

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Michigan ELPA Guide To Reports Spring 2006

(Published September 2006)



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Introduction

This guide is designed to assist educators in understanding and using the Spring 2006 English Language Proficiency Assessment (ELPA) results for their English Language Learner (ELL) students.

Final report summaries are included in the second shipment of reports that will provide information on the status of Michigan's ELL students. These reports are intended to reflect the data needed to meet the expectations of state and federal legislation.

The table below lists the reports in the sequence they occur within your District and School packets. Included in the table is a brief purpose statement for each report, student populations represented in the report, and the report distribution. Detailed descriptions and key components of the reports are provided in this document as well.

| ELPA SPRING 2006 REPORTS | | |
|----------------------------------|--|---|
| Report Title | Purpose | Distribution |
| Summary Report Overall | This report provides a comparative set of mean scale scores and the percentage of students at each performance level, summarized by school, district, ISD, and state. | State* ISD (electronic only) District School |
| Demographic Report | This report provides a comparative set of mean scale score information for all five domains as well as overall, and the percentage of students at each performance level, summarized by school, district, ISD, and state. | State* ISD (electronic only) District School |
| Summary Report Domain | This report provides a comparative set of mean raw score and scale score information for all standards and domains assessed on the ELPA, summarized by school, district, ISD, and state. | State* ISD (electronic only) District School |
| Class Roster Report | This report provides a set of summary score information by class. Each student assessed is listed with raw score and scale score information for all standards and domains assessed on the ELPA, in addition to overall scale score and performance level. | School Class/Group (includes Homeschooled) |
| Individual Student Report | Printed for individual students, this report provides: overall scale score and performance level information; scale score information for all five domains; and raw score information for all standards and domains assessed on the ELPA. | School Class/Group (includes Homeschooled) |
| Parent Report | Printed for individual students, this report provides a graphic representation of the student's overall performance level and scale score, as well as a summary description of the scale score and raw score information for the five domains assessed on the ELPA. | 2 copies: 1 for school 1 for parent |
| Student Record Label | Printed for individual students, each label provides: student identification information; student demographic information; a summary description of the student's raw score and scale score information for the five domains assessed on the ELPA; overall raw score and scale score information; and the overall performance level. | School |

**Will include reports for public and non-public schools.*

Features of the ELPA

The goal of the ELPA is to measure the English language proficiency levels of Michigan students who are learning 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 Speaking sections of the ELPA.

Michigan's ELPA is a customized assessment. It is designed to be aligned with the Michigan English language proficiency standards, which were approved by the State Board of Education in April 2004. The ELPA is divided into four grade spans (K-2, 3-5, 6-8, and 9-12), which correspond to the grade spans in Michigan's English language proficiency standards. ELLs take the ELPA level that matches their grade of enrollment.

Many ELLs may enter our schools having little or no formal education in English or in their native language. Since all ELL students will take the ELPA level matched to their grade of enrollment, assessment items were selected to represent a broad range of ability, making it more likely that ELLs who are new to the United States are able to find some items that can be answered 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 items, each 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 items, each worth 1 point.

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.

- Items assessing the understanding of Writing Conventions are multiple-choice, each worth 1 point.
- Writing items requiring a one-word written response, each worth 1 point.
- Writing items requiring a one-sentence written response, each worth a maximum of 2 points.
- Writing items requiring a written response longer than one sentence, each worth a maximum of 4 points.

Speaking

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

- Speaking items requiring students to answer a question about a picture, each worth 1 point.
- Speaking items requiring students to respond appropriately to a question or statement that they hear: some each worth a maximum of 2 points, others each worth 1 point.
- Speaking items requiring students to repeat a sentence that they heard, each worth a maximum of 2 points.
- Speaking items requiring students to complete a sentence based on a visual prompt, each worth a maximum of 2 points.
- Speaking items requiring students to retell a story, each worth a maximum of 4 points.
- Speaking items requiring students to tell a story from a set of visual prompts, each worth a maximum of 4 points.
- Speaking items that require students to give a point of view or opinion based on a passage that is read to them, each worth a maximum of 4 points.

Standard Setting

ELPA performance standards were developed on the ELPA for each grade from Kindergarten to twelfth grade. The standards define the levels of performance for the statewide assessments used for ELPA. These levels include *Proficient*, *High Intermediate*, *Low Intermediate*, and *Basic*.

