

# MICHIGAN

---

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

## **Guide to Reports Grades K-12**

---

### **Spring 2008**



## **Table of Contents**

Introduction	3
Reports Table	4
Features of the ELPA	5
Setting Performance Levels	7
Scoring the Spring 2008 ELPA	8
Scale Scores	8
Cut Scores	9
Performance Level Definitions	10
Scoring Processes	11
Report Descriptions and Samples	12
Individual Student Report	14
Parent Report	17
Class Roster	20
Student Record Label	23
Demographic Report	25
Domain Report	27
Overall Report	30
Contact Information	32

## **Introduction**

This guide is designed to assist you in understanding and using the Spring 2008 English Language Proficiency Assessment (ELPA) results for your English Language Learner (ELL) students.

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

The table on the next page 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 also provided.

## ELPA Spring 2008 Reports

Report Title	Purpose	Distribution
Overall Summary	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.	<ul style="list-style-type: none"> <li>• State*</li> <li>• ISD (electronic only)</li> <li>• District</li> <li>• School</li> </ul>
Demographic Summary	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.	<ul style="list-style-type: none"> <li>• State*</li> <li>• ISD (electronic only)</li> <li>• District</li> <li>• School</li> </ul>
Domain Summary	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.	<ul style="list-style-type: none"> <li>• State*</li> <li>• ISD (electronic only)</li> <li>• District</li> <li>• School</li> </ul>
Class Roster (CR)	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.	<ul style="list-style-type: none"> <li>• School</li> <li>• Class/Group (includes Homeschooled)</li> </ul>
Individual Student Report (ISR)	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.	<ul style="list-style-type: none"> <li>• School</li> <li>• Class/Group (includes Homeschooled)</li> </ul>
Parent Report (PR)	Printed for parents and guardians, this report provides a graphic representation of each 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: <ul style="list-style-type: none"> <li>• 1 for school</li> <li>• 1 for parent (includes Homeschooled)</li> </ul>
Student Label (SL)	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.	<ul style="list-style-type: none"> <li>• School</li> </ul>

*\*Includes separate 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 acquiring 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 (ELP) standards, which were approved by the State Board of Education in April 2004. The ELPA is divided into five grade spans (K, 1-2, 3-5, 6-8, and 9-12). These grade spans are known as *assessment levels* and are numbered in Roman numerals from I to V. ELLs take the ELPA at the assessment 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 take the ELPA level matched to their grade of enrollment, assessment items are 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-

## **Features of the ELPA (cont.)**

response items.

- Items assessing the understanding of Writing Conventions are multiple-choice, each worth 1 point.
- Writing items requiring a one-letter written response are each worth 1 point.
- Writing items requiring a one-word or one-sentence written response are each worth a maximum of 2 points.
- Writing items requiring a written response longer than one sentence are 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 repeat a sentence that they hear and read are each worth a maximum of 1 point.
- Speaking items requiring students to appropriately respond to a question based on a prompt they hear are each worth a maximum of 2 points.
- Speaking items requiring students to retell a story are each worth a maximum of 4 points.
- Speaking items requiring students to tell a story from a set of visual prompts are each worth a maximum of 4 points.
- Speaking items that require students to appropriately respond to two thematically-linked sets of questions and prompts, each worth a maximum of 4 points.

## Setting Performance Levels

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 performance levels include *Advanced Proficient*, *Proficient*, *High Intermediate*, *Low Intermediate*, and *Basic*.

Before the first administration of the ELPA in 2006, 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 Michigan Department of Education. Each panel spent three days reviewing the assessment documents assigned to them, individually judging the level of performance that students would need to achieve for each of the original four performance levels (*Proficient*, *High Intermediate*, *Low Intermediate*, and *Basic*) for each assessment, discussing these within their panel, and repeating this process up to three times, with additional performance information provided during each round.

