

Spring 2012 ELPA Training

“About the ELPA”

www.mistreamnet.org

www.michigan.gov/elpa

Spring ELPA

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Welcome to the Spring 2012 ELPA Training presentation. This presentation focuses on basics of the Spring ELPA and was created for educators who are new to the assessment. Note that more detailed ELPA related information is available at mistreamnet.org and our ELPA website.

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Bureau of Assessment and Accountability
Michigan Department of Education

I'm Jennifer Paul, ELL Assessment Consultant at the Bureau of Assessment and Accountability in the Michigan Department of Education. With me today is Aric Kuester, the ELPA Development Consultant. We would also like to introduce Cristina Rodriguez, the ELPA Administrative Assistant.

Overview	
①	What is the ELPA?
②	Who takes the ELPA?
③	Testing <ul style="list-style-type: none">▪ Before▪ During▪ After
④	Staff roles and test security
⑤	Accommodations
⑥	Questions?

Spring ELPA

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Overview of the presentation.

This presentation focuses solely on the paper-pencil administration of the Spring ELPA. Anyone administering the Online ELPA should refer to the training materials on the iTester Admin Site.

① What is the Spring ELPA?



- Annual spring ELL assessment
- Aligned to Michigan's ELP standards
- Federally mandated
- Not to be confused with ELPA Initial Screening

So what is the Spring ELPA? The Spring ELPA is Michigan's annual Spring English Language Proficiency Assessment aligned to Michigan's English Language Proficiency standards. The Spring ELPA is federally mandated and is distinguished from the ELPA Initial Screening, which is a placement tool for determining eligibility for ELL services.

① What is the Spring ELPA ?

- Snapshot of skills
- Tracks **Progress:**
AMA0 1
- Tracks **Proficiency:**
AMA0 2

▪ www.michigan.gov/amao

MICHIGAN Education
INDIVIDUAL STUDENT REPORT
ELPA
LEVEL 1 - Grade K
Spring 20XX

Teacher Name: CESAR CHAVEZ ACADEMY ELEMENTARY
Classroom: SEAT
School Name: SEAT
School Code: SEAT

Overall Performance Level: **PROFICIENT**

Listening	Reading	Writing	Speaking	Comprehension	Overall
85	84	85	86	83	83
86	85	87	86	85	85

2009 Grade Score
2008 Grade Score
2009 Grade Score
Cut Score*

DOMAINS

Listening	Reading	Writing	Speaking	Comprehension
L.1.A	R.1.A	W.1.A	S.1.A	C.1.A
L.1.B	R.1.B	W.1.B	S.1.B	C.1.B
L.1.C	R.1.C	W.1.C	S.1.C	C.1.C
L.1.D	R.1.D	W.1.D	S.1.D	C.1.D
L.1.E	R.1.E	W.1.E	S.1.E	C.1.E
L.1.F	R.1.F	W.1.F	S.1.F	C.1.F
L.1.G	R.1.G	W.1.G	S.1.G	C.1.G
L.1.H	R.1.H	W.1.H	S.1.H	C.1.H
L.1.I	R.1.I	W.1.I	S.1.I	C.1.I
L.1.J	R.1.J	W.1.J	S.1.J	C.1.J
L.1.K	R.1.K	W.1.K	S.1.K	C.1.K
L.1.L	R.1.L	W.1.L	S.1.L	C.1.L
L.1.M	R.1.M	W.1.M	S.1.M	C.1.M
L.1.N	R.1.N	W.1.N	S.1.N	C.1.N
L.1.O	R.1.O	W.1.O	S.1.O	C.1.O
L.1.P	R.1.P	W.1.P	S.1.P	C.1.P
L.1.Q	R.1.Q	W.1.Q	S.1.Q	C.1.Q
L.1.R	R.1.R	W.1.R	S.1.R	C.1.R
L.1.S	R.1.S	W.1.S	S.1.S	C.1.S
L.1.T	R.1.T	W.1.T	S.1.T	C.1.T
L.1.U	R.1.U	W.1.U	S.1.U	C.1.U
L.1.V	R.1.V	W.1.V	S.1.V	C.1.V
L.1.W	R.1.W	W.1.W	S.1.W	C.1.W
L.1.X	R.1.X	W.1.X	S.1.X	C.1.X
L.1.Y	R.1.Y	W.1.Y	S.1.Y	C.1.Y
L.1.Z	R.1.Z	W.1.Z	S.1.Z	C.1.Z