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 Department. Each panel spent three days reviewing the assessment instrument(s) assigned to them, individually judging the level of performance that students would need to achieve for each of the four performance levels for each assessment, discussing these within their panel, and repeating this process up to three times, with additional performance information provided during each round.

SECTION ONE

Scoring the Spring 2006 ELPA

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

Definitions:

1. Scale Score

A scale score is defined as a stable score on the assessment that is reported for each student. 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 stable because it allows for all students' scores to be reported on the same scale regardless of which year the assessment was taken or which form of the assessment was administered to each student.

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

A 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.

An overall scale score is reported for each student who participated in all four sections of the assessment (Listening, Reading, Writing, and Speaking). The overall scale score is a combined score showing how a student performed across all of the domains of the ELPA, and is computed from the scores for all of the items on the ELPA. Each overall scale score corresponds to one of the four overall performance levels. All students with a scale score for all of the individual domains will have an overall scale score as well as a resultant performance level.

2. Performance Level

A performance level is defined as a range of scale scores that corresponds to student proficiency levels of *Proficient*, *High Intermediate*, *Low Intermediate*, and *Basic*. Because the skills required for proficiency increase with grade level, the ranges for these levels of proficiency also change with grade level. The proficiency levels are generally defined as:

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.

3. Cut Score

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 with increases in grade level. Therefore, each grade level has its own cut scores for each domain. Cut scores are recommended by a panel comprised of educators and other stakeholders throughout the state as part of the standard setting process. The Michigan State Board of Education approved the final cut scores and performance level ranges. (See the introductory section above for more details on the standard setting process.)

4. 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.

5. Handscoring Process—Writing and Speaking

All constructed-response items requiring short or extended written responses, as well as 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.

Harcourt Assessment, Inc. (Harcourt), the contractor for the ELPA administration and reporting processes, is also responsible for the handscoring of written responses. All written responses are handscored by trained scorers who have received extensive training. The scorers must pass a qualifying test before being permitted to score student responses. Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses. During the scoring process, periodic quality-control checks are in place to 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 have taken every step possible to minimize scoring subjectivity.

ELPA administrators and proctors scored the Speaking section using the hand-scoring process, guided by specific, detailed instructions and rubrics provided in the *Directions for Administration* that was appropriate for their students' assessment level.

SECTION TWO

Report Descriptions

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.

These reports are printed to show sample format. Since they do not refer to any specific assessment item, or any specific student, school, or district, these samples may be reproduced for training purposes.

The following list includes all of the domains assessed on the ELPA and each standard assessed within each domain. The standards that contribute to the Comprehension score are indicated with a diamond symbol.

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

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

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. 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 (below). This will be one of four proficiency levels: Proficient, High Intermediate, Low Intermediate, and Basic.

The chart in **Section D** lists separate domain scores as well as the overall performance score for that student in the top row of the chart, called "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 second row, called "Cut Score," is the minimum expected score that a proficient student would show in each language domain and for the overall score.

Section E lists each language standard that was assessed on the last spring's 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 boldface. The Comprehension domain is composed of reading and listening standards marked with a small diamond symbol.

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

Teacher Name: XXXXXXXXXXXXXXXXXXXXXXXX
Class/Group: XXXX
School Name: WOODS LAKE ELEMENTARY: A MAGI
School Code: XXXXX



MICHIGAN
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Student Name: XX
District Student ID: XXXXXXXXXXXX Date of Birth: XX/XX/XXXX
Gender: X State UIC: XXXXXXXXXXXX
Student with Disabilities: X Ethnicity: X
Accommodations: None Form: X

