses and omitted items are scored as incorrect.

Hand Scoring Process for Writing and Speaking

All constructed-response items requiring short or extended written responses or spoken-response items requiring verbal responses are evaluated by human scorers. The technique used for written responses is **holistic scoring**, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or “whole” impression and assign a score.

Questar Assessment, Inc., the contractor for the ELPA administration and reporting processes, is also responsible for the hand scoring of written responses. All written responses are hand scored by individuals who have received extensive training. Scorers must also pass a qualifying test before they are permitted to score student responses. They are trained to evaluate the writing, not the writers, ignore extraneous factors (such as neatness) and focus on the strengths of responses rather than the weaknesses. During the scoring process, periodic quality control checks ensure that scorers are evaluating responses consistently.

Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale assessments, ELPA staff go to great lengths to minimize scoring subjectivity.

ELPA Assessment Administrators and Proctors rate the Speaking section using the hand-scoring process, guided by the specific and detailed instructions and rubrics provided in the *Test Administrator Manual*. Scorers learn the hand-scoring process appropriate for their grade assessment level. An additional Speaking Scoring DVD was provided to school districts to train their Assessment Administrators and Proctors in the proper use of ELPA Speaking rubrics.

Report Descriptions and Samples

The sample reports included in this Guide to Reports are intended to provide examples of the report formats, data organization and types of information contained in each report.

The samples are printed to show the actual report format. Since they do not refer to any specific assessment item, or any specific student, school, or district, these samples may be confidentially reproduced for training purposes.

The following list includes all domains assessed on the ELPA, as well as each standard assessed *within* each domain. The standards contributing to the Comprehension score are indicated with a diamond symbol. They indicate that the student can:

Listening

- L. 1♦ Follow simple and complex directions
- L. 2♦ Understand spoken English to participate in social contexts
- L. 3♦ Identify main ideas and supporting details from spoken English
- L. 4 Identify the meaning of vocabulary in the content areas
- L. 5♦ Identify speaker attitude and point of view
- L. 6♦ Make inferences and predictions

Reading

- R. 1♦ Recognize concepts of print literacy
- R. 2 Demonstrate phonological awareness and the relationship of listening/speaking to decoding
- R. 3 Build vocabulary to develop concepts
- R. 4 Understand and use grammatical rules of English to improve comprehension
- R. 5♦ Read and demonstrate comprehension of main ideas and supporting details
- R. 6♦ Apply reading skills in social and academic contexts
- R. 7 Read for research purposes
- R. 8♦ Make inferences, predictions, and conclusions from reading
- R. 9 Analyze style and form of various genre
- R.10♦ Identify author's voice, attitude, and point of view

Report Descriptions and Samples (cont.)

Writing

- W. 1 Use conventions and formats of written English
- W. 2 Use grammatical conventions of English
- W. 3 Write using appropriate vocabulary choice and variation
- W. 4 Construct sentences and develop paragraphs to organize writing supporting a central idea
- W. 5 Use the writing process to produce written products
- W. 6 Use various types of writing for specific purposes
- W. 7 Use multiple sources to extend writing
- W. 8 Use tone and voice to engage specific audiences

Speaking

- S. 1 Use spoken language for daily activities within and beyond the school setting
- S. 2 Engage in conversations for personal expression and enjoyment
- S. 3 Use spoken English and nonverbal communication in socially and culturally appropriate ways
- S. 4 Use English to interact in the classroom
- S. 5 Provide and obtain information; express and exchange opinions
- S. 6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication
- S. 7 Present information, concepts, and ideas to an audience of listeners on a variety of topics
- S. 8 Use strategies to extend communicative competence

Comprehension

- ◆ = Contributes to Comprehension

Report Descriptions and Samples (cont.)

ELPA Individual Student Report

The Individual Student Report provides a **summary** description of the overall performance level of each student as well as performance by ELP standards for separate language domains. This report is designed to help parents and educators identify the English language strengths of their students and areas that may need improvement. Information from this report may be helpful in conversations with classroom teachers and parents when discussing student progress in acquiring English language skills.

Section A

Provides the name of the student's teacher as well as the name and code of the school that the student attends. A Class/Group number is reported if a school chose to use this optional field code.