STANDARD

Standard	Points Possible	Points Scored
L.1.A	17.00	15.00
L.1.B	17.00	15.00
L.1.C	17.00	15.00
L.1.D	17.00	15.00
L.1.E	17.00	15.00
L.1.F	17.00	15.00
L.1.G	17.00	15.00
L.1.H	17.00	15.00
L.1.I	17.00	15.00
L.1.J	17.00	15.00
L.1.K	17.00	15.00
L.1.L	17.00	15.00
L.1.M	17.00	15.00
L.1.N	17.00	15.00
L.1.O	17.00	15.00
L.1.P	17.00	15.00
L.1.Q	17.00	15.00
L.1.R	17.00	15.00
L.1.S	17.00	15.00
L.1.T	17.00	15.00
L.1.U	17.00	15.00
L.1.V	17.00	15.00
L.1.W	17.00	15.00
L.1.X	17.00	15.00
L.1.Y	17.00	15.00
L.1.Z	17.00	15.00

COMPREHENSION * Composite Score

18/21

The Spring ELPA is designed to provide a snapshot of English Language Learners' English skills. It is used to determine, on an annual basis, the progress that English language learners (ELLs) are making in the acquisition these skills. In addition to tracking individual students' progress, the ELPA helps to track both the progress and proficiency of groups of ELL students through the calculation of Annual Measurable Achievement Objectives, AMAO 1 and 2. For more information on AMAOs, you may go to www.michigan.gov/amao.

② Who takes the ELPA?



K-12 ELL Students = Yes FLEP = No

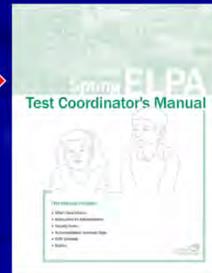
All K-12 students eligible for ELL services and enrolled in Public and charter schools must take the ELPA. Some private school students take the ELPA as well depending on Local Educational Agency Agreements. Note, too, that the federal government requires ELL students whose parents have refused ELL services to take the ELPA. Additionally, Formerly Limited English Proficient students who have been exited from services on or before September 15 with an effective date of June 30 do not take the ELPA. Be sure to check with CEPI on all MSDS dates on a yearly basis.

③ Testing

Before:

02.20.12	Initial Material Orders Delivered
02.21.12	Additional Material Order Window Opens

- Identify materials
- Read Test Coordinator's Manual →
- Print Student Barcode Labels
- Prepare rooms for testing
- Prepare Materials



There are some important things to do prior to the opening of the testing window. Your Initial Material Orders will arrive during the week of February 20. Take some time to verify that you have all the materials you need. If anything is missing, you will want to make an additional material order or AMO. Prior to testing, read the Test Coordinator's manual available on the ELPA website. Also, identify whether you have all of the pre-printed student barcode labels needed for each student's scorable test booklet or answer document. If not, then it will be necessary to print them through the BAA Secure Site. Information for how to print them is provided in the BAA Secure Site User Manual available on the log in page of the Secure Site.

You will also want to prepare rooms for testing by removing anything that might help or hinder a student while taking the test. In order to save time, some educators place sheets on the walls to cover up existing posters and other information. You will also want to familiarize yourself with the materials and features of the ELPA and then prepare the materials for testing.

③ Testing

Before:

- Student Barcode labels



- Apply to TB/AD
- No label = district prints
- Refer to BAA Secure Site Manual

Included in the initial materials order are pre-printed student barcode labels. Apply these labels to the student's test booklets or answer documents before beginning the ELPA. If a barcode label is missing for one or more students, then the label or labels will need to be printed onsite. As already noted, instructions for printing barcode labels can be found in the BAA Secure Site Manual and a link to this manual is available on the login page of the site.