The fifth performance level, *Advanced Proficient*, was added in early 2007 to further aid districts in making instructional placement decisions for their ELL students. The ELPA for 2008 retains these five performance levels, and the reports show the following abbreviations:

Basic	B
Low Intermediate	LI
High Intermediate	HI
Proficient	P
Advanced Proficient	AP

See the next section for expanded definitions of these performance levels.

## Scoring the Spring 2008 ELPA

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

### 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 called *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 students 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 **two-digit 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.

A **three-digit 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.

**Please note that only students with a scale score for all of the individual domains will have an overall scale score as well as a resultant performance level. A student who is missing one or more domains will not have an overall scale score and a resultant performance level.**

## Scoring the Spring 2008 ELPA (cont.)

### Cut Scores

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 page 7 for more details on the standard-setting process.)

The ELPA overall cut scores for Proficient at each grade level are shown below.

Grade K	531
Grade 1	575
Grade 2	595
Grade 3	619
Grade 4	626
Grade 5	633
Grade 6	635
Grade 7	641
Grade 8	648
Grade 9	658
Grade 10	661
Grade 11	664
Grade 12	672

## Scoring the Spring 2008 ELPA (cont.)

### Performance Level

A performance level is defined as a range of scale scores that corresponds to student proficiency levels of *Advanced Proficient*, *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:

*Advanced Proficient* - This student's performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

*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.

## **Scoring the Spring 2008 ELPA (cont.)**

### **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.

### **Hand Scoring Process for 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.

Pearson-San Antonio (formerly Harcourt Assessment, Inc.), the contractor for the ELPA administration and reporting processes, is also responsible for the hand scoring of written responses. All written responses are hand scored 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 the writing, not the 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 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 go to great lengths to minimize scoring subjectivity.

ELPA Assessment 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. An additional Speaking Scoring DVD was provided to districts to train their Assessment Administrators and Proctors in the proper use of ELPA Speaking rubrics.

## Report Descriptions and Samples

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

## **Report Descriptions and Samples (cont.)**

- 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

## Report Descriptions and Samples (cont.)

### 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 five proficiency levels: Advanced Proficient, Proficient, High Intermediate, Low Intermediate, and Basic.

The chart in **Section D** lists separate 2008 ELPA domain scores as well as the overall performance score for that student in the row of the chart called “2008 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 bottom row, called “Cut Score,”

## Report Descriptions and Samples (cont.)

is the minimum expected score that a proficient student would show in each language domain and for the overall score.

For students who participated in the ELPA in 2006 and 2007, domain scale scores and overall scale scores will be listed on the topmost rows, “2006 Scale Score,” and “2007 Scale Score,” for comparison purposes. Blanks in these rows indicate that the student did not participate in the 2006 or 2007 ELPAs.

**Section E** lists each language standard that was assessed on the 2008 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.



## Report Descriptions and Samples (cont.)

### ELPA Parent Report

The Parent Report provides 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. This section also identifies the title of the report, the grade level and the assessment cycle.

**Section B** shows the name of the student whose data are reported, and the student's Unique Identification Code (UIC).

The gray boxes of both parts of **Section C** provide a description of the information contained in Sections E and F.

**Section D** provides brief descriptions of the five performance levels: *Advanced Proficient*, *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 five performance levels of Advanced Proficient (AP), 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** shows a vertical graphic for each domain score reported on the ELPA, including Comprehension. A cut score for Proficient on each vertical graphic allows for interpretation of an individual student's skills in each domain. As in the overall performance graphic, lines extending from the top and the bottom of the diamond symbol indicate

## **Report Descriptions and Samples (cont.)**

the normal margin of statistical error represented as a range of possible values.

**Section F** also 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 (see Section E). 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.

For students who participated in the ELPA in 2006 and 2007, domain scale scores and overall scale scores will be listed on the columns "2006 Scale Score" and "2007 Scale Score" for comparison purposes. Blanks in these columns indicate that the student did not participate in the 2006 or 2007 ELPAs.



## Report Descriptions and Samples (cont.)

### ELPA Class Roster Report

The Class Roster Report provides summary score information by class/group for each standard assessed within each domain and detailed 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 students on the roster attend. 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. These students are separated by grade level within their school.