Section B

Lists the student name in large print, along with demographic information associated with that student. Note that both the District Student ID and the State of Michigan's Unique Identification Code (UIC) number are provided for that student. This area lists information such as gender, date of birth, and designations for students with disabilities. Testing accommodations that were granted to the student at time of testing are also listed here. The Form number is the version of the test that the student completed. Note that some student records do not have a form number associated with them. This occurs when the form number is not bubbled on the Demographic page of the test booklet or answer document. This will not affect the student's score, but it prevents responses for non-operational items from being scored for the student.

Finally, an Ethnicity code is provided and its number matches one of the descriptions below:

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

Section C

Indicates the **proficiency level** of the student based on the student's overall score found in **Section D**. Proficiency is reported using one of

Report Descriptions and Samples (cont.)

five levels: *Advanced Proficient, Proficient, High Intermediate, Low Intermediate and Basic.*

Section D

This chart shows separate 2010 ELPA domain scores as well as the overall performance score for that student in the row of the chart called "2010 Scale Score." **Domain scores** are listed in two-digit format and the **overall scale score** is listed as a three-digit number. A **blank** in any of these areas indicates that the student did not participate in that section of the ELPA last spring. The bottom row, called **Cut Score**, is the **minimum expected score** that a proficient student would show in each language domain and for the overall score. For students who participated in the ELPA in 2008 and 2009, domain scale scores and overall scale scores will be listed on the topmost rows under **2008 Scale Score** and **2009 Scale Score** headings, for comparison purposes across time. Blanks in these rows indicate that the student did not participate in the 2008 or 2009 ELPA.

Section E

Lists each language standard that was assessed on the 2010 ELPA under each domain. The **Points Earned/Points Possible** column shows the number of points the student earned out of the total number of points possible. All of a domain's standards will then total into a **raw score** for the language domain. The domain scale scores in **Section D** are derived from these total scores, shown in bold across from the domain heading in bold. The **Comprehension** domain is composed of Reading and Listening standards marked with a small diamond symbol.

Report Descriptions and Samples (cont.)



INDIVIDUAL STUDENT REPORT ELPA LEVEL XX - Grade XX Spring 2010

Teacher Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 Class/Group: XXXX
 School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 School Code: XXXXX

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 District Code: XXXXX
 Student Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 District Student ID: XXXXXXXXXXXXX
 Gender: M
 Date of Birth: XXXXXXXXX
 Special Services: X
 Accommodations: XXXX
 Form: X
 Overall Performance Level: XXXXXXXX
 2007 Scale Score: XXXXXXXX
 2008 Scale Score: XXXXXXXX
 2009 Scale Score: XXXXXXXX
 Cut Score*: XXXX

(C)

(D)

(B)

Listening	Reading	Writing	Speaking	Comprehension	Overall
XX	XX	XX	XX	XX	XXX
XX	XX	XX	XX	XX	XXX
XX	XX	XX	XX	XX	XXX
XX	XX	XX	XX	XX	XXX

DOMAIN	STANDARD	Points Earned/ Points Possible	DOMAIN	STANDARD	Points Earned/ Points Possible	
LISTENING	L.1 ♦ Follow simple and complex directions	XX / XX	WRITING	W.2 Use grammatical conventions of English	XX / XX	
	L.2 ♦ Understand spoken English to participate in social contexts	X / X		W.6 Use various types of writing for specific purposes	X / X	
	L.3 ♦ Identify main ideas and supporting details from spoken English	X / X		W.8 Use tone and voice to engage specific audiences	X / X	
	L.4 Identify meaning of vocabulary in the content areas	X / X		SPEAKING	S.2 Engage in conversations for personal expression and enjoyment	XX / XX
	L.5 ♦ Identify speaker attitude and point of view	X / X			S.4 Use English to interact in the classroom	X / X
READING	L.6 ♦ Make inferences and predictions	X / X	S.6	Demonstrate comprehensive pronunciation and intonation for clarity in oral communication	X / X	
	R.3 Build vocabulary to develop concepts	XX / XX		S.7	Present information, concepts, and ideas to an audience of listeners on a variety of topics	X / X
	R.4 Understand and use grammatical structures of English to improve reading comprehension	X / X			COMPREHENSION ♦ = Contributes to Comprehension	
	R.5 ♦ Read and demonstrate comprehension of main ideas and supporting details	X / X				
	R.6 ♦ Apply reading skills in social and academic contexts	X / X				
R.8 ♦ Make inferences, predictions, and conclusions from reading	X / X					
R.9 Analyze style and form of various genre	X / X					
R.10 ♦ Identify author's voice, attitude and point of view	X / X					

* = Listening, R = Reading, W = Writing, S = Speaking
 ♦ = Meets or exceeds expectations for student.
 Blank Points Earned indicate no response.