③ Testing

- Anything w/ barcode (QAI or Student) = secure
Includes CDs



- Reuse extra materials.

A rule of thumb is that any barcoded materials are secure materials. This includes CDs. Extra secure testing materials including TBs and ADs may be reused.

③ Testing

Before:

- Assessment levels
- ELPA domains
- Assessment materials

In the next few slides, we'll tell you about some of the important features of the ELPA beginning with Assessment levels, the Domains or sections of the assessment, and what materials are available for testing students.

③ Testing

Assessment Levels

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

The ELPA is divided into five levels that assess a particular grade or grade span. As you can see, level I corresponds with Kindergarten, level II corresponds with grades 1 and 2, and so on.

③ Testing

Domains



Listening



Reading



Writing



Speaking

Domains administered in any order

The ELPA is composed of four domains, or sections, Listening, Reading, Writing, and Speaking. The domains may be administered in any order, but each domain must be completed in one sitting.

③ Testing

Fifth domain:



Comprehension

- Meets federal requirements
- Listening + Reading standards

There is also a fifth domain of comprehension created to meet federal reporting requirements and the score is calculated by taking the scores of items that measure specific Listening and 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	

Here is a screenshot of a portion of an individual student report showing which standards, marked by a diamond, are used to contribute to comprehension.

③ Testing

Domain	Administered	Duration	CD?
Listening	Group	Untimed, one sitting	 Required
Reading	Group	Untimed, one sitting	No
Writing	Group	Untimed, one sitting	No
Speaking	Individual	Untimed, one sitting	

Listening, Reading, and Writing can be administered individually or in a group. The Speaking Section, on the other hand, must be administered individually. All of the domains are untimed, but the Listening section must be administered using the required Listening CD. The CD also includes optional tracks for the Story Retell item or items in the speaking section.

③ Testing

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

The following table provides a summary of estimated ELPA administration times. Although the ELPA is untimed, Listening, Reading, and Writing take between 35 to 45 minutes to complete. Speaking takes between 15 and 20 minutes. With this information, it's easier to determine how many days will be needed to complete testing.

③ Testing

Resource needs

100 students
5 hours/day
6 Week Window

Using the information provided in the last slide, let's take a look at one possible testing scenario. Let's say there are 100 students to be tested. On any given day, there might be as many as five hours that can be dedicated to testing a student during what is roughly a six week testing window.

③ Testing

Resource needs

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

As stated before, Listening, Reading, and Writing will take between 35 – 45 minutes. Speaking will take between 15-20 minutes.

③ Testing

Resource needs

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

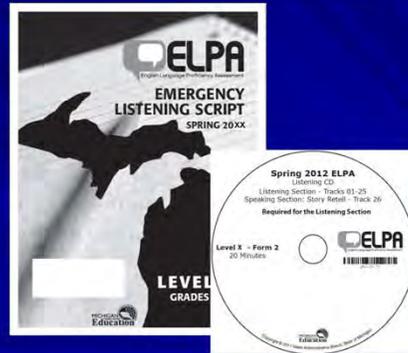
Assuming that there is only one teacher available to test the students, and that this teacher will be testing students in groups of 5 for the first three sections, then it will take 12 days total or 4 days per section or domain. Speaking will be administered individually and will take approximately 7 days to complete. Add in time between rooms, the week of Spring Break, packaging and shipping materials, and the six week window might be used up entirely. It's very important, then, to have a well established plan in place that takes into account all of these variables. It may be necessary to train other teachers and proctors.

③ Testing



Listening

- Variety of items
- Academic & social contexts
- Emergency Listening Script available by request



The Listening Section contains a variety of items some of which assess a student's ability to recognize the semantic meanings of English Utterances and other that assess a student's aural comprehension of Passages read aloud. Both Academic and social contexts are included. If a school is unable or unequipped to use a CD, then an Emergency Listening Script is available by request.

③ Testing

- Multiple-choice questions
- Example:

SAMPLE B

Where is Juanita walking?

