

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Planning for the English Language Proficiency Assessment (ELPA)

Spring 2006

Michigan Department of Education

Welcome

Marilyn Roberts, Director
Office of Educational Assessment
and Accountability (OEAA)

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Welcome

Questions?

E-mail: answers@resa.net

Fax: 734-334-1857

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To Download today's Power Point,
Go to www.mistreamnet.com

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To order Videotapes or DVDs

Contact Brenda Hose

E-mail: hoseb@resa.net

Phone: 734-334-1437

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Planning for ELPA: Part 1

Dr. Kathy Storchan
Title III Project Director
Wayne RESA

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Planning for ELPA: Part 1

- Meeting Federal Requirements
- ELPA and Michigan's ELP Standards
- Linking ELPA with MI-Map/ELL

Planning for ELPA: Part 1

- **Determining who is assessed**
- **Identifying English language learners (ELLs)**

Meeting Federal Requirements

Title I requires the annual assessment of all English language learners enrolled in grades K-12 that are eligible to receive services

Meeting Federal Requirements

The purpose of ELPA is to determine if English language learners are achieving adequate yearly progress in English language acquisition.

Meeting Federal Requirements

- **Annual Administration at one time**
- **Based on English language proficiency standards adopted by the State**
- **Must include listening, reading, writing, speaking and comprehension**

Meeting Federal Requirements

- **Used for Annual Title III Reporting**
- **Must include at least 3 federal levels of performance: Basic, Intermediate, and Proficient**

Meeting Federal Requirements

- **ELPA will now be used as the official State assessment for Title III reporting.**
- **ELPA results will show progress on the attainment of Michigan's ELP Standards.**

ELPA and Michigan's ELP Standards

**ELP Standards were adopted by the
State Board of Education in April 2004**

**ELP Standards are available on the Michigan
Department of Education's website:
michigan.gov/mde**

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How are the ELP Standards designed?

- **Standard**

- What students should know and be able to do
- Same for all students

- **Benchmark**

- Outline the progression of achievement within the standard
- Suggest the sequence of expected learning outcomes for ELLs at different levels of English proficiency and at different grade clusters

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Grade Level Clusters for ELP Standards

- **Grades K-2**
- **Grades 3-5**
- **Grades 6-8**
- **Grades 9-12**

Coding ELP Standards

Example: L.1.2.a

Letter indicates Domain

L = Listening

S = Speaking

R = Reading

W = Writing

Coding ELP Standards

Example: L.1.2.a

First number indicates ELP Standard within the domain

L.1 =

- **Listening Domain**
- **Follow simple and complex directions**

Coding ELP Standards

Example: L.1.2.a

Second number indicates level of English Language Proficiency

L.1.2 =

- **Listening Domain**
- **Follow simple and complex directions**
- **Level 2**

Coding ELP Standards

Example: L.1.2.a

Lower case letter indicates benchmark within standard describing what students should know and be able to do at a particular level of English proficiency.

L.1.2.a =

- Listening Domain**
- Follow simple and complex directions**
- Level 2**
- Follow three or four-step oral directions to complete a classroom task**

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Using the ELP Standards Document

- **Codes suggest appropriate application of the benchmarks in the areas of proficiency levels and grade level clusters.**
 - ✓ **Shows that the indicator applies across the proficiency level and grade level cluster**
 - X **Shows that the indicator does NOT apply across the proficiency level and grade level cluster**

Student Levels of English Language Proficiency

Federal

- **Basic**

- **Intermediate**

- **Proficient**

Michigan

- Level 1a
- Level 1b

- Level 2
- Level 3
- Level 4

- Level 5

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Linking ELPA Results with MI-Map/ELL

- **MI-Map/ELL**
 - **Being developed by Office of School Improvement for rollout this spring**
 - **Contains 8 Components**
 - **A tool for improved teaching and learning**

Linking ELPA Results with MI-Map/ELL

- **MI-Map/ELL components provide guidance in using assessment such as ELPA, classroom progress indicators and MEAP to track student progress.**

ELL Eligibility for Exit from Services

- **ELLs scoring at proficient levels on annual ELPA assessment are eligible for exit from services.**
- **Cut sores for proficiency levels will be set this spring.**

Monitoring Progress of ELLs Who are Exited from Services

- **ELLs who are exited from services are known as Formerly Limited English Proficient (FLEP).**
- **The academic progress FLEPs is monitored by schools & districts for 2 years after exit.**

Which students are assessed with ELPA?

