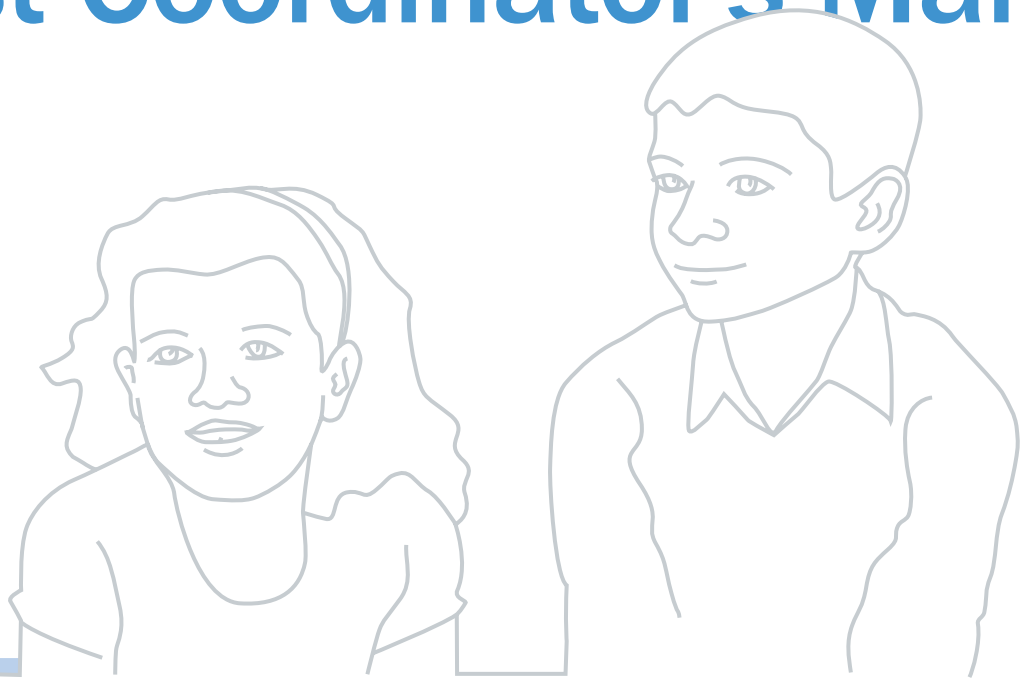
Spring ELPA

Test Coordinator's Manual



This Manual Includes:

- What's New Section
- Instructions for Administration
- Feedback Form
- Security Forms
- Accommodation Summary Table
- ELPA Schedule
- Rubrics

MICHIGAN Department of Education

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INTRODUCTION

What's New with the 2010 Spring ELPA

Below you will find a list of many of the modifications made to the 2010 Spring ELPA, as well as a few important reminders.

Administration

Many small changes were made to the spoken directions in the Test Administration Manual (TAM). This was done to reduce repetitiveness and simplify directions.

Listening CDs not only include the directions and items for the Listening Section of the ELPA, but also the Story Retell items of the Speaking Section. The CD label indicates the contents of the CD.

Reading

Sentence Recognition items are now included in Level II.

LIstening

No changes

Writing

Level I Extended Response items (story/paragraph writing) have been eliminated.

Speaking

A new 2-point Rubric has been added for some of the Sentence Repeat items in the Speaking Section. The items which use these rubrics are being field tested.

For more information on these changes please view the 2010 "What's New Webcast" at *www.mistreamnet.com*.

Reminders

- Conduct pre/post inventory of assessment materials
- Have students fill in all sample items
- Each Speaking item MUST have one bubble filled in
- Return materials prior to deadlines to avoid fees
- Attend/Conduct an assessment administration training
- Contact 877-560-8378 or ***oeaa@michigan.gov*** for questions

INTRODUCTION

This spring marks the fifth annual statewide administration of the English Language Proficiency Assessment (ELPA). The ELPA is administered once each school year to all students enrolled in grades K though 12 who are eligible for limited English proficiency (LEP) services. The term English language learner, or ELL, has been adopted by the state to refer to students who are either learning English or participating in a bilingual program.