- A** On a playground
- B** On a beach
- C** In a forest
- D** In a park

Here is an example of a multiple-choice listening item. Students listen to a passage, and then both listen to and read the question and four answers. The student then bubbles in the answer in his or her scorable test booklet or answer document.

③ Testing



Reading

- Literary/narrative
- Informational/content-based
- Example:

Anton Helps

- 1 "Can you carry that flower pot for me, Anton?" asked Aunt Linda.
- 2 "Sure," said Anton. "What else can I do?"
- 3 Aunt Linda showed Anton how to take out rocks, plant flowers, and water the plants in her garden. Then they took a break.
- 4 "I had a great time," said Anton. "Let's do more tomorrow!"



SAMPLE B

Which of the following did Anton do last?

- A Planted flowers
- B Watered plants
- C Carried a pot
- D Took a break

Reading contains both literary and narrative texts, and informational or content-based texts. Items range from those that assess the recognition of individual Letters, words, or sentences to items that assess comprehension of passages of passages that a student reads. This sample item shows a reading passage that the student reads along with an associated item. The student then bubbles in the answer to this item in his/her test booklet or answer document.

③ Testing



Writing

- Multiple-choice Items
- Constructed-response Items
 - Performance-based items
 - Short answer
 - Extended response

Writing is composed of two types of items: multiple-choice and constructed-response. Items range from those that assess a student's ability to correctly form a single letter in Level I to items that require students to compose multiple sentences based on a specific prompt.

③ Testing

- Part 1 - Multiple-choice

SAMPLE A

Which sentence is correct?

- A** Where do you go to school?
- B** Where you to school go?
- C** Where you go to school?
- D** Where you do go to school?

- Part 2 - Constructed-response

Listen to a story about a girl named Lina. Listen carefully and read along silently. When the story is finished, write a complete sentence on your answer document about where Lina went and what she did. Now listen as I read the story.

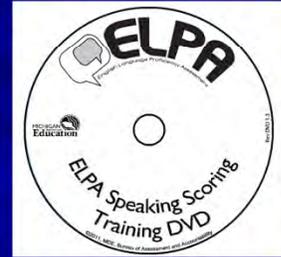
Part 1 of the Writing section focuses on Multiple-choice items. Part 2 contains constructed-response items that ask the student to provide a written response.

③ Testing



Speaking

- Five activities
- Rubrics
- Speaking Scoring Training DVD
 - BAA@michigan.gov
 - Same for 2012
- Additional training video
 - Both available at mistreamnet.org



Speaking contains five activities ranging from Sentence Repetition to engaging in a Guided Discussion with the teacher or proctor. Speaking items must be scored with accompanying rubrics and teachers or proctors must be appropriately trained prior to administering this section. A Speaking Scoring Training DVD is available by emailing BAA@michigan.gov or by downloading a copy of it from mistreamnet.org. Note that the DVD is the same for 2012, so if you have last year's DVD, you may continue to use it. Note, too, that there is an additional speaking rubrics training video on mistreamnet.org that provides information about two new rubrics not addressed in the DVD.

The BAA also recommends that, if you don't feel that you can quickly score a student's response during administration of the speaking section, you tape the student's responses and listen to them after the session ends.

Level	Ans. Doc.	Test Booklet	Speaking Booklet	TAM	Emergency List. Script	Braille Kit	Enlarged Print Kit	Accom. CD
I	No				Yes	No	Yes	
II	No				Yes	No	Yes	
III			No		Yes	Yes	Yes	
IV			No		Yes	Yes	Yes	
V			No		Yes	Yes	Yes	

This table provides a snapshot of all of the materials available for each level. Note that some materials are not available in all of the levels. For instance, there is no answer document for Levels I and II. The students bubble their answers in a scannable test booklet instead. K-2 students record their answers directly in their test booklets because the test booklets themselves are scannable. Note that the Braille Kit is also not available for Levels I and II.

③ Testing

During:

03.05.12	Testing Begins
04.13.12	Testing Ends
04.20.12	Material Return Deadline

The Spring ELPA testing window lasts six weeks beginning on March 5 and ending on April 13. Materials must be postmarked for return by April 20. However, you are welcome to return materials sooner if testing is completed early.