RUN DATE: XXXXXXXX

Report Descriptions and Samples (cont.)

ELPA Parent Report

The Parent Report provides parents and guardians with a **summary** description of their student's performance in each **domain** assessed on the ELPA, as well as the student's **overall** performance level. This report is designed to help parents and guardians identify their student's English language strengths and areas that may need improvement. Information from this report may be helpful in conversations with parents and classroom teachers when discussing student progress in acquiring English language skills.

Section A

Identifies the district name and code, teacher name, and school name and code. A class/group number is reported if a school chose to use this optional field code when the ELPA was administered. This section also identifies the title of the report, the grade level and the assessment cycle.

Section B

Shows the name of the student whose data are reported and Unique Identification Code (**UIC**).

Section C

Contains gray boxes that provide a detailed description of the information contained in Sections E and F.

Section D

Provides brief descriptions of the five performance levels: *Advanced Proficient*, *Proficient*, *High Intermediate*, *Low Intermediate*, and *Basic*.

Section E

Reports the student's overall performance level on a graphic continuum. Vertical lines separate the continuum into the five performance levels: *Advanced Proficient (AP)*, *Proficient (P)*, *High Intermediate (HI)*, *Low Intermediate (LI)*, and *Basic (B)*. The range of scale scores in each performance level appears below the graphic. The student's overall scale score is indicated on the continuum, with the scale score number shown above a small diamond symbol.

There are two small lines extending horizontally a short distance from either side of the diamond indicator. These lines show the typical margin of statistical error as a range of possible values.

Report Descriptions and Samples (cont.)

Section F

Shows a vertical graphic for each domain score on the ELPA, including **Comprehension**. The cut score for Proficient on each vertical graphic allows for interpretation of an individual student's skills *within* each domain. As in the overall performance graphic, lines extending from the top and the bottom of the diamond symbol indicate the **typical margin** of statistical error, represented as a range of possible values. This section also provides the student's scale score, and the number of points earned by the student, out of the total possible number of points for each of the five separate domains. A blank in any of these areas indicates that the student either *did not participate* in that section of the ELPA or *did not answer enough items* to receive a score. A blank in the **Listening** section, the **Reading** section or both will result in a blank **Comprehension** section. **A blank in any of the sections will result in a blank overall scale score and a blank overall performance level** (see **Section E**).

Note that the separate domain scale scores are listed in two-digit format and the overall score is listed as a three-digit number. The third column of the chart lists the cut score for each domain. The **cut score**, which varies by grade level, is the **minimum expected score** for a proficient student in that grade.

For students who participated in the ELPA in 2008 and 2009, domain scale scores and overall scale scores will be listed on the columns **2008 Scale Score** and **2009 Scale Score** for comparison purposes. Blanks in these columns indicate that the student did not participate in the 2008 or 2009 ELPA assessment.



A PARENT REPORT
LEVEL XX - Grade XX
Spring 2010

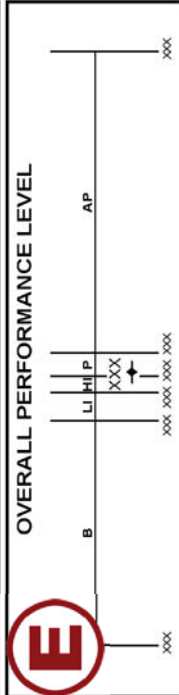
Teacher Name: XXXXXXXXXXXXXXXXXXXXXXXX
Class/Group: XXXXX
School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
School Code: XXXXX

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
District Code: XXXXX

Report for
XX
UIC: XXXXXXXXXXXXXXX

Below is the Overall Performance Level, which is a combined score, showing how your child performed across all of the sections, or domains, of the English Language Proficiency Assessment, or ELPA. This chart is divided into five performance levels, from Basic (B) to Advanced Proficient (AP). Each of these levels is described in the box below. The three digit number above the diamond on the chart indicates your child's scale score for general performance.