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

For students who participated in the 2007 ELPA, a domain scale score and overall scale score will be listed in the columns labeled “2007 Scale Score” for comparison purposes. A blank in this column will indicate that the student did not participate in the 2007 ELPA.

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 (shown on the second page) 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. This information is given for every separate grade.





## Report Descriptions and Samples (cont.)

### ELPA Student Record Label

A Student Record Label is provided for each student assessed during the Spring 2008 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. The word "Form" here indicates the form that the student took for their assessment level (I through V). The word "Level" indicates that assessment level.

**Section C** provides the student's overall performance level (Advanced Proficient, Proficient, High Intermediate, Low Intermediate, and Basic). Descriptions of the proficiency performance levels are found on page 10.

**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.

**Report Descriptions and Samples (cont.)**

XXXXXXXXXXXXXXXXXXXXXXXXXXXX, X **A**

12345 - DISTRICT NAMEXXXXXXXXXXXXXXXXXXXX

54321 - SCHOOL NAMEXXXXXXXXXXXXXXXXXXXX

UIC# 1234567890

STU# 1234567890 **B**

DOB - MM/DD/YYYY

Gender - M Form - X

Ethnicity - 1 Status - FLEP

Test Lvl - III Grade - 4

**C** OVERALL PERFORMANCE

LEVEL = XXXXXXXXXXXXXXXXXXXXXXX

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT  
**SPRING 2008**

**MICHIGAN**

DOMAIN	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	XXX/XXX	XXX	XXX

**D**

\* = Minimum expected score for a proficient student.

## Report Descriptions and Samples (cont.)

### ELPA Demographic Report

The Demographic Report provides 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, Migratory Status, Homeless, and Interrupted Schooling. Ethnicity subgroups are defined by federal requirements.

**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 five proficiency levels (Advanced Proficient, Proficient, High Intermediate, Low Intermediate, and Basic) for each subgroup. Descriptions of the proficiency performance levels are found on page 10.

# Report Descriptions and Samples (cont.)

District	NUMBER OF STUDENTS ASSESSED	MEAN SCALE SCORE					PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL												
		Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT			
Cut Score							Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	
<b>B</b>																			
Total All Students	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Gender	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Male	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Female	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Ethnicity																			
American Indian/Alaskan Native	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Asian/Pacific Islander	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Black, not of Hispanic origin	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Hispanic	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
White, not of Hispanic origin	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Multiracial	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Additional Reporting Groups																			
Economically Disadvantaged	Yes	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Students with Disabilities	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Standard Accommodations	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
English Language Learners	Yes	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
No	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Standard Accommodations	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Nonstandard Accommodations	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
LEP	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Less than Full Academic Year	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Migratory Status	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Homeless	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Interrupted Schooling	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Accommodations	No	XX,XXX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Yes	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Standard - All	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Nonstandard - All	XX,XXX	XX	XX	XX	XX	XX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX

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

RM DATE: MM/DD/YY  
 COPY OF  
 PROCESS NO.: 99030000/DIEM/0096-0000-100150-7



**DISTRICT DEMOGRAPHIC REPORT**  
**ELPA**  
**LEVEL V - Grade 9**  
**Spring 2008**

**MICHIGAN**  
 ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

## Report Descriptions and Samples (cont.)

### 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.





## Report Descriptions and Samples (cont.)

### ELPA Overall Report

The Overall Summary Report provides 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 level report
- Individual schools for the District level report
- Individual 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 five proficiency levels (Advanced Proficient, Proficient, High Intermediate, Low Intermediate, and Basic) for each subgroup. Descriptions of the proficiency performance levels are found on page 10.



## **Contact Information**

The Office of Educational Assessment and Accountability (OEAA) welcomes your comments and suggestions. 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 the ELPA reports, please contact the OEAA.

Phone: 1-877-560-8378 (toll-free)  
Fax: 517-335-1186  
E-Mail: [mde-elpa@michigan.gov](mailto:mde-elpa@michigan.gov)