- **All ELL students enrolled in grades K-12 who are eligible for services**
 - **Public Schools**
 - **Charter Schools**
 - **Non-Public Schools (with LEA assessment agreements)**

Identification of English language learners (ELLs)

- **ELLs are also known as limited English proficient (LEP)**
- **Federal Definition of limited English proficient students (Title III)**

Identification of ELLs

- **Federal Definition of LEP students**

The term “limited English proficient,” when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

Identification of ELLs

- **Federal Definition of LEP students—contd.**
 - (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

Identification of ELLs

- **Federal Definition of LEP students—contd.**
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instructions is English; or
 - (iii) the opportunity to participate fully in society.

Remember

All students eligible for Title III services under the federal definition **MUST** be assessed annually using the ELPA test.

Part I: Questions

Questions?

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Enrollment & Pre-ID Process

Dave Judd, Project Manager
Office of Educational Assessment and
Accountability

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Planning for ELPA: Part 2

- **Providing Enrollments**
- **Pre-Identification of ELLs**
- **Tested Roster and Reporting**

Providing ELPA Enrollments

- Use OEAA Secure Site
- Select PEM SchoolHouse
- Select ELPA-Spring 2006 Tab
- Provide Totals for ELPA Materials
- Identify ELPA Coordinator
- Enter Shipping Address

ELPA Pre-ID Process

- SRSD Copy
- Pre-identified Student Report
- Pre-ID Mass Updates
- Mass Demographics Update
- Barcode Labels
- Tested Roster
- Resources

SRSD Copy

This function allows users to pull up a list of students submitted on their most currently available SRSD file. Make sure to check the date at the top left of the screen to identify the SRSD date being used. Users can then use this to assign students to a current test cycle and to assign students to different building if appropriate.

SRSD Copy

Step 1

Click on *SRSD Copy* from the menu at the left. The following screen will be displayed.

The screenshot shows a web application interface for "SRSD Copy". At the top, there are navigation links: "Education Home", "MEAP Home", "Support", "Contact Us", and "State Web Sites". A "Search" button is located in the top right corner. The main content area is titled "SRSD Copy" and contains several form fields:

- SRSD Data as of:** A text input field.
- Source Grade:** A dropdown menu with "[Select]" as the current value.
- Destination Test Cycle:** A dropdown menu with "[Select]" as the current value.
- Destination Grade:** A dropdown menu with "[None]" as the current value.
- ISD:** A dropdown menu with "[Select]" as the current value.
- District:** A dropdown menu with "[None]" as the current value.
- Source School:** A dropdown menu with "[None]" as the current value.
- Destination School:** A dropdown menu with "[None]" as the current value.
- Spec. Ed.:** A dropdown menu with "TAI" as the current value.
- Last Name:** A text input field.
- First Name:** A text input field.
- M.I.:** A text input field.

At the bottom of the form area, there is a section titled "Select SRSD Copy List".

SRSD Copy

Step 2

Select the source grade, ISD, District, Destination Test Cycle and Destination Grade (all required).

Once you have selected your search fields, click on the Search button at the top right of the screen.

Step 3

A list of students matching your search criteria will be listed below. Once you have selected the students that you wish to assign to the test cycle and or assign to a new school, click on the Submit button.