PERFORMANCE LEVEL DESCRIPTORS

Advanced Proficient (AP) - This student's performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Proficient (P) - This student's performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

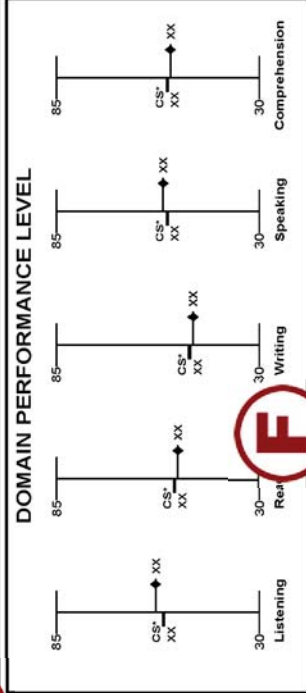
High Intermediate (HI) - This student's performance indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Low Intermediate (LI) - This student's performance indicates partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Basic (B) - This student's performance indicates minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

C

Performance for each domain is presented in a table just below the chart. The two-digit scale score is the measurement of your child's performance in each domain, and the cut score is the minimum score that a proficient child should earn. A scale score that is higher than the cut score may indicate an area of strength for your child, while a scale score that is lower than the cut score may indicate an area that needs more work.



DOMAINS	2008 Scale Score	2009 Scale Score	2010 Scale Score	2010 Cut Score*	Points Earned/Points Possible
Listening			XX	XX	XX/XX
Reading			XX	XX	X/XX
Writing			XX	XX	XX/XX
Speaking			XX	XX	XX/XX
Comprehension			XX	XX	XX/XX

Please remember that these results are one measure of your child's progress in learning English. You are encouraged to share this report with your child's current teacher, who can provide guidance and additional examples of classroom assessment performance in preparation for next spring's ELPA. We invite you to learn more about the ELPA and its development at <http://www.michigan.gov/elpa>.

Report Descriptions and Samples (cont.)

ELPA Class Roster Report

The Class Roster Report provides a **summary** score by class/group for each standard assessed within **each domain** and detailed information for each student assessed. This report may include multiple pages to report all domains and standards. Page numbers are printed in the center at the bottom of each report page.

Section A

Provides the name of the student's teacher as well as the name and code of the school that the students on the roster attend. A Class/Group number is reported if a school chose use this optional field code when the ELPA was administered last spring.

Section B

Lists the student names in alphabetical order, matched with each student's UIC code and date of birth. These students are separated by grade level within their school.

Section C

Indicates the overall proficiency scale scores of each student and their corresponding proficiency level in **letter code** format. The letter codes correspond to his one of the five proficiency levels: Advanced Proficient (AP), Proficient (P), High Intermediate (HI), Low Intermediate (LI), and Basic (B). The overall scale score is listed in a three-digit format.

For students who participated in the ELPA in 2008 and 2009, domain scale scores and overall scale scores will be listed on the columns **2008 Scale Score** and **2009 Scale Score** for comparison purposes. Blanks in these columns indicate that the student did not take the 2008 or 2009 ELPA assessment.

Section D

This chart lists all domain and overall performance scores for each student in the list. Each domain has separate columns indicating student raw scores in each standard, followed by final columns showing a total raw score and the "Scale Score." Note that the separate domain scores are listed in two-digit format. The **Cut Score** is the **minimum expected score** that a proficient student would show in each language domain and for the overall score. The Comprehension domain (shown on the second page) is composed of reading and listening standards marked with a small diamond symbol.

Section E lists a total number of students assessed for the grade and their class mean for each data column. This information is given for every separate grade.

Report Descriptions and Samples (cont.)