The ELPA was developed primarily to improve the manner in which ELLs are assessed. It does that by supporting the state's goal of having one uniform measure to help Michigan educators determine how much progress students are making with learning English skills from one year to the next.

Another assessment, the ELPA Initial Screening, was also developed to improve testing of ELLs, but it differs from the annual ELPA in two important ways: the Initial Screening may be given at any time during the school year except when the annual ELPA is being administered (usually it is given at the time of enrollment), and it is used only to help determine whether students are eligible for ELL services, not to assess their year-to-year progress. When paired with other data and information used by local schools and districts to make eligibility decisions, the results of the ELPA Initial Screening can expedite the appropriate instructional placement of students who are just beginning to acquire English language skills.

While both the annual Spring ELPA and the ELPA Initial Screening are important tools for helping ELLs, only the Spring ELPA is addressed in this manual. It describes how the ELPA helps the state meet federal testing requirements, explains how the assessment is designed, and provides detailed instructions for ELPA District and Building Coordinators on how to use, distribute, and return assessment materials. It also provides important information that can be used to train Assessment Administrators and prepare for administration.

Continued Updates to the ELPA

The Office of Educational Assessment and Accountability (OEAA) has continued to build on previous efforts to improve the ELPA's ability to measure the state-approved English Language Proficiency Standards, enhance the procedures and policies related to the administration of the ELPA, and accelerate access to student reports showing score results.

INTRODUCTION

With regard to better measuring standards, the Spring ELPA continues to include a significant number of items that measure complex language development. These items were developed by Michigan educators of ELLs and introduced during previous administrations of the ELPA. The Advanced Proficient performance level, added in 2007, is supported by these more academically rigorous test items.

Also, although districts are allowed to determine when to test students within the ELPA testing window, the OEAA provides procedural guidance in the form of suggested testing schedules. This guidance is available on the public ELPA Web site (at ***www.michigan.gov/elpa***) prior to the delivery of test materials. Following the suggested schedules is optional, but districts and schools may find them helpful, especially for those servicing their first identified ELLs.

The reporting process has been further streamlined and enhanced so that:

- every school or district will have access to Individual Student Reports, Parent Reports, Class Roster Reports, Building Reports, District Reports, ISD Reports, State Reports and Student Data Files; and
- the reports will continue to include longitudinal information so that teachers and program administrators can more easily see the progress students are making in acquiring the English language from one year to the next.

Meeting Federal Requirements

The No Child Left Behind Act of 2001 (Title I) requires that all ELLs enrolled in grades K through 12 be assessed once each school year to determine their progress in acquiring the English language. It also requires that:

- students be assessed and the results be reported in five areas—English speaking, listening, reading, writing, and comprehension;
- the assessments have at least three levels of achievement—basic, intermediate, and proficient—for each grade level assessed; and
- the assessment be based on the English language proficiency standards adopted by each state.

The statewide administration of the ELPA enables Michigan to meet all of these requirements. In addition, Spring ELPA results are used to meet the Title III requirement that student progress in acquiring English language skills be reported on an annual basis.

In addition to taking the ELPA, federal law requires that ELLs participate in the state's annual administration of assessments that measure academic content standards. In Michigan, these assessments include the Michigan Educational Assessment Program (MEAP) the Michigan Merit Examination (MME), MI-Access, or MEAP-Access. Newly arrived ELLs, which are defined as students who have entered the United States for the first time and been enrolled in a public school for fewer than twelve months at the time of the assessment, may use the ELPA in place of the English language arts (ELA) portion of the MEAP or the MME. This is, however, a one-time exemption and is determined by the "Years of Schooling" and "Enrollment Date" information entered in Boxes 8 and 10 of the student's ELPA demographic form. (For more information on this topic, go to the public ELPA Web site at ***www.michigan.gov/elpa***.)