OVERALL PERFORMANCE LEVEL : - XXXXXXXXXXXXX



| | Listening | Reading | Writing | Speaking | Comprehension | Overall |
|-------------|-----------|---------|---------|----------|---------------|---------|
| Scale Score | XX | XX | XX | XX | XX | XXX |
| Cut Score** | XX | XX | XX | XX | XX | XX |



| 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 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 | XX / XX |
| R.2 | Demonstrate phonological awareness and the relationship of listening/speaking to decoding | XX / XX |
| R.3 | Build vocabulary to develop concepts | XX / XX |
| R.4 | Understand and use grammatical rules of English to improve comprehension | 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.7 | Read for research purposes | XX / XX |
| R.8♦ | Make inferences, predictions, and conclusions from reading | XX / XX |
| R.9 | Analyze style and form of various genre | XX / XX |
| R.10♦ | Identify author's voice, attitude, and point of view | 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.3 | Write using appropriate vocabulary choice and variation | XX / XX |
| 4 | Construct sentences and develop paragraphs to organize writing supporting a central idea | XX / XX |
| 5 | Use the writing process to produce written products | XX / XX |
| 6 | Use various types of writing for specific purposes | XX / XX |
| 7 | Use multiple sources to extend writing | XX / XX |
| 8 | Use tone and voice to engage specific audiences | 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.3 | Use spoken English and nonverbal communication in socially and culturally appropriate ways | 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.

ELPA Parent Report

The intent of the Parent Report is to provide 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.

Section B identifies the title of the report, the grade level, the assessment cycle, the name of the student whose data are reported, and the student's unique identification code (UIC).

Section C provides a description of the information contained in Sections E and F.

Section D provides brief descriptions of the four performance levels: 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 four performance levels of Proficient (P), High Intermediate (HI), Low Intermediate (LI), and Basic (B). The range of scale scores represented by each performance level appears below the graphic. The student's overall scale score is indicated on the continuum with the scale score number 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 normal margin of statistical error as a range of possible values.

Section F 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 (Section E, above). 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.

Section G provides the names of the district and school where the student attended when the ELPA was administered. Parents or guardians may contact these, or refer to www.michigan.gov/elpa, if they have further questions about the Parent Report.



PARENT REPORT

Grade 9
Spring 2006
Report for
LAST, FIRST MI
UIC: XXXXXXXXXXXX



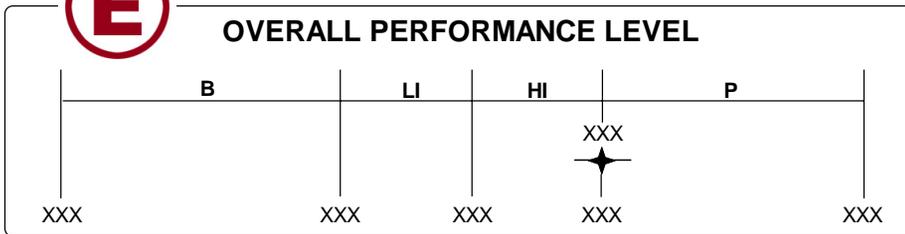
To the left is the Overall Performance Level, which is a combined score showing how your student performed across all of the sections, or domains, of the English Language Proficiency Assessment, or ELPA. This chart is divided into four performance levels, from Basic (B) to Proficient (P). Each of these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

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

Please remember that these results are one measure of your student's progress in learning English. You are encouraged to share this report with your student'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>.



OVERALL PERFORMANCE LEVEL



Basic (B) = XXX -XXX Low Intermediate (LI) = XXX-XXX High Intermediate (HI) = XXX-XXX Proficient (P) = XXX-XXX



| DOMAINS | Scale Score | Cut Score* | Points Earned/ Points Possible |
|---------------|-------------|------------|--------------------------------|
| Listening | XX | XX | XX / 24 |
| Reading | XX | XX | XX / 25 |
| Writing | XX | XX | XX / 25 |
| Speaking | XX | XX | XX / 27 |
| Comprehension | XX | XX | XX / XX |



PERFORMANCE LEVEL DESCRIPTORS

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



District Name:
XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
School Name:
XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

For more information, please visit www.michigan.gov/elpa

*Minimum expected score for a proficient student

ELPA Class Roster Report

The Class Roster Report provides summary 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.

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 last spring.

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

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 four proficiency levels: Proficient (P), High Intermediate (HI), Low Intermediate (LI), and Basic (B). The overall scale score is listed in a three-digit format.

The chart in **Section D** (continuing on to an additional page) lists all domain scores as well as the overall performance score for every student in a list. Each domain has a separate column indicating student raw scores in each standard, with final columns for 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 is composed of reading and listening standards marked with a small diamond symbol.