Pre-Identified Student Report

The Pre-Identified Student Report is the best way to determine which students have been successfully identified for an assessment cycle

Pre-Identified Student Report

- Click on Pre-Identified Students from the menu at the left
- Leave *Report Type* as Pre-ID
- Select ISD, district, school and test period, click the *Submit* button

Pre-ID Mass Updates

- The Pre-ID Mass Update screen is an efficient way to change the following information for a group of students:
- Unassigning a group of students from the test cycle
- Moving a group of students from one building to another within the district

Pre-ID Mass Updates – cont'd

- Changing the grade level field for a group of students
- Assigning test subjects to a group of students

Pre-ID Mass Updates – cont'd

Select the desired ISD, District, School, Test Cycle and Grade to be updated, then click Search

The screenshot shows a web interface titled "PreId Mass Updates" with a "Search" button in the top right corner. Below the title is a "Search Criteria" section with several dropdown menus: "ISD" (Unassigned (UU)), "District" (Unassigned (UUUUU)), "School" (Unassigned (UUUU)), "Test Cycle" ([No Test Cycle Assigned]), and "Grade" (04). There are also "Assigned/Unassigned Students" ([All Students]), "Sort By" ([Default]), and "Sort Order" (Asc) dropdowns. Below the search criteria is a "Search Results" section which is currently empty. At the bottom of the page, there are several links: Michigan.gov Home, Education Home, MEAP Home, Support, Contact Us, State Web Sites, Accessibility Policy, Privacy Policy, Link Policy, and Security Policy. The copyright notice "Copyright © 2003 State of Michigan" is also present.

Pre-ID Mass Updates– cont'd

This screen will be displayed which provides Update Fields. Select all or a sub-group of students and use any combination of Update Fields, then click Save.

PreId Mass Updates Search

Search Criteria

ISD
[Unassigned (UU)]

District
[Unassigned (UUUUU)]

School
[Unassigned (UUUU)]

Test Cycle
[No Test Cycle Assigned]

Grade
[11]

Assigned/Unassigned Students
[All Students]

Sort By
[Default]

Sort Order
[Asc]

Update Fields Save

Destination School
[None]

Grade
[None]

Assign/Unassign Students
[None]

Schedule Math
[None]

Schedule Science
[None]

Schedule Social Studies
[None]

Schedule Reading + Writing
[None]

Search Results Select All Unselect All

	School	Student #	Student Name	DOB	Grade	Math	Science	Social Studies	Reading + Writing	Assigned / Unassigned
<input type="checkbox"/>	Unassigned		KENT, CLARK	04/11/1988	11	Y	Y	Y	Y	Assigned
<input type="checkbox"/>	Unassigned		OLSON, JIMMY	12/15/1987	11	Y	Y	Y	Y	Assigned
<input type="checkbox"/>	Unassigned		OLSON, JIM	01/03/1985	11	Y	Y	Y	Y	Assigned
<input type="checkbox"/>	Unassigned		LANE, LOIS	08/31/1987	11	Y	Y	Y	Y	Assigned
<input type="checkbox"/>	Unassigned		LUTHOR, LEX	12/10/1987	11	Y	Y	Y	Y	Assigned

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Mass Demographics Update

You can use the *Mass Demographic Update* function during the pre-identification process, during testing, or after testing through the end of the *Tested Roster* period.

Click on the *Mass Demo Updates* to the left on the web page.



The following page will be displayed:

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Mass Demographics Update – cont'd

After performing your search, a new section to the page will appear called *Update Fields*, followed by the students in your search results. This section is where you will indicate what demographic data you wish to change for the selected group of students.

Update Fields
Save

Class Group Code

 Math Science Social Studies ELA

Research Code 1

 Math Science Social Studies ELA

Research Code 2

 Math Science Social Studies ELA

Grade

Graduation Month

Graduation Year

LTFAY

FLEP

LEP

Econ. Dis.

Spec. Ed.

Migratory Status

Search Results
Select All
Unselect All

				Class Group Code				RC 1				RC 2				Grad		L	T	F	L	L	E	E	S	M
School	Student #	Student Name	DOB	MA	SC	SS	ELA	MA	SC	SS	ELA	MA	SC	SS	ELA	Gr	Date	Y	P	P	D	E	S	M		
<input type="checkbox"/>	0000	0000	Olson, Jimmy	01/01/1991												10	06/2008	N	N	N	N	Y	N			
<input type="checkbox"/>	0000	#38-83.80	Kent, Clark	06/01/1938												11		N	N	N	N	N	N			

Mass Demographics Update – cont'd

Decide first which demographic data you are going to change. For example, to update economically disadvantaged (ED), select the students you want to mark as such by clicking on the checkbox to the left of the student's name (the first column). Once you have selected all the students, ensure that the ED field in the Update Fields Section is marked 'Yes', then click on the Save button and these students will now be marked in the database as ED.

