

Spring 2010 ELPA Training Webcast

www.mistreamnet.com

www.michigan.gov/elpa

February 2010

Spring 2010 ELPA

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OEAA/MDE

Overview

- | | |
|---|-----------------------------|
| ① | Introduction |
| ② | Features of the ELPA |
| ③ | Staff Roles & Test Security |
| ④ | Administration |
| ⑤ | Calendar |

①

Introduction

What is the ELPA?



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Introduction

- Snapshot of skills
- Tracks Progress: AMAO 1
- Tracks Proficiency AMAO 2
- **Not** Initial Screening

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT ELPA LEVEL 1 - Grade K Spring 2010

Teacher Name: _____
 Class/Group: _____
 School Name: CESAR CHAVEZ ACADEMY ELEMENTAR
 School Code: 08347

District Name: CESAR CHAVEZ ACADEMY
 District Code: 82918

Student Name: _____
 District Student ID: _____
 Gender: _____
 Student with Disabilities: N
 Accommodations: None

Date of Birth: 09/08/2003
 State USC: 4
 Ethnicity: 5
 Form: 5

2007 Scale Score _____
 2008 Scale Score _____
 2009 Scale Score _____
 Cut Score** _____

OVERALL PERFORMANCE LEVEL: PROFICIENT

Listening	Reading	Writing	Speaking	Comprehension	Overall
51	54	52	54	51	531
55	53	49	50	55	531

DOMAIN	STANDARD	Points Earned/ Points Possible
LISTENING	L.1 ♦ Follow simple and complex directions	7 / 16
	L.2 ♦ Understand spoken English to participate in social contexts	1 / 1
	L.3 ♦ Identify main ideas and supporting details from spoken English	0 / 1
	L.4 ♦ Identify meaning of vocabulary in the content areas	2 / 6
	L.5 ♦ Identify speaker attitude and point of view	1 / 2
	L.6 ♦ Make inferences and predictions	2 / 2
READING	R.1 ♦ Recognize concepts of print literacy	1 / 2
	R.2 ♦ Demonstrate phonological awareness and the relationship of listening/ speaking to decoding	11 / 16
	R.3 ♦ Build vocabulary to develop concepts	3 / 3
	R.4 ♦ Read and demonstrate comprehension of main ideas and supporting details	2 / 3
	R.5 ♦ Apply reading skills in social and academic contexts	5 / 6
	R.6 ♦ Make inferences, predictions, and conclusions from reading	1 / 1

DOMAIN	STANDARD	Points Earned/ Points Possible	
WRITING	W.1 Use conventions and formats of written English	10 / 18	
	W.2 Use grammatical conventions of English	6 / 8	
	W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea	2 / 4	
	W.6 Use various types of writing for specific purposes	2 / 4	
	SPEAKING	S.2 Engage in conversations for personal expression and enjoyment	0 / 2
		S.4 Use English to interact in the classroom	11 / 18
COMPREHENSION	S.5 Provide and obtain information; express and exchange opinions and communication	1 / 1	
	S.6 Demonstrate comprehensive pronunciation and intonation for clarity in oral communication	5 / 8	
	S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics	0 / 2	
		3 / 3	
		2 / 4	

♦ = Contributes to Comprehension

② Features of the ELPA

- Overview
 - Assessment Levels
 - ELPA Domains
 - Items and Points
 - Assessment Materials