③ Testing

During:



Two bubble and Denealian line practice sheets are available for students in grades K-2, and can be downloaded from the ELPA Website. These practice sheets are not required, but can be used to help young students prepare for answering Multiple-choice and constructed response items.

③ Testing

During:

Assessment Integrity Guide

Michigan standards for professional and ethical conduct in assessment administration and reporting

- Prohibited behavior, such as cheating
- Secure storage
- Misadministration
- Available at www.michigan.gov/elpa

More information about proper test administration materials is available in the Assessment Integrity Guide. It includes procedures for dealing with prohibited behavior such as cheating, how to securely store materials, and what happens if a test is misadministered.

③ Testing

During:

New student arrives during testing window

- First 4 weeks- Screen student first if no prior ELL history, then Spring ELPA
- Last two weeks- Administer Spring ELPA, no Screener

You may find yourself confronted with one or more testing scenarios. If a student with no previous ELL history arrives during the first 4 weeks of the assessment window, screen the student and then administer the Spring ELPA. If a student arrives during the last 2 weeks of the window, just administer the Spring ELPA and do not screen the student first.

③ Testing

During:

- **Student leaves district untested**
 - Unassign student in Secure Site
 - Tests in nonscorable box
- **Student leaves district after partially complete test**
 - Tests in scorable box
 - No Special Handling Envelope
- **Student leaves district after test completed**
 - Tests in scorable box
 - No Special Handling Envelope

There are also various scenarios involving ELLs who leave a district prior to the end of the testing window. If a student leaves a district during the ELPA testing window without being tested, just unassign the student in the BAA Secure Site and put his/her unused test in the nonscorable box. If a student leaves a district after having partially completed a test, then the test should be put in the scorable box. A Special Handling Envelope is not necessary. If a student leaves a district after having completed the test during the testing window, the test should also be put in the scorable box. No Special Handling Envelope is needed.

③ Testing

During:

- Rapid onset of medical condition
 - If not tested, materials in nonscorable box
 - If partially tested, materials in scorable box
- Emergency, such as tornado
 - Follow emergency procedures
 - Ensure materials are secure
 - Continue testing when possible

Note that if a student leaves school for medical reasons, the same rules apply. Emergencies, such as a tornado or other unforeseen event, that prevent students from completing a section should be handled using district policies. If possible, secure the materials and continue testing where the students left off when possible.

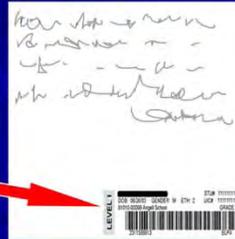
③ Testing

During:

Special Handling Envelopes

- Damaged answer document/scorable test booklet
- Additional page(s) w/ student writing response

Affix label here.



Special Handling Envelopes are used for a very limited number of reasons. If answer documents or scorable test booklets are damaged in such a way that they cannot be properly scanned, then they must be placed in a Special Handling Envelope. Additionally, if a student uses extra paper for writing a response, then any additional pages should be attached to his/her answer document or test booklet and placed into the envelope. Note that additional pages should have a student barcode label attached in order to identify them.

③ Testing

After:

- Tests properly filled out
- Speaking scores bubbled in
- Special handling envelopes used appropriately
- Order ancillary materials
- Separate scorable and nonscorable materials

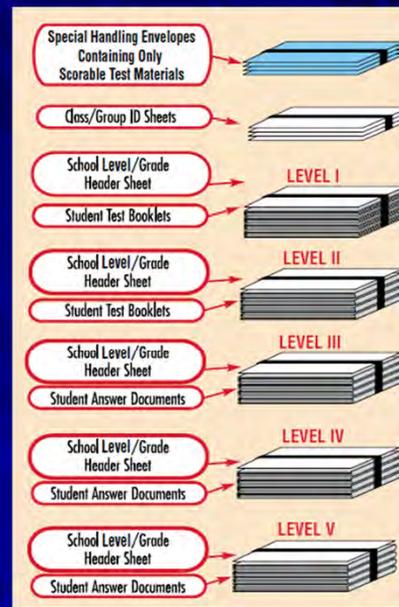
After testing make sure the following activities are completed. Did you ensure that answer documents and scorable test booklets have been properly filled out? This includes the information on the demographic page. Did you make sure that all of the Speaking scores have been recorded and bubbles filled in? Are all of the damaged documents and extra student response pages placed into Special Handling Envelopes? Have you ordered all necessary ancillary materials, such as UPS return labels and paper bands for packing? Did you separate all of the scorable and nonscorable materials?