You do this for all demographic data listed on the page.

Barcode Labels

You should print barcode labels for all students that did not come pre-identified.

Click *Barcode Labels* from the menu on the left on the web page.



Barcode Labels

You should then see this:

Barcode Labels						Search									
ISD		District		Test Cycle											
[Select] ▼		[None] ▼		[Select] ▼											
School			Grade												
[None] ▼			[Select] ▼												
Last Name	First Name	M.I.	Birth Date	Gender	After Date										
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	[All] ▼	<input type="text"/>										
Pre-Registered For Subject / Class Group Code															
Math	<input type="checkbox"/>	/	<input type="text"/>	Science	<input type="checkbox"/>	/	<input type="text"/>	Social Studies	<input type="checkbox"/>	/	<input type="text"/>	ELA	<input type="checkbox"/>	/	<input type="text"/>

Barcode Labels – cont'd

To generate a list of all the students assigned to the given test cycle, select from the drop down menus the ISD, District, School, Grade and Test cycle. Then click the Search button.

Search Results Select All Submit

Number of Copies for Each Student: Start Print Position: 

Print	Name	Birth Date	Gender	Math / CG	Science / CG	SS / CG	ELA / CG
<input checked="" type="checkbox"/>	 Lane, Lois	3/14/1990	F	/	/	/	/
<input type="checkbox"/>	Luther, Lex	2/2/1990	M	/	/	/	/
<input checked="" type="checkbox"/>	 Somebody, Sam	8/25/1989	M	/	/	/	/

Above the list of student names, you have the option to select the number of labels that you want to print for the selected students and also the starting position on the labels.

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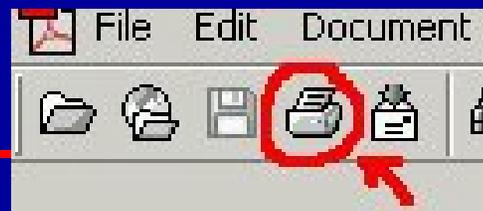
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Barcode Labels – cont'd

You may use the Select All button to select all of the students listed.

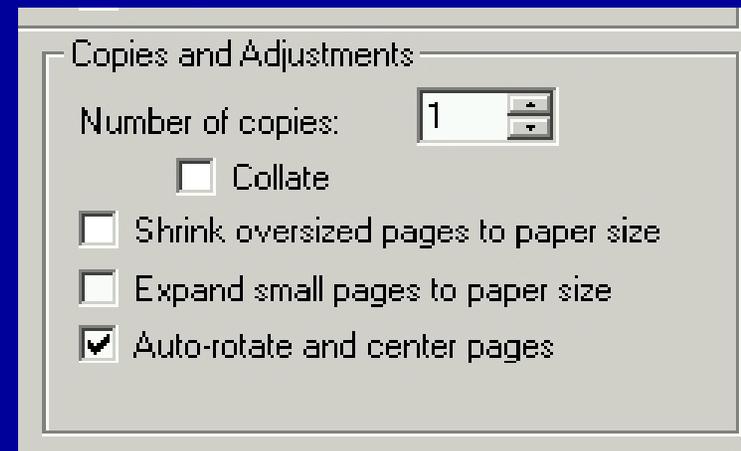
When you have selected the students and are ready to print, click the Submit button. Adobe Acrobat will open a new window and display an image of your labels.

If everything looks correct, click on the printer icon, which normally is located near the top left corner of the window.



Barcode Labels – cont'd

On the Printer Dialog window that appears next, ensure the shrink oversized pages or fit to page (depending on your version of Adobe) option is NOT checked. If you have an auto-rotate and center pages option, please make sure that is checked.