ELPA Assessment Levels

Assessment Level	Grade(s)	# of Forms
I	K	5
II	1-2	4
III	3-5	3
IV	6-8	3
V	9-12	3

②

Features of the ELPA

- ELPA Domains



Listening



Reading



Writing



Speaking

Domains administered in any order

② Features of the ELPA

Fifth domain: Comprehension

- Meets Federal requirements
- Listening + Reading standards

DOMAIN	STANDARD	Points Eamed/ Points Possible
LISTENING		10 / 20
L.1 ♦	Follow simple and complex directions	2 / 3
L.2 ♦	Understand spoken English to participate in social contexts	1 / 2
L.3 ♦	Identify main ideas and supporting details from spoken English	1 / 4
L.4	Identify meaning of vocabulary in the content areas	3 / 4
L.5 ♦	Identify speaker attitude and point of view	1 / 3
L.6 ♦	Make inferences and predictions	2 / 4
READING		5 / 21
R.3	Build vocabulary to develop concepts	3 / 6
R.4	Understand and use grammatical structures of English to improve reading comprehension	0 / 1
R.5 ♦	Read and demonstrate comprehension of main ideas and supporting details	0 / 3
R.6 ♦	Apply reading skills in social and academic contexts	1 / 1
R.8 ♦	Make inferences, predictions, and conclusions from reading	1 / 4
R.9	Analyze style and form of various genre	0 / 2
R.10 ♦	Identify author's voice, attitude and point of view	0 / 4
	= Contributes to Comprehension	

② Features of the ELPA

Domain	Administered	Duration	CD?
Listening	Individual or Group	Untimed	 Yes
Reading			No
Writing			No
Speaking	Individual		 Story Retell Only

② Features of the ELPA

Listening

- Variety of items
- Academic & social contexts

② Features of the ELPA

Reading

- Literary/Narrative
- Informational/Content-Based
- Literal
- Inferential
- Vocabulary
- Multiple meanings
- Idioms

② Features of the ELPA

Writing

Section 1 - Writing Conventions:
multiple-choice

Section 2 - Writing:
Constructed-Response

② Features of the ELPA

Speaking

- Five activities
- Rubrics
- Speaking Scoring Training DVD



OEAA@michigan.gov

Mistreamnet.com

Same for 2010

② Features of the ELPA

Points and Items
per Level

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

② Features of the ELPA

Domain	I	II	III	IV	V
Listening	16	20	20	21	20
Reading	16	19	20	21	21
Writing	18	20	20	22	22
Speaking	18	20	20	20	21