③ Testing

After:

Scorable Materials

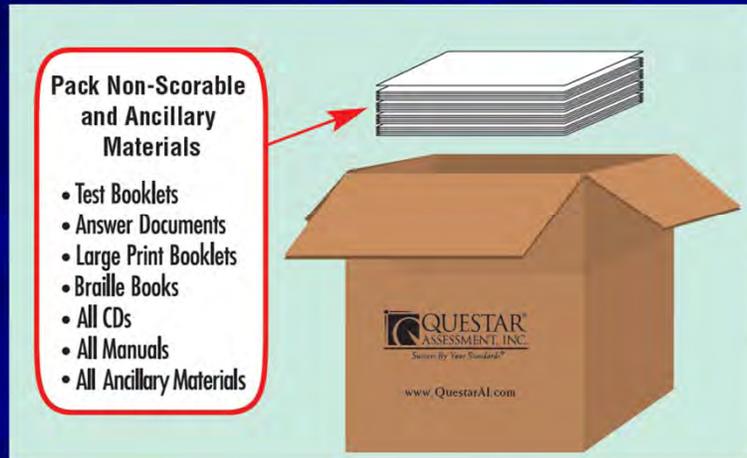
- Special handling envelopes
- Class/Group ID
- School level/Grade Span



In order to insure that all of the scorable materials are properly scanned, it's important to pack everything up in a certain way. Special handling envelopes are placed on top of the stack. After the class/group ID sheets, come the School level/grade span header sheets and then each level. Note that level I and Level II contain test booklets because they are scannable, but level III-V only contain answer documents.

③ Testing

After:
Non-
scorable
materials



The rest of the secure materials that will not be scored must be placed in the non scorable box. This includes all of the materials listed.

③ Testing

After:

Do not return ELPA
Initial Screening
materials to Questar.



ELPA Initial Screening materials should not be returned to Questar. If you have any of these materials and wish to return them, please request a UPS return label through Initial Screening Material Order screen on the BAA Secure Site. The materials can then be returned to the BAA for archiving.

③ Testing

After:

Packing

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



Please pack the Spring ELPA materials using the boxes in which they arrived. The boxes are designed to be reused again by rearranging the flaps. Shipping labels are included in your Test Materials Return Kit, but you can request more if necessary.

③ Testing

After:

Shipping

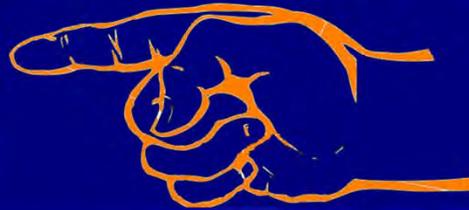
- One return shipment on or before deadline
Note: If 1 school holds up shipment, submit school at later date to minimize fees.
- District Coordinators aid building coordinators w/ packaging
- District Coordinators seal boxes and affix labels

③ Testing

After:

Reminder:

- **Must Include headers**
- **No Headers w/o count**
- **No photocopies**
- **No scorable materials in non-scorable box**



Please remember the following when returning materials.

- You must include headers. The header is what Questar uses to determine the final reporting of the documents returned in addition to functioning as a control document. Without a header returned from the school, the processing time is increased because Questar has to create a new document. This also removes one of the control documents that Questar uses to validate the accuracy of processing.
- Schools must not return headers without filling out the document count. Questar performs a count of received documents and compares it against the school's count. Discrepancies are logged and reported to the school test coordinator. This gives Questar and the school an opportunity to identify mis-handled or improperly returned documents before tested roster is posted. It is easier to find documents and add them to process earlier than later.
- Headers are scannable documents, so photocopies of them must not be used.