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

CLASS ROSTER REPORT
 ELPA
 LEVEL V
 Spring 2007



MICHIGAN
 ENGLISH LANGUAGE PROFICIENCY ASSESSMENT



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



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

Performance Level
 T = Transitional LI = Low Intermediate
 P = Proficient B = Basic
 HI = High Intermediate



District Name: XX
 District Code: XXXXX

CLASS ROSTER REPORT

ELPA

LEVEL V

Spring 2007

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

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

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

Continued
 ** = Minimum expected score for a proficient student.

ELPA Student Record Label

A Student Record Label is provided for each student assessed during the Spring 2006 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.

Section C provides the student's overall performance level (Basic, Low Intermediate, High Intermediate, or Proficient). Descriptions of the proficiency performance levels are found in Section 1 of this document.

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 (**Section C**, above). 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.

Section E, the first cell in the row for Overall information, contains a single digit following the word "Overall". This digit refers to the Form number of the assessment that the student used.

LAST, FIRST MI **A**

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

SPRING 2006

12345-DISTRICT NAMEXXXXXXXXXXXXXXXXXXXX

54321-SCHOOL NAMEXXXXXXXXXXXXXXXXXXXX

UIC# 1234567890

STU# 1234567890

DOB-MM/DD/YYYY

Gender-M

Ethnicity-1

Grade-4

Status-FLEP

C **OVERALL PERFORMANCE**
LEVEL = XXXXXXXXXXXXXXXXXXXX

* = Minimum expected score for a proficient student.

| DOMAI D | Pts. Earned/ Possible | Scale Score | Cut Score* |
|-------------------------|----------------------------------|------------------------|-----------------------|
| Listening | XX/24 | XX | XX |
| Reading | XX/25 | XX | XX |
| Writing | XX/25 | XX | XX |
| Speaking | XX/27 | XX | XX |
| Comprehension | XX/XX | XX | XX |
| Overall E | XXX/XXX | XXX | XXX |

ELPA Demographic Report

The intent of the Demographic Report is to provide 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.

This report is provided at four levels:

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

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.

Section A identifies the title of the report, the level of aggregation (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 the demographic subgroups are in the following row(s). The demographic subgroups reported include: Gender, Ethnicity, Economically Disadvantaged, Special with Disabilities, English Language Learners, Standard Accommodations, Formerly Limited English Proficient (FLEP), Less than Full Academic Year, and Homeless. Ethnicity subgroups are defined by federal requirements (refer to the Ethnicity definitions in the ELPA Coordinator Manual www.michigan.gov/oeaa for definitions).

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 row directly below the column heads provides 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.

Section D provides the percentage of students at each of the four proficiency levels (Basic, Low Intermediate, High Intermediate, Proficient) for each subgroup. Descriptions of the proficiency performance levels are found in Section 1 of this document.



SCHOOL DEMOGRAPHIC REPORT
DISTRICT
ISD
STATE
Grade 9
Spring 2006

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

| (B) | NUMBER OF STUDENTS ASSESSED | (C) MEAN SCALE SCORE | | | | | | (D) PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL | | | |
|----------------------------------|-----------------------------|-----------------------------|-----------|-----------|-----------|---------------|------------|--|------------------|-------------------|------------|
| | | Listening | Reading | Writing | Speaking | Comprehension | Overall | BASIC | LOW INTERMEDIATE | HIGH INTERMEDIATE | PROFICIENT |
| *Cut Score | | XX | XX | XX | XX | XX | XXX | | | | |
| Total All Students | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Gender | | | | | | | | | | | |
| Male | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Female | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Ethnicity | | | | | | | | | | | |
| American Indian/Alaskan Native | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Asian/Pacific Islander | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Black, not of Hispanic origin | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Hispanic | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| White, not of Hispanic origin | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Multiracial | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Economically Disadvantaged | | | | | | | | | | | |
| Yes | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| No | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Students with Disabilities | | | | | | | | | | | |
| Yes | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| No | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Standard Accommodations | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Nonstandard Accommodations | XX,XXX | | | | | | | | | | |
| English Language Learners | | | | | | | | | | | |
| Yes | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| No | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Standard Accommodations | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Nonstandard Accommodations | XX,XXX | | | | | | | | | | |
| Standard Accommodations - All | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Nonstandard Accommodations - All | XX,XXX | | | | | | | | | | |
| FLEP | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Less than Full Academic Year | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| Homeless | XX,XXX | XX.X | XX.X | XX.X | XX.X | XX.X | XXX.X | XXX | XXX | XXX | XXX |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

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

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 subgroups, which are 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, which continues on to an additional page, reports scores related to all five separate domains for each subgroup. 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, are the minimum expected scores for a proficient student. The Comprehension domain is composed of reading and listening standards marked with a small diamond symbol.



