

PRELIMINARY REPORTS

English Language Proficiency Assessment (ELPA), Spring 2007

Preliminary ELPA Individual Student Report

The intent of the Preliminary ELPA Individual Student Report is to provide raw score data for each student across separate language domains assessed on the ELPA: Listening, Reading, Writing, and Speaking. This report is designed to help parents and educators identify the English language strengths of their student and areas that may need improvement.

*Preliminary reports may be used as a diagnostic instructional tool while cut scores for the new level, **Advanced Proficient**, are reviewed as part of the preparation for final reporting, scheduled for late July.*

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 use this optional field code when the ELPA was administered this spring.

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) numbers are provided for that student. This area also lists information such as gender, date of birth and special education designations. 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. Finally, an Ethnicity code is provided and its number matches one of the descriptions below:

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

Since preliminary reports show raw score results, the overall performance level as well as the domain and overall scale scores shown in Sections C and D will be listed as N/A*. These data will be included in the Final ELPA Reports.

Section E lists each language standard that was assessed on this spring's ELPA under each domain. Based on the number of items on the ELPA that assessed a given standard, a student will have a raw score for each individual standard, shown in the "Points Earned/Points Possible" column. All of a domain's standards will then total into a raw score for the language domain. (Note that Comprehension does not have standards of its own; it draws from the standards indicated by the small diamond symbol.)



PRELIMINARY INDIVIDUAL STUDENT REPORT ELPA LEVEL II - Grade 2 Spring 2007

Teacher Name: XXXXXXXXXXXXXXXXXXXXXXXX
 Class/Group: XXXX
 School Name: WOODS LAKE ELEMENTARY: A MAGNET CENTER FOR THE ART
 School Code: XXXXX

District Name: XX
 District Code: XXXXX



MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Student Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX X
 District Student ID: XXXXXXXXXX Date of Birth: XX/XX/XXXX
 Gender: X State UIC: XXXXXXXXXX
 Student with Disabilities: X Ethnicity: X
 Accommodations: None Form: X

OVERALL PERFORMANCE LEVEL : - NA***



2006 Scale Score
 2007 Scale Score
 Cut Score**

Listening	Reading	Writing	Speaking	Comprehension	Overall
NA***	NA***	NA***	NA***	NA***	NA***
NA***	NA***	NA***	NA***	NA***	NA***
NA***	NA***	NA***	NA***	NA***	NA***

DOMAIN	STANDARD	Points Earned/ Points Possible
LISTENING		XX / XX
L.1♦	Follow simple and complex directions	XX / XX
L.2♦	Understand spoken English to participate in social contexts	XX / XX
L.3♦	Identify main ideas and supporting details from spoken English	XX / XX
L.4	Identify meaning of vocabulary in the content areas	XX / XX
L.5♦	Identify speaker attitude and point of view	XX,
L.6♦	Make inferences and predictions	XX,
READING		XX,
R.2	Demonstrate phonological awareness and the relationship of listening/speaking to decoding	XX,
R.3	Build vocabulary to develop concepts	XX / XX
R.5♦	Read and demonstrate comprehension of main ideas and supporting details	XX / XX
R.6♦	Apply reading skills in social and academic contexts	XX / XX
R.8♦	Make inferences, predictions, and conclusions from reading	XX / XX
R.9	Analyze style and form of various genre	XX / XX



DOMAIN	STANDARD	Points Earned/ Points Possible
WRITING		XX / XX
W.1	Use conventions and formats of written English	XX / XX
W.2	Use grammatical conventions of English	XX / XX
W.4	Construct sentences and develop paragraphs to organize writing supporting a central idea	XX / XX
W.6	Use various types of writing for specific purposes	XX / XX
SPEAKING		XX / XX
S.1	Use spoken language for daily activities within and beyond the school setting	XX / XX
S.2	Engage in conversations for personal expression and enjoyment	XX / XX
S.4	Use English to interact in the classroom	XX / XX
S.5	Provide and obtain information; express and exchange opinions	XX / XX
S.6	Demonstrate comprehensible pronunciation and intonation for clarity in oral communication	XX / XX
S.7	Present information, concepts, and ideas to an audience of listeners on a variety of topics	XX / XX
S.8	Use strategies to extend communicative competence	XX / XX
COMPREHENSION	♦ = Contributes to Comprehension	XX / XX

** = Minimum expected score for a proficient student.
 *** = Not Available

PRELIMINARY REPORTS

English Language Proficiency Assessment (ELPA), Spring 2007

Preliminary ELPA Class Roster

The Preliminary ELPA Class Roster Report provides raw score information by class/group for each standard assessed within each domain, as well as detail 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.