Click on OK to print.

Why is Tested Roster important?

It gives you a complete listing of:

- students for whom answer folders were received by the contractor
- student demographic information pulled together from the answer document and the secure website

Tested Roster – cont'd

It gives you your last opportunity to:

- verify that all answer folders were received and accounted for by the contractor
- request to research any missing students and or missing assessments
- update student demographic information before reports are printed and the AYP file is created

Resource Information

- Instructions for website usage can be found on the login page of the secure website, www.michigan.gov/meap-secure by clicking on the pink link titled Enhancement How-to Documents
- MI-Access help can be found at www.michigan.gov/mi-access

Resource Information – cont'd

- Administration Manual and Coordinators Handbooks
- Call 877-560-8378 for assistance with the secure website
- Email meap@michigan.gov for assistance with the secure website

Part II: Questions

Questions?

E-mail: answers@resa.net

Fax: 734-334-1857

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Planning for the ELPA: Part 3

Dr. Allen Doolittle, Senior Director
National Projects, Harcourt Inc.

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ELPA as a Customized Test

- **Assessment Features**
- **Language Index for Reporting**
- **Future Development of Screening Tool**

ELPA as a Customized Test

Assessment Features

- **Research-based**
- **Aligned with Michigan ELP standards**
- **Significant contributions from State educators**

ELPA as a Customized Test

Language Index for Reporting

- **Common scale for all levels**
- **Provides scaled scores within performance categories**
- **Based on established items embedded in ELPA**
- **Same scale used each year**

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ELPA as a Customized Test

Future Development of Screening Tool

- **Based on content of ELPA**
- **Shorter version**
- **Targeted for use with new students**

ELPA Roles for Educators

Spring—2006

- Range finding
- Standard setting
 1. Apply to be a member
 2. Administer ELPA to selected FLEP students

Writing Project Pilot under development.

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ELPA Roles for Educators

Summer and fall—2006

- **New Item Development**
- **Content Advisory Committees**
- **Bias and sensitivity Review groups**

Planning for the ELPA: Part 4

Marilyn Roberts, Director
Office of Educational Assessment and
Accountability

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ELPA Materials & Content

- **Assessment Levels**
- **Materials**
- **Subtest Descriptions**
- **Sample Items**
- **Administration**

ELPA Materials & Content

FOUR TEST LEVELS

K — 2

3 — 5

6 — 8

9 — 12

ELPA Materials

GRADES K-2

- **1 Assessment Booklet**
- **1 Speaking Assessment Booklet per class**
- **1 Set of Directions for Administration per assessment group**

Test Materials

K-2 LEVEL

- 4 Test Booklets
- 4 Speaking Test Booklets
- Directions for Administering

Test Materials

GRADES 3-12

- 4 Test Booklets
- Answer Documents
- Directions for Administration

Directions for Administration

Secure Document consisting of

- General directions
- Specific directions
- Dictated subtests
- Writing and Speaking rubrics

Accommodated Materials

GRADES K-2

- Enlarged Print
- (If Braille is needed, contact OEAA)

GRADES 3-12

- Enlarged Print
- Braille

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Accommodated Materials

DRAFT Accommodations Update

Available on OEAA website

ELPA Section Included

What's New?

Amplification Systems for Speaking

Subtest Format

SUBTEST	FORMAT
• Listening	Multiple-choice
• Reading	Multiple-choice
• Writing – Conventions	Multiple-choice
• Writing – Constructed Response	Performance-based
• Speaking	Performance-based

Untimed Testing

ELPA is Untimed

- **Approximate times provided for examiner planning purposes only**
- **Students working productively should be allowed as much time as they need**

Administration Time

- **Individually administer Speaking in approximately 15-20 min.**
- **Group administer each of the other subtests in approximately 40-45 min.**

Listening

Group Administered

LISTENING STIMULI FEATURE

- **Conversational discourse**
- **Academic and social contexts**
- **Responding to authentic task-based questions**
- **Use of Audiotapes/CDs highly recommended**

Listening

PRIMARY LEVEL



DIRECTIONS

Listen to the question. Look at the three pictures.
Fill in the circle under the correct picture.