Test Booklets



- K-2 students record answers in TBs



- K-2 students
 - Speaking booklet
 - Score recorded in TB by teacher/proctor

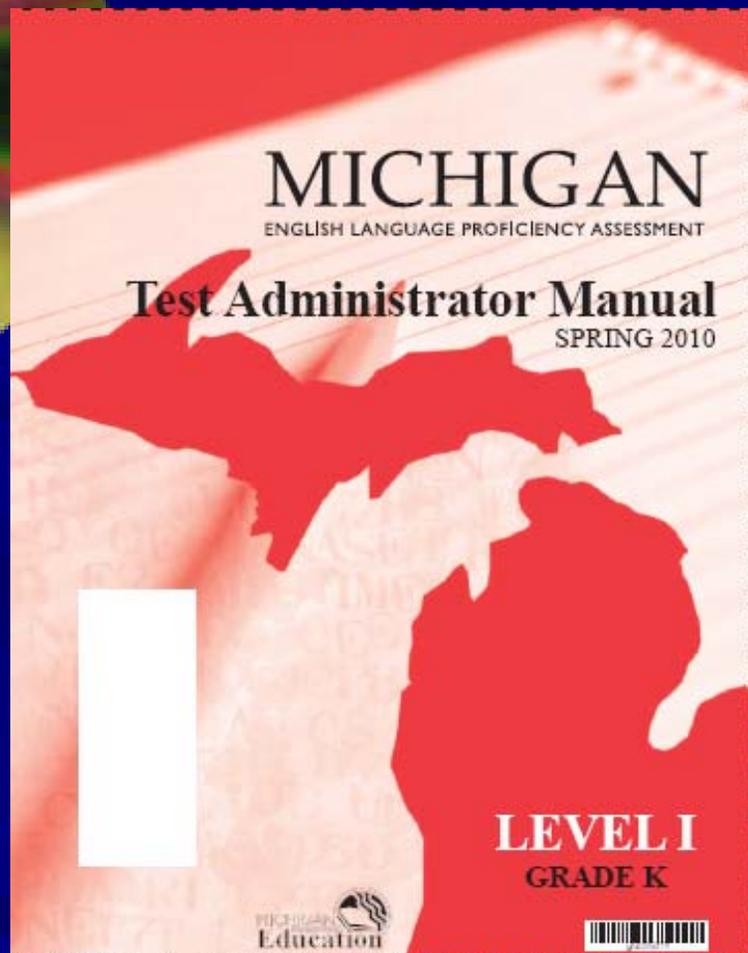
② Features of the ELPA



- Grades 3-12
 - TBs
 - ADs



- TAM for each level
 - Directions for Admin.
 - Speaking rubrics



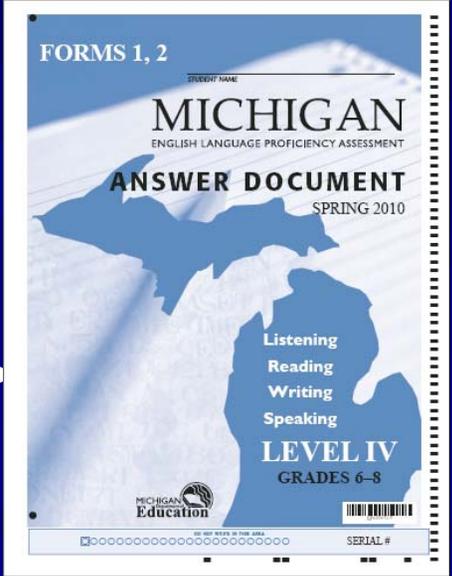
- Each TAM =1 CD
- CD optional

Accommodated Materials Enlarged Print Kit



Responses
transcribed
onto
scannable
TB/AD

Braille Kit



CAUTION

**Check for correct
TB Form**



CAUTION

Read only tabbed
Section in TAM



Form 1

Form 2

Form 3

Form 4

Form 5

ed in boldface text.
You may answer
est questions. If you
t is wrong. Listen

ration. Encourage

- Correct section of *TAM*:
Levels III -V, first sample answer changes by form
 - Form 1, all “A”
 - Form 2, all “B”
 - Form 3, all “C”

Sample items cannot be skipped

Score all Speaking Items

CAUTION

**Check for correct
AD Form**

The image shows the front cover of a Michigan English Language Proficiency Assessment (ELPA) Answer Document. The cover is primarily orange and white. At the top left, it says "FORMS 1, 2". Below that is a line for "STUDENT NAME". The main title is "MICHIGAN ENGLISH LANGUAGE PROFICIENCY ASSESSMENT ANSWER DOCUMENT" in large, bold, black letters. Below the title, it says "SPRING 2010". A large orange silhouette of the state of Michigan is in the center. To the right of the silhouette, the skills "Listening", "Reading", "Writing", and "Speaking" are listed vertically. Below the silhouette, it says "LEVEL V GRADES 9-12". At the bottom left is the Michigan Department of Education logo. At the bottom right is a barcode and the text "SERIAL #". At the very bottom, there is a row of small circles and the text "DO NOT WRITE IN THIS AREA".

③ Staff Roles and Security

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



③

Staff Roles

District Coordinator

- Training personnel
- Ordering materials
- Receiving and distributing test materials
- Collecting test materials
- Checking packaging for return
- Shipping on date
- Receiving and distributing reports
- Collecting district Security Compliance Forms

③

Staff Roles

Building Coordinator

- Training personnel
- Ensuring security of testing materials
- Preparing material for return to District Coordinator
- Handling and resolving concerns
- Distributing reports
- Collecting Building Security Compliance Forms

③

Staff Roles

Assessment Administrator

- Administering the test
 - **Must hold teaching certificate**
- Monitoring Assessment Proctors
- Filling out Security Compliance Form

Assessment Proctor

- Aiding in the administration of the test
 - May be paraprofessional or support staff
- Filling out Security Compliance Form

③

Se

- Complete Prior to handling materials
- keep on file
- All materials kept in locked storage
- Monitor during testing

MICHIGAN Department of Education

OEAA 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 *Assessment Integrity Guide* as published by the Office of Educational Assessment and Accountability (OEAA) of the Michigan Department of Education (MDE); 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 *Assessment Integrity Guide* is available on the Internet at <http://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, or call toll-free (877) 560-8378.

1. Assessment Programs Mark ALL that apply

MEAP MEAP-Access MI-Access MME ELPA

2. District

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

3. School

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

4. Assessment Roles Mark ALL that apply

District Coordinator Proctor

School Coordinator, Test Supervisor, or Back-Up Test Supervisor

Accommodations Provider or Test Accommodations Coordinator

Assessment Administrator or Room Supervisor Other

5. Information Box

PLEASE PRINT—Use full names.