*Preliminary reports may be used as a diagnostic instructional tool while cut scores for the new level, **Advanced Proficient**, are reviewed as part of the preparation for final reporting, scheduled for late July.*

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 use this optional field code when the ELPA was administered this spring.

Section B lists the student names in alphabetical order, matched with each student's UIC code and date of birth.

Since preliminary reports show raw score results, the overall performance level as well as the domain and overall scale scores shown in **Sections C and D** will be listed as **N/A***. These data will be included in the Final ELPA Reports.

On the preliminary reports, the student's raw score (number correct) in **Section D** is shown for each domain standard. This can be compared with the maximum points possible for that domain standard found at the top of the chart. Totals are also shown on columns to the right of each set of domain standards.

Section E lists a total number of students assessed for the page and their class mean for each data column.

**PRELIMINARY
CLASS ROSTER REPORT
ELPA
LEVEL V
Spring 2007**

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

B

C

A

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

D

FORM	OVERALL			LISTENING									READING														
	2006 SCALE SCORE	2007 SCALE SCORE **Cut = XXX	PERFORMANCE LEVEL	L.1♦	L.2♦	L.3♦	L.4	L.5♦	L.6♦	TOTAL	2006 SCALE SCORE	2007 SCALE SCORE **Cut = XXX	R.1♦	R.2	R.3	R.4	R.5♦	R.6♦	R.7	R.8♦	R.9	R.10♦	TOTAL	2006 SCALE SCORE	2007 SCALE SCORE **Cut = XXX		
Maximum Points Possible																											
GRADE 9																											
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
Number of Students Assessed = XXX,XXX																											
Class Mean																											
GRADE 10																											
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
XX UIC: 1234567890 DOB: XX/XX/XXXX	X	NA*	NA*	NA*	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*
Number of Students Assessed = XXX,XXX																											
Class Mean																											

E

Continued
*NA = Not Available ♦ = Contributes to Comprehension
** = Minimum expected score for a proficient student.

Performance Level
AP = Advanced Proficient LI = Low Intermediate
P = Proficient B = Basic
HI = High Intermediate



PRELIMINARY CLASS ROSTER REPORT ELPA LEVEL V Spring 2007

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

District Name: XX
 District Code: XXXXX

MICHIGAN ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

	FORM	WRITING										SPEAKING								COMP.						
		W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	TOTAL	2006 SCALE SCORE	2007 SCALE SCORE **Cut = XXX	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	TOTAL	2006 SCALE SCORE	2007 SCALE SCORE **Cut = XXX	TOTAL	2006 SCALE SCORE	2007 SCALE SCORE **Cut = XXX
Maximum Points Possible		XX	XX	XX	XX	XX	XX	XX	XX	XXX			XX	XXX			XXX									
GRADE 9																										
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
Number of Students Assessed = XXX,XXX																										
Class Mean		XX	XX	XX	XX	XX	XX	XX	XXX			XX	XX	XX	XX	XX	XX	XX	XX	XXX			XXX			
GRADE 10																										
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
XXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXX UIC: 1234567890 DOB: XX/XX/XXXX	X	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XX	XX	XX	XX	XX	XX	XX	XX	XXX	NA*	NA*	XXX	NA*	NA*	
Number of Students Assessed = XXX,XXX																										
Class Mean		XX	XX	XX	XX	XX	XX	XX	XXX			XX	XX	XX	XX	XX	XX	XX	XX	XXX			XXX			

Continued
 *NA = Not Available