INTRODUCTION

Features of the ELPA

Michigan's ELPA is a customized assessment aligned with the English language proficiency standards that were approved by the State Board of Education (SBE) in April 2004. As stated earlier, the goal of the assessment is to appropriately and uniformly measure the proficiency levels of Michigan students who are learning English and to monitor their progress from one year to the next.

The ELPA accomplishes that goal in several ways. First, it is divided into four sections—Listening, Reading, Writing, and Speaking—in order to measure the oral, written, and comprehension language skills that are needed to communicate and learn in both academic and social settings.

Second, the ELPA is divided into five grade spans or Assessment Levels: Kindergarten (Level I), grades 1 and 2 (Level II), grades 3 through 5 (Level III), grades 6 through 8 (Level IV), and grades 9 through 12 (Level V). ELLs take the ELPA level that matches their grade of enrollment as recorded in the Michigan Student Data System (MSDS).

Third, ELPA assessment items represent a broad range of ability because, although students take the ELPA level matched to their grade of enrollment, ELLs enter Michigan schools with widely varying levels of instruction (many having little or no formal education in English or in their native language). Having items with a wide range of difficulty means that ELLs who are new to the United States will be able to find at least some items they can answer with confidence. Within each domain, the easier items are strategically placed among harder items to encourage students to keep going and try their best, even if there are a few questions they cannot answer.

Each level of the ELPA contains four sections:

- **Listening**

  The Listening section is a group-administered, multiple-choice assessment. It measures a student's understanding of spoken English. The tasks begin with shorter segments of speech or conversation and proceed to longer segments. Some of the longer segments are set up to sound like lessons in an effort to mirror instruction.

- **Reading**

  The Reading section is a group-administered, multiple-choice assessment that measures several different reading skills. This section starts with reading selections for beginning readers and progresses to longer selections with more difficult vocabulary. The reading selections are designed to resemble those that students would encounter and read in school and in everyday life.

- **Writing**

  The Writing section is group-administered and is comprised of two parts: Writing Conventions, which contains multiple-choice items, and Writing, which contains constructed-response questions. Students answer the constructed-response questions by responding to a prompt.

- **Speaking**

  The Speaking section is an individually administered, free-response assessment. The student performs various speaking tasks that are scored by the Assessment Administrator or Proctor. These speaking tasks measure both social language that students would typically use in a variety of non-school settings, as well as academic language that students would use in a school or classroom setting.

An overview of the ELPA can be found in Appendix G of this manual, which shows the five grade spans assessed by the ELPA, the sections that comprise the assessment, the number of items on the assessment, and the number of points students can earn.