School Name: _____

District Name: _____

Directions

TO COMPLETE:

1. Mark all corresponding bubble(s) next to the assessment program(s) for which you have one or more roles.
2. Print the DISTRICT code. Enter leading zeros if necessary (for example, '01234'). Mark the corresponding bubbles. (Note: District Coordinators mark district code only; skip Step 3.)
3. Print the SCHOOL code. Enter leading zeros if necessary (for example, '01234'). Mark the corresponding bubbles.
4. Mark all corresponding bubble(s) next to your role(s) in the assessment administration process (for example, District Coordinator, School Coordinator, etc.).
5. In the area under Information Box, district coordinators print district name only. All others print both district name and school name on the lines provided.

IMPORTANT:

Districts must keep all completed Security Compliance Forms on file at their district for a period of one year following the assessment window. Do NOT return completed forms to the testing contractor.



③

Security

- Anything w/ barcode = secure includes CDs
- Reuse extra Materials.
Print New Label.
- Refer to the *Assessment Integrity Guide* available at www.michigan.gov/oeaa



④ Administration of the ELPA

- Students assessed
- Assessment Accommodations
- Preparation for Assessment
- Materials Packaging and Return

④ Administration of the ELPA

- Students assessed
 - All students eligible for ELL services
 - Special cases
 - Student Absent
 - Exemption

④ Administration of the ELPA

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)	S	NS	S	S	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"> • Picture/symbol communication boards • Speech generating devices 	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	NS	NS	NS	NS	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

④ Administration of the ELPA

Accommodation	ELPA	
	IEP/504	ELL
53. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S

④

Admini of the

- ELPA Exemption Request Form
 - Recently enrolled Students
 - Prior Approval needed.

Spring 2010 ELPA Exemption Request Form for ELLs with Disabilities

Student Information:

Student Name:

UIC:

Date of Birth:

School Name: School Code:

District Name: District Code:

Grade: Date Enrolled:

Primary Disability Designated in MSDS:

Please provide a brief explanation of why this student should be exempt from one or more sections of the ELPA.

Exemption Requested for the Following Domains:

Listening Reading Writing Speaking * All

*Note: In order to be eligible for an exemption from all sections of the ELPA, the student must be anticipated to take MI-Access Participation in the grades where the assessment is administered (grades 3-8 and 11).

Attachments

Present Level of Academic and Functional Performance

IEP Goals and Objectives page

Additional Supporting Documentation (optional)

Certification

By checking this box, I certify the information contained in this application is true and correct, to the best of my knowledge.

Date:

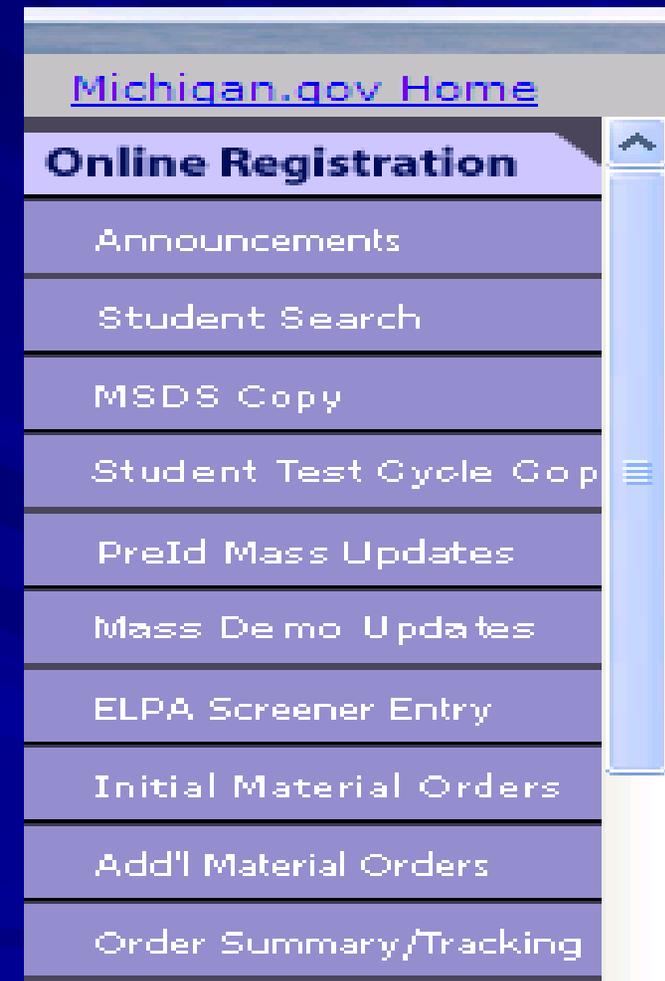
Name and Title of Authorized Official (Please Type or Print)