1



Grades K-2

Listening



DIRECTIONS

Look at the large picture below. Then listen to the person talking. Read the question and look at the four answer choices in the pictures. Fill in the correct circle on your answer sheet.

You and your older sister are planning to do some things together this week.



Grades 6-8

GO ON ►

Listening



Dictated:

Now listen to your sister. Let's visit Uncle Joe up north this weekend. It's too expensive to fly, and we can't drive. I think we should take the train—rather than the bus. So, would you make the reservations for the trip?

1

Where will you make reservations for the trip?



A



B



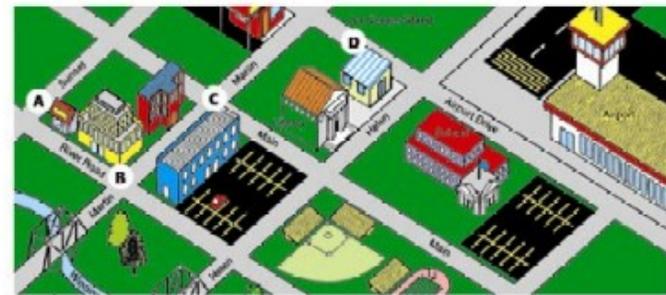
C



D

2

Where will you go when you're finished studying?



GO ON ►

Reading

Group Administered

ELPA Reading Subtests follow the National Assessment of educational Progress (NAEP) guidelines for reading assessment.

Reading Passages

by Published Authors

DIFFERENT MODES OF TEXT

- Literary
- Informational
- Functional

Reading Questions

DIFFERENT MODES OF COMPREHENSION

- Initial understanding
- Interpretation
- Vocabulary and idioms in context

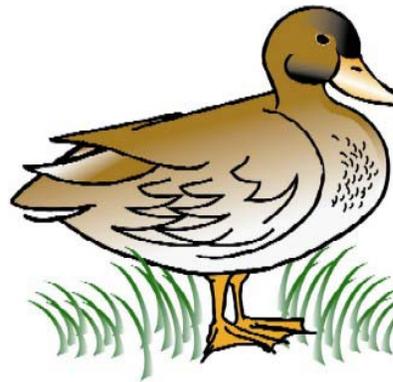
Reading



DIRECTIONS

Read the story and each question. Fill in the circle next to the correct answer.

Ducks



Ducks are birds that can swim. They can also fly. Ducks like to eat small bugs. They go from pond to pond looking for bugs. Ducks do not have trouble finding their food.

3

Why do ducks go from pond to pond?

- To get away from bugs
- To look for food
- To learn to swim

Grades K-2

Reading



DIRECTIONS

Read the story and each question. Fill in the correct circle on your answer sheet.

Chirp!

by Sue Bradford Edwards

"What are you doing on your hands and knees?" Anthony asked his sister. Pamela was staring down at the back porch.

"It chirped!" she squealed.

On the floor was a sparrow, too tired to struggle when Anthony scooped it up.

"Let's take it out in the grass."

"Don't leave it on the ground," Pamela protested as he set it down. "It's too weak to escape Mrs. Anderson's cat."

Anthony knew she was right. He went inside and brought out a cracker. The sparrow didn't try to eat.

"What do birds eat?" Pamela asked.

Anthony looked around the yard. His teacher had told them that birds eat many insects.

Anthony dug in the earth. He found a tiny worm that he gave to the bird.

The sparrow swallowed it.

After two worms, the sparrow pumped its wings and, with a jump, whistled and flew away.

Pamela and Anthony stood together on the back steps and looked up into the tree.

They smiled at their sparrow sitting on the branch.



GO ON ►

Reading



1

Where did the children find the bird?

- A In a tree
- B In the grass
- C On their back porch
- D On the back steps of their house

3

In line 9, what does the underlined word protested mean?

