

# English Language Proficiency Assessment (ELPA)

Spring ELPA 2010  
Michigan School Testing Conference

# Welcome and Introduction

**Jennifer Paul – ELL Educational Research Consultant**

**Phil Chase – Composition Manager**

Assessment of English Language Learners  
Office of Educational Assessment and Accountability  
(OEAA)

Michigan Department of Education (MDE)

[www.michigan.gov/elpa](http://www.michigan.gov/elpa)

- Updates to the 2010 Spring ELPA
- New Professional Development opportunity

# Regular Cycle Districts

- March 2 – Additional Material Orders Begin
- March 15 – Testing Window Opens
- April 23 – Testing Window Ends
- April 30 – Material Return Deadline

# Early Cycle Districts

- February 22 – Test Materials Delivered
- February 23 – Additional Material Orders Begin
- April 23 – Material Return Deadline

# 2010 Spring ELPA

ELPA Level	Items	Points
I	53	68
II	61	79
III	61	80
IV	64	83
V	65	84

# Accommodations

- ELLs
  - daily ELL instruction
- ELL SWDs
  - student records (IEP)

Accommodation		MEAP /MEAP-Access		MI-Access		ELPA		NAEP
		IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
52.	Student responds in sign language for Mathematics, Science and Social Studies assessments (American Sign Language (ASL) or Exact English)	C	NC	C	C	NA	NA	P(+)
53.	Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S	S	S	S	P
54.	Student responds orally (e.g., student tells assessment administrator which answer choice they are selecting)	S	NS	S	S	S	S	P(+)
55.	Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for Writing or Functional Independence Expressing Ideas	S	NS	S	NA	S	S	P
56.	Use of augmentative/alternative communication devices e.g., <ul style="list-style-type: none"> <li>Picture/symbol communication boards</li> <li>Speech generating devices</li> </ul>	S	NS	S	S	S	NS	C
57.	Use of speech to text word processor for responses to Writing, Functional Independence Expressing Ideas, and ELPA	NC	NC	NC	NC	NS	NS	NP
58.	Use of special adaptive writing tools such as pencil grip or larger pencil	S	NS	S	S	S	S	P
59.	Use of adapted paper, lined or grid paper for recording answers	S	NS	S	NA	S	S	NP
60.	Use of alternative writing position (e.g., desk easel, student standing up)	S	NS	S	NA	S	S	P

# Exemptions

- Exemption Request Forms
  - Relevant IEP documentation
- Severe cognitive impairment
- Severe psychological disability
- Reapply ever year until otherwise noted

# Administration Changes

- Test Administrator Manual (TAM) Directions
  - Simplified vocabulary
- Listening CD's
  - Includes Story Retell item(s) from Speaking Section
- Additional Material Orders
  - Assessment materials available up until April 19<sup>th</sup>, 2010

## Fees and Consequences for Late or Inappropriately Returned Assessment Materials



Program	Impact		Shipment Date			
	Consequence	Description	On or before deadline	1-7 days after deadline	8-14 days after deadline	15+ days after deadline
ELPA	Fee charged	Late shipment (per school)	-	\$250	\$250	-
		Late processing (per answer document)	-	-	\$25	-
		Missing barcode (per answer document)	\$10	\$10	\$10	-
		Missing secure test materials (per item)	-	-	-	**
	Reports	Paper reports provided	Yes	Yes	Yes	No
		Electronic reports provided	Yes	Yes	Yes	No
		Data files provided	Yes	Yes	Yes	No
		Results for Accountability calculations	Yes	Yes	Yes	No

\*\*Although no late fee or processing fee will be charged, all materials MUST be returned. Failure to return materials may result in a substantial fine levied against school by Michigan Department of Education.

Please refer to the Spring ELPA Schedule for specific dates for deadlines.

# Content Changes

- Reading: Level II Sentence Recognition Items – added
- Writing: Level I Extended Response Items – eliminated
- Speaking: Sentence Repeat Items – NEW 2-point Rubric

# Speaking Rubrics

	SENTENCE REPEAT
Score Point 1	<ul style="list-style-type: none"><li>- Response shows fluency, with accurate pronunciation of individual sounds at a natural speech rate, intonation, and rhythm. Pronunciation is consistent with fluent speech patterns. Speech is smooth and has an emphasis on words or phrases that indicates comprehension of the sentence. Response is linguistically accurate (free from phonemic/ phonetic or grammatical errors that cause confusion in meaning).</li></ul>
Score Point 0	<ul style="list-style-type: none"><li>- Response shows little or no fluency. Individual sounds are pronounced incorrectly and do not have a natural speech rate, intonation, or rhythm, and are therefore inconsistent with those of a fluent speaker. Speech is broken or hesitating, and emphasis on words does not indicate comprehension of sentence. Response has linguistic errors or omissions that confuse or distract the listener.</li><li>- Speech is unintelligible.</li><li>- Response is only in native language.</li><li>- Student refused to speak.</li></ul>

	<b>SENTENCE REPEAT</b>
Score Point 2	<ul style="list-style-type: none"> <li>Response shows fluency, with accurate pronunciation of individual sounds at a natural speech rate, intonation, and rhythm. Pronunciation is consistent with fluent speech patterns. Speech is smooth and has an emphasis on words or phrases that indicates comprehension of the sentence. Response is linguistically accurate (free from phonemic/ phonetic or grammatical errors).</li> </ul>
Score Point 1	<ul style="list-style-type: none"> <li>Response shows some fluency but contains one or more errors in pronunciation or grammar, and/or demonstrates a slight problem with rhythm or intonation.</li> </ul>
Score Point 0	<ul style="list-style-type: none"> <li>Response shows little or no fluency. Individual sounds are pronounced incorrectly and do not have a natural speech rate, intonation, or rhythm, and are therefore inconsistent with those of a fluent speaker. Speech is broken or hesitating, and emphasis on words does not indicate comprehension of sentence. Response has linguistic errors or omissions that confuse or distract the listener.</li> <li>Speech is unintelligible.</li> <li>Response is only in native language.</li> <li>Student refused to speak.</li> </ul>

# Important Reminders

- DO NOT order additional materials until you have checked with the district to make sure overages don't already exist on-site
- When scoring, fill in ALL bubbles
- Return test materials as soon as possible
- Always use official/correct documents, labels, etc.

# To Note...

- OEAA continuing to make changes to ELPA
- Updating online content
- ELPA video conference/webcast
- ELPA Speaking/Scoring Training DVD
- ELPA Feedback Form – TAM and online at

[www.michigan.gov/elpa](http://www.michigan.gov/elpa)

# Investing in Innovation Fund

- Federal, competitive grant for LEAs
  - Significantly closed achievement gaps
  - Demonstrated success in increasing achievement
  - Significant improvement in grad rates, school leaders, etc.
  - Demonstrate partnership with private sector for matching funds

<http://ed.gov/programs/innovation/factsheet.html>

Or search for “Investing in Innovation Fund”

# ELPA Feedback

# Contact Information

**Jennifer Paul, Educational Research Consultant**

[PaulJ@michigan.gov](mailto:PaulJ@michigan.gov)

(517) 335-3967

**Aric Kuester, Content Consultant**

[KuesterA@michigan.gov](mailto:KuesterA@michigan.gov)

(517) 335-0433