Teacher Name: XXXXXXXXXXXXXXXXXXXXXXXX
 Class/Group: XXXX
 School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 School Code: XXXXX

CLASS ROSTER REPORT
 ELPA
 LEVEL XX
 Spring 2010



District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 District Code: XXXXX

MICHIGAN

	WRITING				SPEAKING				COMP.	
	FORM	W2	W6	W8	TOTAL	2009 SCALE SCORE	2010 SCALE SCORE	TOTAL	2009 SCALE SCORE	2010 SCALE SCORE
Maximum Points Possible					XX		XX	XX		XX
GRADE XX						XX	**Cut = XX			**Cut = XX
XXXXXXXX, XXXXXX X										
UIC: XXXXXXXXXXXX DOB: XX/XX/XXXX	X	X	X	X				XX	XX	XX
XXXXXXXX, XXXX										
UIC: XXXXXXXXXXXX DOB: XX/XX/XXXX	X	X	X	X				XX		XX
XXXXXXXX, XXXX X										
UIC: XXXXXXXXXXXX DOB: XX/XX/XXXX	X	X	X	X				XX		XX
XXXXXXXX, XXX X										
UIC: XXXXXXXXXXXX DOB: XX/XX/XXXX	X	X	X	X				XX		XX
Number of Students Assessed = X										
Class Mean					XX		XX	XX		XX
GRADE XX						XX	**Cut = XX			**Cut = XX
XXXXXXXX, XXXXXX X										
UIC: XXXXXXXXXXXX DOB: XX/XX/XXXX	X	XX	X	X				XX	XX	XX
Number of Students Assessed = X										
Class Mean					XX			XX		XX

D

** = Minimum expected score for a proficient student.

* Students who participated with the Braille version of the assessment are not reported on the strand level of detail since the form construct differs from this year's design. For strand level scores, please refer to the student's Individual Student Report.

Report Descriptions and Samples (cont.)

ELPA Student Record Label

A Student Record Label is provided for each student assessed during the Spring 2010 assessment cycle. The labels are sent to the school for placement in the student record file (CA-60).

Section A

Identifies the student's name.

Section B

Lists the district code and name, school code and name, and assessment cycle. Also identified are the student's State Unique Identification Code (UIC), district student identification number (STU#), Date of Birth (DOB), gender, ethnicity, grade level and status. The word "Form" here indicates the form that the student took for their assessment level (I through V). The word "Level" indicates that assessment level. Note that some student records do not have a form number associated with them. This occurs when the form number is not bubbled on the Demographic page of the test booklet or answer document. This will not affect the student's score, but it prevents responses for non-operational items from being scored for the student.

Section C

Provides the student's **overall** performance level (Advanced Proficient, Proficient, High Intermediate, Low Intermediate, and Basic). Descriptions of the proficiency performance levels are found on page 10.

Section D

Lists the **student's scale score** and the number of points earned by the student out of the total possible number of points for each of the five separate domains as well as the overall scale score. A **blank** in any of these areas indicates that the student either did not participate in that section of the ELPA or did not answer enough items to receive a score. A blank in the Listening section, the Reading section, or both will result in a blank Comprehension section. A blank in any of the sections will result in a blank overall scale score and a blank performance level (see **Section C**).

Note that the separate **domain scores** are listed in two-digit format and the **overall score** is listed as a three-digit number. The final column of the chart lists the cut score for each domain and overall. The **cut score**, which varies by grade level, is the minimum expected score for a proficient student in that grade.

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
SPRING 2010

XXXXXXXXXXXXXXXXXX, **A**
XXXXX X

XXXXX - XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXX - XXXXXXXXXXXXXXXXXXXXXXXXXXXX

UIC# XXXXXXXXXXXXXXX
B
STU# XXXXXXXXXXXXXXX
DOB-XX/XX/XX

Gender-X Form-X
Ethnicity-X Status-XXXX
Tst Lvl-X Grade-XX

DOMAIN	Pts. Earned/ Possible	Score	Cut Score*
Listening	XX/XX	XX	XX
Reading	XX/XX	XX	XX
Writing	XX/XX	XX	XX
Speaking	XX/XX	XX	XX
Comprehension	XX/XX	XX	XX
Overall	XX/XX	XX	XX

C
OVERALL PERFORMANCE
LEVEL = XXXXXXXXXXXXXXX

*= Minimum expected score for a proficient student.

Sample has been enlarged.

Report Descriptions and Samples (cont.)

