



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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SUPERINTENDENT OF  
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**MEMORANDUM**

**TO:** School District Superintendents  
Intermediate School District Superintendents  
Public School Academy Administrators

**FROM:** Jeremy M. Hughes, Ph.D.  
Chief Academic Officer/Deputy Superintendent

**DATE:** February 10, 2005

**SUBJECT:** Annual Assessment of English Language Proficiency for ELL/LEP Students

The *No Child Left Behind Act of 2001* (Title I & Title III) requires states to establish an accountability system that includes the annual assessment of English language proficiency for English Language Learners (ELL), also known as limited English proficient (LEP) students. State educational agencies (SEAs) are required to establish English language proficiency standards, identify or develop and implement English language proficiency assessments, and define annual achievement objectives for measuring and increasing the English proficiency of English Language Learners.

The annual assessment of English language proficiency for all English Language Learners is part of a system to evaluate the effectiveness of language instructional programs, and includes listening, speaking, reading, and writing. Assessment results are reported to the U.S. Department of Education at the end of each year as part of Michigan's report on achievement of the state's Annual Measurable Achievement Objectives (AMAO).

**For the spring 2005 assessment, districts will continue to use one of the approved assessments listed below. Districts should plan to complete the annual English language proficiency assessment no later than May 13, 2005, and report the results to the Michigan Department of Education on the enterable form at [http://www.michigan.gov/mde/0,1607,7-140-6525\\_6530\\_6559-47323--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6525_6530_6559-47323--,00.html) no later than June 17, 2005.**

The assessment form is available in two formats, both of which are enterable from your computer. One is in Microsoft Word which will allow you to save the document to your network and email the form to [sittersone@michigan.gov](mailto:sittersone@michigan.gov). This is the preferred method.

The second form is in Acrobat pdf format. Although this form is enterable, once you have entered your information, you will have to print the document and fax it to our office at 517-335-2886.

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Districts that have not selected a test are encouraged to use the Woodcock-Munoz Language Survey. To obtain approval for a test not on the list, please contact Mazin Heiderson in the Office of School Improvement at 517-373-6066 or by email at [heidersonm@mi.gov](mailto:heidersonm@mi.gov). The approved English language proficiency tests are:

- Woodcock-Munoz Language Survey
- Language Assessment Scales (LAS & Pre-LAS)
- IDEA Proficiency Test (IPT)
- Bilingual Verbal Abilities Test (BVAT)
- Stanford English Language Proficiency Test
- The Maculaitis Test of English Language Proficiency (MAC II)

Please interpret and report the scores of students on the selected English language proficiency test according to the proficiency levels developed for the Michigan English Language Proficiency Standards as follows:

- Basic-1A:** Students with no formal schooling or interrupted schooling, as well as those from pre-literate societies. These students are unable to communicate at the most minimal level.
- Basic-1B:** Students at the pre-production and early production stages of English. These students generally respond non-verbally to simple commands and questions. They begin to imitate the verbalization of others by using single words or phrases.
- Intermediate-2:** Students at the speech emergent stage. These students can comprehend short conversations on simple topics. They rely on familiar structures or utterances. They comprehend simple passages, but guess at more complex ones. They can handle simple writing tasks, but make frequent errors.
- Intermediate-3:** Students who can understand standard English in most settings with repetitions and rewording. They can comprehend factual, non-technical prose and read literature for pleasure. They can write multi-paragraph compositions and show good control over most frequently used grammatical structures, but errors are still present.
- Intermediate-4:** Students who show adequate daily communications skills. They have difficulty with idioms, figures of speech, and words with multiple meanings. They can read independently, but may have difficulty with abstract and complex structures. They can write for personal and academic purposes with some errors.
- Proficient-5:** Students at this level can successfully participate in all-English coursework without English language development support.