Email: Phone:

Signature of Authorized Official

④ Administration of the ELPA

- Preparation for Assessment
 - Identify Initial Materials
 - Make AMOs ASAP



④ Administration of the ELPA

- Preparation for Assessment

- Barcode labels

- Apply
to TB/AD

- No barcode label = district prints

- Refer to **OEAA Secure Site Manual**



④ Administration

Estimated Times

Section	Level I	Level II-V
L	35-40	40-45
R	35-40	40-45
W	35-40	40-45
S	15-20	18-20

④ Administration of the ELPA

Resource Needs

100 students
5 hours/day
6 Week Window

④ Administration of the ELPA

Resource Needs

Domain	Level I	Level V
L, R, W	35 min.	45 min.
S	15 min.	20 min.

④ Administration of the ELPA

Resource Needs

Domain	# of Teachers.	# of Days
L	1	12 (4/domain)
R		
W		
S	1	Approx. 7

④ Administration of the ELPA

- Preparation for Assessment

- books, notes, & papers away

- Cover walls

- Correct documents

- #2 pencil(s)

- Special situations

Unauthorized materials

Illness

Absence

Emergency

Make sure you fill in your bubbles all the way.



Practice filling in your bubbles.

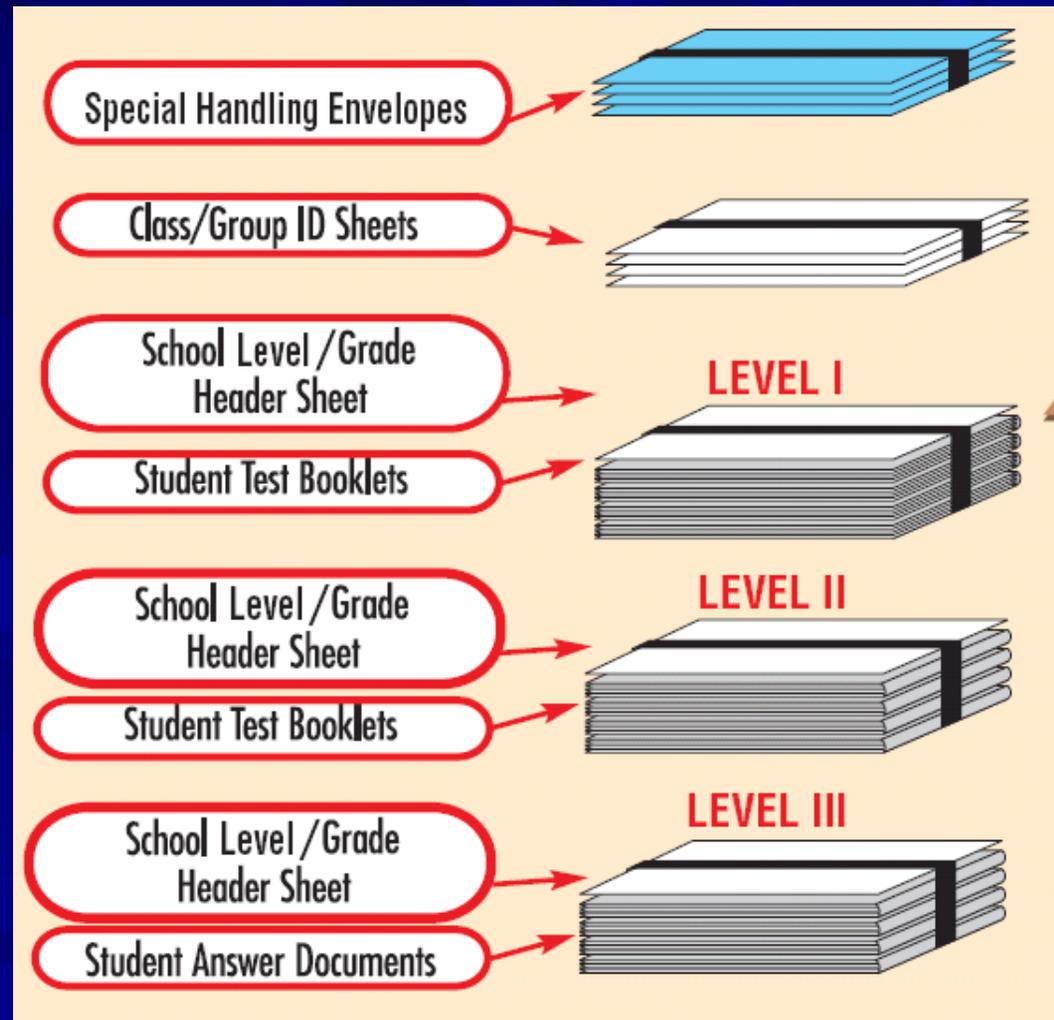


Practice writing your name.

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for practicing writing a name.

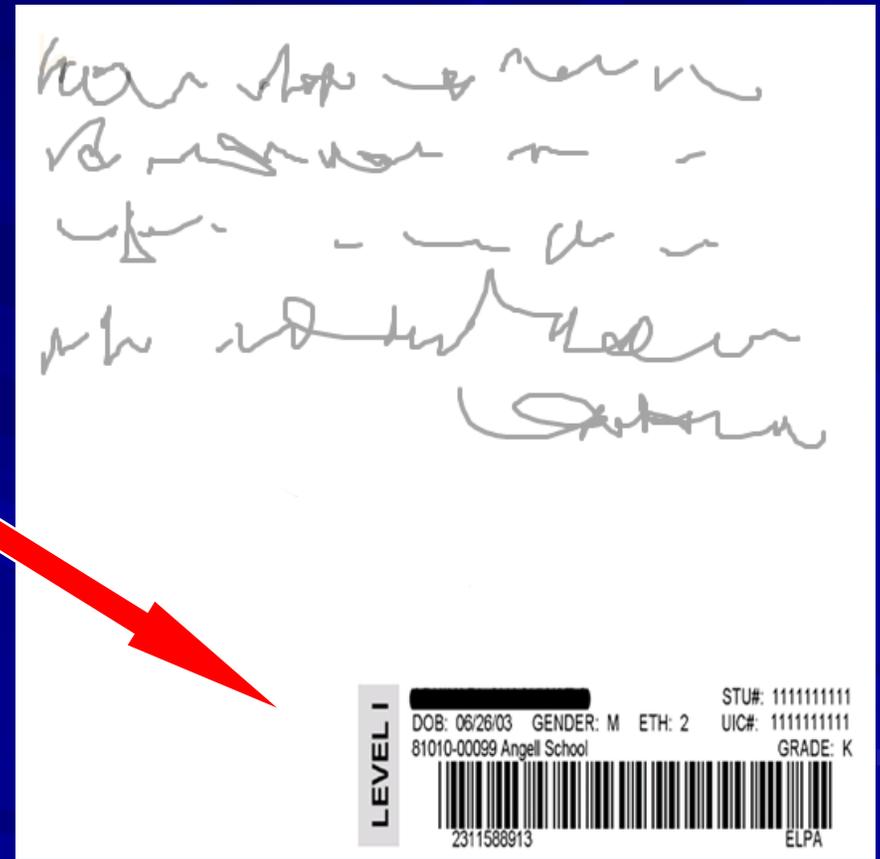
④ Administration of the ELPA

Packing And Returning Materials



④ Administration of the ELPA

Affix
labels here



④ Administration of the ELPA

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

CLASS/GROUP ID SHEET

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the bubbles
- Erase completely any marks that you wish to change
- Make NO stray marks on this sheet

CORRECT MARK ○●○○ **INCORRECT MARKS** ⊗⊗⊗⊗

1 PLEASE PRINT

Name of Person Completing this Form _____

District Name _____

INSTRUCTIONS: This is an optional form. The purpose of this form is to allow districts and schools to receive reports by class or group designations. It is the decision of the school or district to use this option and to define the 4-digit class/group numbers that are most useful to the districts or school.