ELPA Demographic Report

The Demographic Report provides a **summary description** of the mean scale scores for all five domains, the overall mean scale score and the percentage of students at each proficiency level for each **demographic subgroup**. The Demographic Report is generated for all students and may contain multiple pages. Page numbers are printed in the center at the bottom of each report page.

This report is provided at four levels:

1. School
2. District
3. ISD
4. State

Section A

Identifies the title of the report, the **aggregation level** (school, district, ISD, state), the **grade level**, and the **assessment cycle**. It also provides the district name and code, school name and code, and/or ISD code, as applicable for each level of aggregation.

Section B

Lists the **demographic subgroups** whose data are being reported, the number of students assessed in each subgroup, and the total number of students. The first row under the cut scores provides data for the total of all students. Data for demographic subgroups in the following rows include: Gender, Ethnicity, Economically Disadvantaged, Special with Disabilities, English Language Learners, Standard Accommodations, Formerly Limited English Proficient (FLEP), Less than Full Academic Year, Migratory Status, Homeless, and Interrupted Schooling. Ethnicity subgroups are defined by federal requirements.

Section C

Reports the **mean scale score** for each domain as well as the **overall scale score** for each subgroup. Note that the separate domain scores are listed in two-digit format. The top row shows the cut score for each domain, then the overall cut score. This value varies by grade level and indicates the **minimum expected score** for a proficient student in that grade. Subsequent rows show student scores by demographic group.

Section D

Provides the percentage of students at each of the five proficiency levels (Advanced Proficient, Proficient, High Intermediate, Low Intermediate, and Basic) for each subgroup. Descriptions of the proficiency performance levels are found on page 10.

Report Descriptions and Samples (cont.)

ELPA Domain Report

The intent of the Domain Report is to provide a **summary** description of the mean raw score for each standard and domain assessed on the ELPA, the mean scale score for each domain, and the cut score for each domain.

This report is provided at four levels:

1. School
2. District
3. ISD
4. State

The Domain Summary Report is generated for **all students** and may contain multiple pages to report all domains and standards. Page numbers are printed in the center at the bottom of each report page.

Section A

Identifies the title of the report, the level of **aggregation** (school, district, ISD, state), the **grade level** (for district, ISD, and state reports), and the **assessment cycle**. It also provides the district name and code, school name and code, and/or ISD code, as applicable for each level of aggregation.

Section B

Lists the following subgroups: grade levels for the school report, schools for the district report, districts for the ISD report, and ISDs for the state report. The number of students assessed in each subgroup is also reported.

Section C

Shows scores related to all five separate domains for each subgroup. This report starts on the right side of the first page and entirely fills the subsequent pages. The row directly below the column heads provides the maximum points possible for each standard and domain, against which the raw scores may be compared. Each domain has a separate column indicating the mean **raw score** in each standard, with final columns for the mean total raw score and corresponding scale score. Note that the separate domain scores are listed in two-digit format. The **Cut Score**, which varies by grade level, is the **minimum expected score** for a proficient student in that grade. On this report, cut scores are provided in the column heads for the scale scores. The Comprehension domain is composed of reading and listening standards marked with a small diamond symbol.

Report Descriptions and Samples (cont.)

MEAN SCORES	LISTENING										READING												
	L1	L2	L3	L4	L5	L6	TOTAL	SCALE SCORE	Cut Score	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	TOTAL	SCALE SCORE	Cut Score	
GRADE - K	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 01	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 02	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 03	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 04	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 05	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 06	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 07	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 08	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 09	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 10	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 11	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
GRADE - 12	X	X	X	X	X	X	XX	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	XX	XX
School Number of Students Assessed = XX																							


MICHIGAN
 Department of
Education

SCHOOL SUMMARY REPORT
ELPA - DOMAIN
Spring 2010

MICHIGAN
 ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 District Code: XXXXX

School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 School Code: XXXXX

C

B

Continued

◆ = Contributes to Comprehension
 ◆ = Minimum expected score for a proficient student.
 < = No summary scores provided if < 10 students.

RUN DATE: XXXXXX

Page 1 of 2

Domain Report: Page 1 of 2
 The sections of this sample are the same for reports at all other levels.