- A Tried out
- B Hoped for
- C Pulled forward
- D Argued against

2

Why was Pamela worried?

- A Mrs. Anderson might find them in her yard.
- B Anthony wouldn't feed the bird.
- C A cat might catch the bird.
- D The bird might fly away.

Grades 3-5

Writing

Group Administered

WRITING SUBTEST CONSISTS OF

- Writing Conventions
- Words, Sentences,
Paragraphs (6-12)
- Writing Prompts

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Writing Conventions

Multiple-Choice

PRINCIPLES OF EFFECTIVE WRITING

- **Multiple-choice items**
- **Sentence structure**
- **Mechanics**

Writing Conventions



DIRECTIONS

Read the question and three answers. Fill in the circle next to the correct answer.

2

Which sentence is correct?

- The children are playing.
- The children playing ball.
- Playing with the ball.

Grades K-2

Writing Conventions



DIRECTIONS

Read the question and four answers. Fill in the correct circle on your answer sheet.

1

Which sentence is correct?

- A The baby is asleep over their in the bed.
- B The baby is asleep over there in the bed.
- C The baby is asleep over they're in the bed.
- D The baby is asleep over there's in the bed.

3

Which sentence is correct?

- A He can't reach the top shelf that he's too short.
- B He can't reach the top shelf either he's too short.
- C He can't reach the top shelf because he's too short.
- D He can't reach the top shelf the reason he's too short.

2

Which sentence is correct?

- A I really like how the looking of your new jacket is.
- B I really like how is the look of your new jacket.
- C I really like how your new jacket looking.
- D I really like how your new jacket looks.