This form needs to be completed for every teacher. It may be completed by the teacher or the district or building ELPA coordinator. The person completing this form will need a teacher name and the class/group number(s) assigned to the teacher. Class/group numbers should be assigned by the district or building coordinator following instructions in the ELPA Manual for District and Building Coordinators.

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
2. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the boxes under TEACHER NAME, indicate the name of the teacher for whom class/group number(s) are being provided and grid the corresponding bubbles.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, fill in with zeros ahead of the number.

This form should be delivered to the building ELPA coordinator. Instructions for return to the scoring contractor may be found in the ELPA Manual for District and Building Coordinators.

4 TEACHER'S LAST NAME		TEACHER'S FIRST NAME		5 CLASS/GROUP NUMBER			
○	○	○	○	○	○	○	○
A	A	A	A	0	0	0	0
B	B	B	B	1	1	1	1
C	C	C	C	2	2	2	2
D	D	D	D	3	3	3	3
E	E	E	E	4	4	4	4
F	F	F	F	5	5	5	5
G	G	G	G	6	6	6	6
H	H	H	H	7	7	7	7
I	I	I	I	8	8	8	8
J	J	J	J	9	9	9	9

Students listed by Class/group on reports

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

SCHOOL LEVEL-GRADE SPAN HEADER SHEET

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the bubbles
- Erase completely any marks that you wish to change
- Make NO stray marks on this sheet

CORRECT MARK ○●○○ **INCORRECT MARKS** ⊗⊗⊗⊗

1 PLEASE PRINT

Name of Person Completing this Form _____

District Name _____

School Name _____

2 DISTRICT CODE **3 SCHOOL CODE**

○	○	○	○	○	○	○	○	○	○
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3

INSTRUCTIONS

1. Write the name of the person completing this form, the district name and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.

Assessment level unit

④ Administration of the ELPA

Pack Non-Scorable and Ancillary Materials

- Test Booklets
- Answer Documents
- Large Print Booklets
- All CDs
- Braille Books
- Manuals



④ Administration of the ELPA

- One return shipment on or before deadline
Note: If one school is holding up shipment, submit that school at a later date to minimize late fees.
- District Coordinators aid building coordinators w/ packaging
- District Coordinators seal each box and affix shipping labels

④ Administration of the ELPA

- Use original boxes if possible
- “All Flaps Meet” design
- Shipping labels Found in TMRK



④ Administration of the ELPA

DO NOT

return ELPA

Initial Screening

Materials to Questar



⑤ ELPA Calendar

ELPA Cycles

- Early and Regular
- OEAA selected districts for Early Cycle
- balance demographic student response sampling

⑤ ELPA Calendar

Early Cycle
Materials
arrive

February						2010	
Mon	Tue	Wed	Thu	Fri	Sat	Sun	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	

⑤ ELPA Calendar

- **March 01:**
Regular
Cycle
materials
Arrive
- **March 15:**
Regular
Testing
Begins

March							2010
Mon	Tue	Wed	Thu	Fri	Sat	Sun	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

⑤ ELPA Calendar

- **April 19:**
Last AMO day
- **April 23:**
Last Early Cycle ship day
- **April 30:**
Last regular cycle ship day

April							2010
Mon	Tue	Wed	Thu	Fri	Sat	Sun	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

⑤ ELPA Calendar

- Tested Roster:

Early
to
mid
May

May						2010	
Mon	Tue	Wed	Thu	Fri	Sat	Sun	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

⑤ ELPA Calendar

■ Early to Mid June

- Electronic Reports on OEAA Secure Site

- Parent
- Ind. Student
- Class Roster
- Student Data File

June						2010	
Mon	Tue	Wed	Thu	Fri	Sat	Sun	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

⑤ ELPA Calendar

- Get Involved!
 - Rangefinding Committee
 - Item Writing Committee
 - Content and Bias Review Committees
 - Data Review Committee
- Educator Committee Application Form available at www.michigan.gov/elpa

Contact Information

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Contact Information

Office of Educational Assessment and
Accountability (OEAA)

Main Telephone Line: (877) 560-8378

General e-mail: oeaa@michigan.gov

Thank you!