* Students who participated with the Braille version of the assessment are not reported on the strand level of detail since the form construct differs from this year's design. For strand level scores, please refer to the student's Individual Student Report.

Report Descriptions and Samples (cont.)

School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 School Code: XXXXX

SCHOOL SUMMARY REPORT ELPA - DOMAIN

MICHIGAN

Spring 2010

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT



District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 District Code: XXXXX

MEAN SCORES	WRITING										SPEAKING										COMP.						
	No. of Students Assessed	W1	W2	W3	W4	W5	W6	W7	W8	TOTAL	SCALE SCORE	Cut Score	S1	S2	S3	S4	S5	S6	S7	S8	TOTAL	SCALE SCORE	Cut Score	TOTAL	SCALE SCORE	Cut Score	
GRADE - K	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 01	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 02	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 03	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 04	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 05	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 06	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 07	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 08	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 09	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 10	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 11	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
GRADE - 12	XX	X	X	X	X	X	X	X	X	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	XX	X	X	XX
School Number of Students Assessed = XX																											



* = Minimum expected score for a proficient student.
 < = No summary scores provided if < 10 students.

Domain Report: Page 2 of 2

The sections of this sample are the same for reports at all other levels.

* Students who participated with the Braille version of the assessment are not reported on the strand level of detail since the form construct differs from this year's design. For strand level scores, please refer to the student's Individual Student Report.

Report Descriptions and Samples (cont.)

ELPA Overall Report

The Overall Summary Report provides a **summary** description of the mean scale scores and percentages of students at each proficiency level.

This report is provided at four levels:

1. School
2. District
3. ISD
4. State

The Overall Summary Report is generated for **all students** and may contain multiple pages to report all subgroups. Page numbers are printed in the center at the bottom of each report page.

Section A

Identifies the title of the report, the level of aggregation (school, district, ISD, state), the grade level (for district, ISD, and state reports), and the assessment cycle. It also provides the district name and code, school name and code, and/or ISD code, as applicable for each level of aggregation.

Section B

Lists the following subgroups:

- Grade levels for the School level report
- Individual schools for the District level report
- Individual districts for the ISD report, and
- ISDs for the state report.

Section C

Reports the **overall number of students assessed**, the mean scale score, and the cut score for each subgroup. The cut score, which varies by grade level, is the minimum expected score for a proficient student in that grade.

Section D

Provides the **percentage** of students at each of the five proficiency levels (*Advanced Proficient, Proficient, High Intermediate, Low Intermediate* and *Basic*) for each subgroup. Descriptions of the proficiency performance levels are found on page 10.

Report Descriptions and Samples (cont.)



MICHIGAN
Department of
Education



SCHOOL
SUMMARY REPORT
ELPA - OVERALL

School Name: XXXXXX XXXXXXXXXXXX XXXXXX
School Code: XXXXX

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

District Name: XXXXXXXX XXXX XXXXXX XXXXXXXX
District Code: XXXXX

Spring 2010

	(C) OVERALL			(D) NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
	NUMBER OF STUDENTS	MEAN SCALE SCORE	*CUT SCORE	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
				Total	%	Total	%	Total	%	Total	%	Total	%
GRADE - XX	XX	XXX.X	XX	X	X	X	X	X	X	X	X	X	X
GRADE - XX	XX	XXX.X	XX	X	X	X	X	X	X	X	X	X	X
GRADE - XX	XX	XXX.X	XX	X	X	X	X	X	X	X	X	X	X
GRADE - XX	XX	XXX.X	XX	X	X	X	X	X	X	X	X	X	X
GRADE - XX	XX	XXX.X	XX	X	X	X	X	X	X	X	X	X	X
GRADE - XX	XX	XXX.X	XX	X	X	X	X	X	X	X	X	X	X
Number of Prohibited Behavior / Out-of-Level = X / X													

* = Minimum expected score for a proficient student.
 < = No summary scores provided if <10 students.

The sections of this sample are the same for reports at all other levels.

Contact Information

The Office of Educational Assessment and Accountability (OEAA) welcomes your comments and suggestions. We are committed to providing Michigan educators, parents, and other stakeholders an assessment program of the highest quality and reliability.

If you have questions regarding the ELPA reports, please contact the OEAA.

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