- Scorable materials should never go into the non-scorable box.

③ Testing

After:

05.14.12	Tested Roster Window Opens <i>(tentative date)</i> ***
	Green Reporting Opt-out Window Opens <i>(tentative date)</i>
05.18.12	Tested Roster Window Closes <i>(tentative date)</i> ***
	Green Reporting Opt-out Window Closes <i>(tentative date)</i>

After testing, note that the Tested Roster window will open around May 14. Tested Roster is a chance to review all of the students' testing information for accuracy. If any information appears to be incorrect, then it can be changed either in MSDS, or in the final student data file that arrives in June.

④ Staff roles & test security

- District Coordinator
- Building Coordinator
- Assessment Administrator
- Assessment Proctor



Moving on to Staff Roles And Security. There are people assigned to various ELPA roles. What do they all need to do? More detailed information can be found in the Test Coordinator's Manual available on the ELPA website for all of the roles. For this presentation we are going to focus on the last two roles of Assessment Administrator and Assessment Proctor.

④ Staff roles & test security

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

Note that the Assessment Administrator is responsible for Administering the assessment and must hold a teaching certificate. This individual must also monitor assessment proctors as well as fill out Security Compliance Forms before handling materials. Assessment Proctors may aid in the administration of the test and may be a paraprofessional or other support staff. The individual must also fill out a Security Compliance Form.

④ Staff roles & test security

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



The image shows a sample of the OSA Security Compliance Form. The form is titled "MICHIGAN Education OSA Security Compliance Form". It contains several sections for completion:

- 1. Assessment Programs (Mark ALL that apply):** Includes checkboxes for MEAP, MEAP-Access, MI-Access, MME, and ELPA.
- 2. Assessment Roles (Mark ALL that apply):** Includes checkboxes for District Coordinator, School Coordinator, Test Supervisor, or Bulk-Use Test Supervisor; Assessment Administrator, Proctor, or Item Writer; Assessment Administrator or Room Supervisor; District Administrator, Content Writer, or Score Reviewer; and District Member, Content Member, or Other.
- 3. Educational Entity (PLEASE PRINT - Use full names!):** Includes fields for School Name, School Code, District Name, and District Code.
- Directions:** Includes instructions to mark the corresponding boxes for assessment programs and assessment administration processes, and to provide school and district codes.
- IMPORTANT:** A note stating that districts must keep all completed Security Compliance Forms on file at their district for a period of one year following the assessment window, and that they should not return completed forms to the testing contractor.

At the bottom of the form, it says "Security Compliance Form. Funded by the Michigan Department of Education and the U.S. Education Department." and includes a barcode.

An OSA Security Compliance form must be completed prior to handling secure materials.

Copies of the form can be kept on file in the district this year rather than sending them back to questar.

All materials must be kept in locked storage when not in use and carefully monitored during testing.

⑤ Accommodations

- Accommodations for ELLs
Daily ELL instruction
- Accommodations for ELL SWDs
Student records (IEP/ 504)



Assessment Accommodation Summary Table

Found at www.michigan.gov/elpa

It's important to note that there are numerous standard accommodations available for ELLs and ELLs with disabilities. Standard Accommodations available for ELLs are those that are used in their daily ELL instruction. Standard accommodations available for ELLs with Disabilities are those that have been recorded in their Individualized Education Program. You can download the summary table at www.michigan.gov/elpa.

Another segment that focuses exclusively on accommodations is also available for viewing on www.mistreamnet.org.

Other ELPA Resources

www.mistreamnet.org



Spring ELPA

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Below is a screenshot of the Spring 2012 series of webcasts available on mistreamnet.org.



- Rangefinding Committee
- Item Writing Committee
- Content and Bias Review Committees
- Data Review Committee

BAA Committee Participation Application

www.michigan.gov/elpa

If you would like to participate in various ELPA committees that occur throughout the year, please fill out an online BAA Committee Participation Application. A link to this application is available at our ELPA website.

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You are welcome to contact us if you have any questions or concerns.