District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 District Code: XXXXX



SCHOOL SUMMARY REPORT
 DISTRICT ELPA - DOMAIN
 ISD
 STATE

School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 School Code: XXXXX

Spring 2006

MICHIGAN
 ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

MEAN SCORES



| | No. of Students Assessed | LISTENING | | | | | | | | | READING | | | | | | | | | | | | | |
|---|--------------------------|-----------|------|------|------|------|------|-------|-------------|------------|---------|------|------|------|------|------|------|------|------|-------|-------|-------------|------------|----|
| | | L.1♦ | L.2♦ | L.3♦ | L.4 | L.5♦ | L.6♦ | TOTAL | SCALE SCORE | *Cut Score | R.1♦ | R.2 | R.3 | R.4 | R.5♦ | R.6♦ | R.7 | R.8♦ | R.9 | R.10♦ | TOTAL | SCALE SCORE | *Cut Score | |
| GRADE - K | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 01 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 02 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 03 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 04 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 05 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 06 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 07 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 08 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 09 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 10 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 11 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 12 | < | < | < | < | < | < | < | < | < | XX | < | < | < | < | < | < | < | < | < | < | < | < | < | XX |
| School Number of Students Assessed = XXXXXX | | | | | | | | | | | | | | | | | | | | | | | | |

♦ = Contributes to Comprehension
 * = Minimum expected score for a proficient student.
 < = No summary scores provided if <10 students.
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SCHOOL SUMMARY REPORT ELPA - DOMAIN

School Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXX
School Code: XXXX

District Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXX
District Code: XXXXX

Spring 2006

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

MEAN SCORES

| | No. of Students Assessed | WRITING | | | | | | | | | | | *Cut Score | SPEAKING | | | | | | | | COMP. | | | | |
|---|--------------------------|---------|------|------|------|------|------|------|------|-------|-------------|-----|------------|----------|------|------|------|------|------|------|-------|-------------|------------|-------|-------------|------------|
| | | W.1 | W.2 | W.3 | W.4 | W.5 | W.6 | W.7 | W.8 | TOTAL | SCALE SCORE | S.1 | | S.2 | S.3 | S.4 | S.5 | S.6 | S.7 | S.8 | TOTAL | SCALE SCORE | *Cut Score | TOTAL | SCALE SCORE | *Cut Score |
| GRADE - K | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 01 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 02 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 03 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 04 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 05 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 06 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 07 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 08 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 09 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 10 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 11 | XXXX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX.X | XX |
| GRADE - 12 | < | < | < | < | < | < | < | < | < | < | < | XX | < | < | < | < | < | < | < | < | < | < | < | < | XX | |
| School Number of Students Assessed = XXXXXX | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

The intent of the Overall Summary Report is to provide 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 subgroups, which are grade levels for the school report, schools for the district report, 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 four proficiency levels (Proficient, High Intermediate, Low Intermediate, and Basic) for each subgroup. Descriptions of the proficiency performance levels are found in Section 1 of this document.



SCHOOL SUMMARY REPORT
DISTRICT ELPA - OVERALL
ISD
STATE

Spring 2006

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

| (B) | (C) OVERALL | | | (D) PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL | | | |
|------------|-----------------------|------------------|------------|---|------------------|-------------------|------------|
| | NUMBER OF STUDENTS | MEAN SCALE SCORE | *CUT SCORE | BASIC | LOW INTERMEDIATE | HIGH INTERMEDIATE | PROFICIENT |
| GRADE - K | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 01 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 02 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 03 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 04 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 05 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 06 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 07 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 08 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 09 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 10 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 11 | XX,XXX | XXX.X | XXX | XXX | XXX | XXX | XXX |
| GRADE - 12 | < | < | XXX | < | < | < | < |

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

Contact Information

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

If you have questions regarding these reports, please contact the Office of Educational Assessment and Accountability:

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