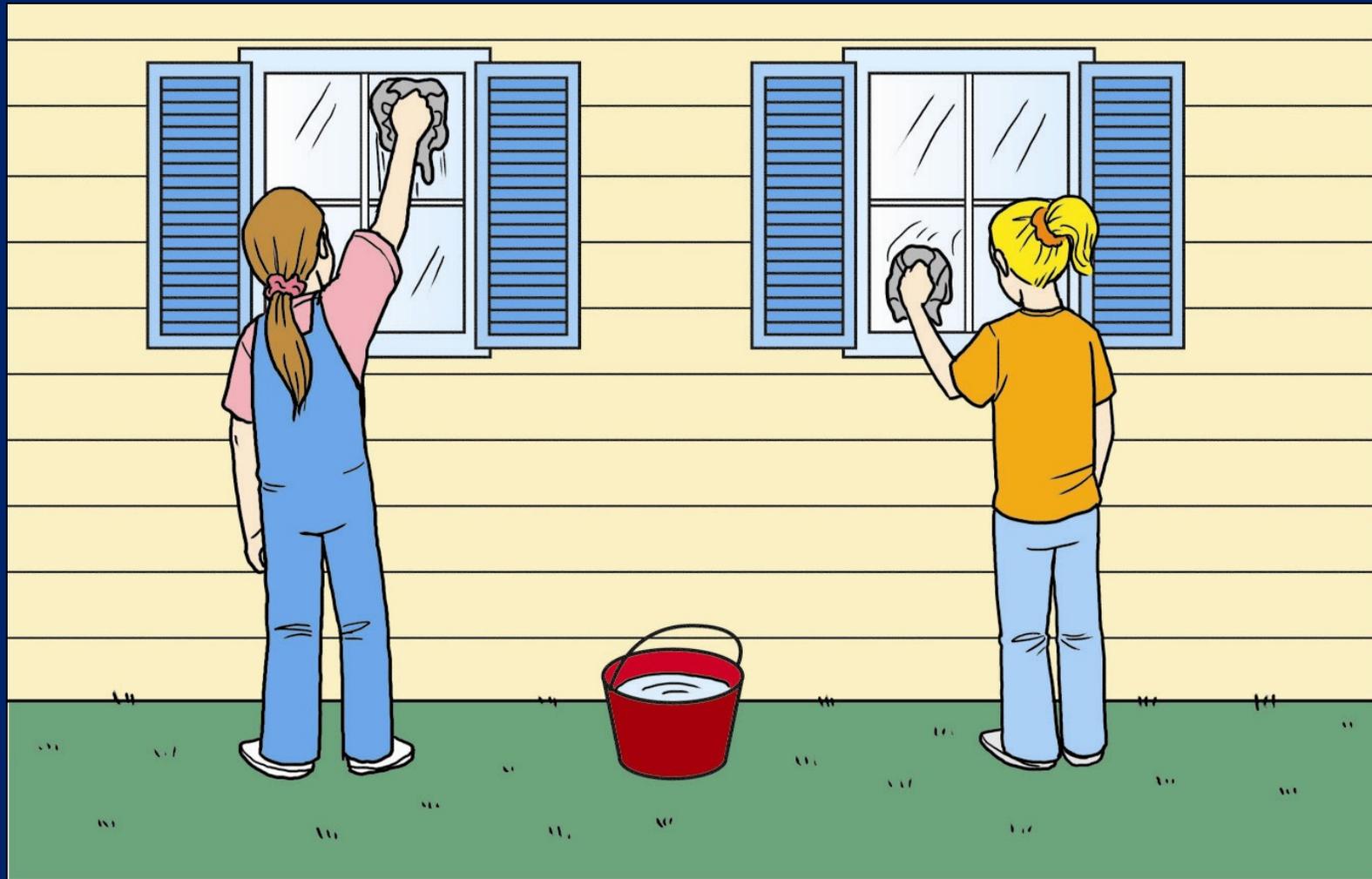
Grades 6-8

Extended Writing Prompt

- **Graphics-based**
- **Prompt elicits**
 - Description or narrative for grades K-5
 - Opinion and persuasion for grades 6-12

Writing Prompt Grades K-5

Description or Narrative



Writing Prompt Grade 9-12

Opinion and Persuasion



Scoring

Extended Writing Prompts

HOLISTIC SCORING

One four-point rubric for extended writing prompts at all test levels

Speaking

Individual Administration

SPEAKING SUBTEST

- Approximately 15-20 min. per student
- Separate speaking activities
- Sample items
- Teacher-scored using a scoring form

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Speaking

8



When I'm eighteen years old . . .



Grades 9-12

Speaking Scoring Form

Example

Sentence Completion			
Question Number	GOOD STRUCTURE PRECISE VOCABULARY Score Point 2	SOME STRUCTURE SOME VOCABULARY Score Point 1	NO STRUCTURE UNINTELLIGIBLE Score Point 0
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORE POINT	DESCRIPTION
Score 2	Good structure Precise vocabulary Information appropriate Error free or a few minor errors
Score 1	Some structure Some vocabulary Information somewhat appropriate A few serious errors, but intelligible
Score 0	No structure Unintelligible No response Response in a language other than English Repeating prompt only

Speaking



DIRECTIONS

Look at the three pictures. Tell a story about what you see in the pictures. Tell what happened first, what happened next, and what happened last.

1

First
1



Next
2



Last
3



Grades K-2

STOP ■

Testing Tips

- Encourage students
- “If you can’t respond, it’s okay”
- Examiner should move around the room
- Check subtest icons
- Appropriate size testing group
- Clear off walls – e.g. Word Walls

ELPA Key Dates for Spring 2006

- **ID. Coordinator, enrollment #s Feb. 3**
- **Provide Pre-ID File Feb. 15**
- **Training for test-givers March 2**
- **Buildings receive mats. March 13-15**

ELPA Key Dates for Spring 2006

- **Test Administration** **April 3-28**
- **Return Scoreable Mat'l's.** **Apr. 21-May 5**
- **Post PDF Raw Scores** **May 30**

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ELPA Key Dates for Spring 2006

- Conduct Standard Setting June 5-10**
- Post PDF Scores w/levels June 20-21**
- Paper reports received July 3**

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Thank You

- Staff at Wayne RESA
- Participating teleconference site across the State
- Michigan Coordinators for ELPA
- Call 877-560-8378 for assistance with ELPA
- Email meap@michigan.gov for assistance with the ELPA

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