Students to be Tested

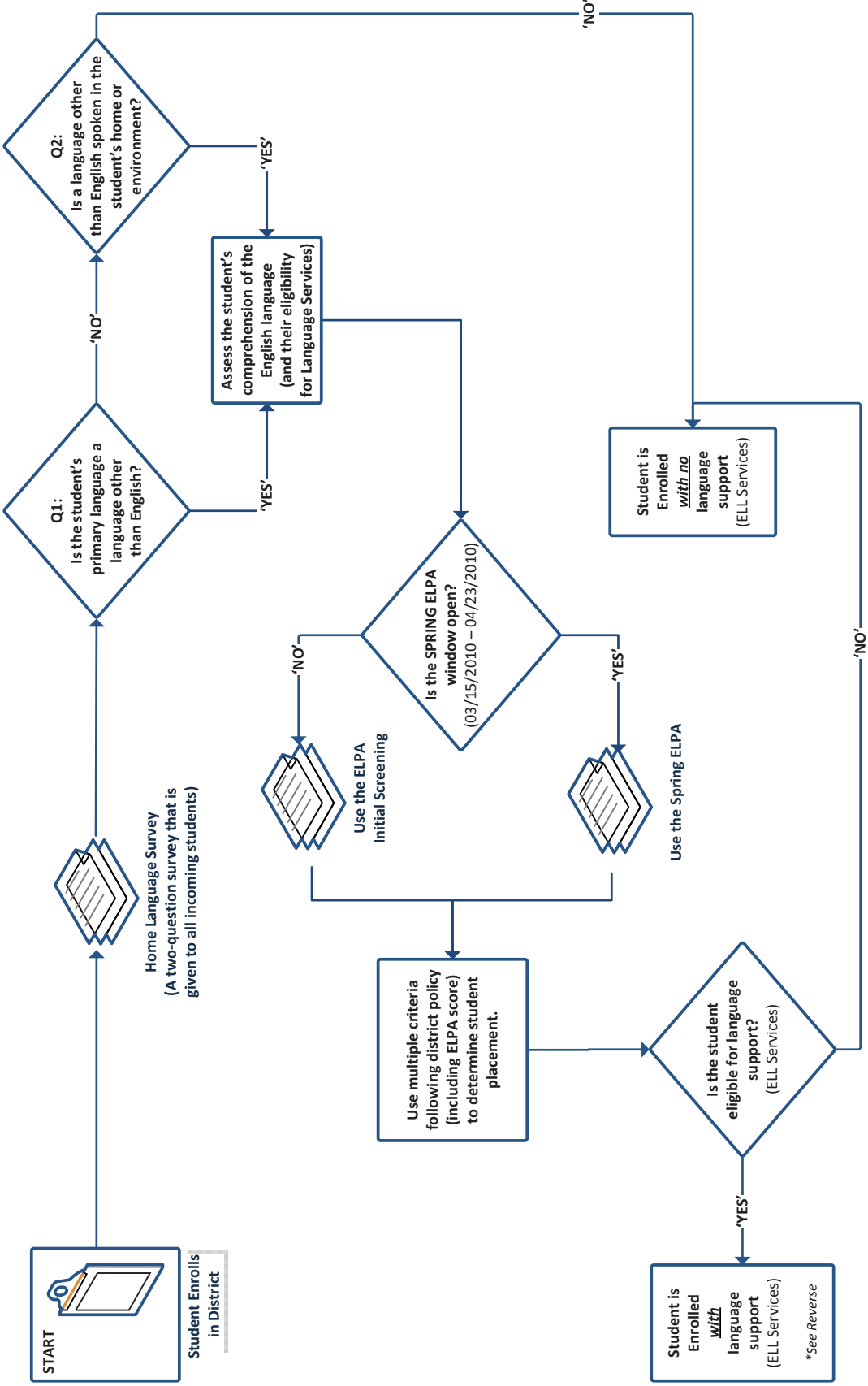
All students who are enrolled in grades K-12 and who are eligible for ELL services must be assessed with the ELPA this Spring, including students enrolled in Michigan public schools, charter schools, and private schools that have testing agreements with local educational agencies (LEAs). All eligible students are required to participate in the ELPA whether or not they are currently receiving ELL services.

Eligibility for ELL services is determined at the time of enrollment. In Michigan, the Home Language Survey is used to ascertain whether the student's native language is one other than English, or whether another language is spoken in the student's home or environment. If either is found to be true, the student is then assessed to determine his or her English language proficiency. The results of the assessment are used, along with other local criteria, to determine if the student is eligible for ELL services and the student's placement. See the "Policy/ Identification Process (ELL)" diagram on page 10 for more information.

If a student who is eligible for ELL services enters the district during the Spring ELPA window, he or she **must** participate in the Spring ELPA. However, because test materials are returned to a contractor for scoring (instead of to the State), results of the Spring assessment will not be available until early June, well after a placement decision needs to be made. Therefore, an additional assessment for English proficiency must be used. As long as the student in this situation has taken or is expected to take the Spring ELPA during the testing window, a coordinator may use either the ELPA Initial Screening, or a different commercially-available assessment, to determine placement in ELL services. Because testing the student twice will be taxing, particularly upon entry into a new school, it is recommended that the two assessments be given within a flexible schedule that includes breaks between one test and the next. See the "Determine Participation in Spring ELPA" diagram on page 11 for more information.

INTRODUCTION

Policy / Identification Process (ELL)



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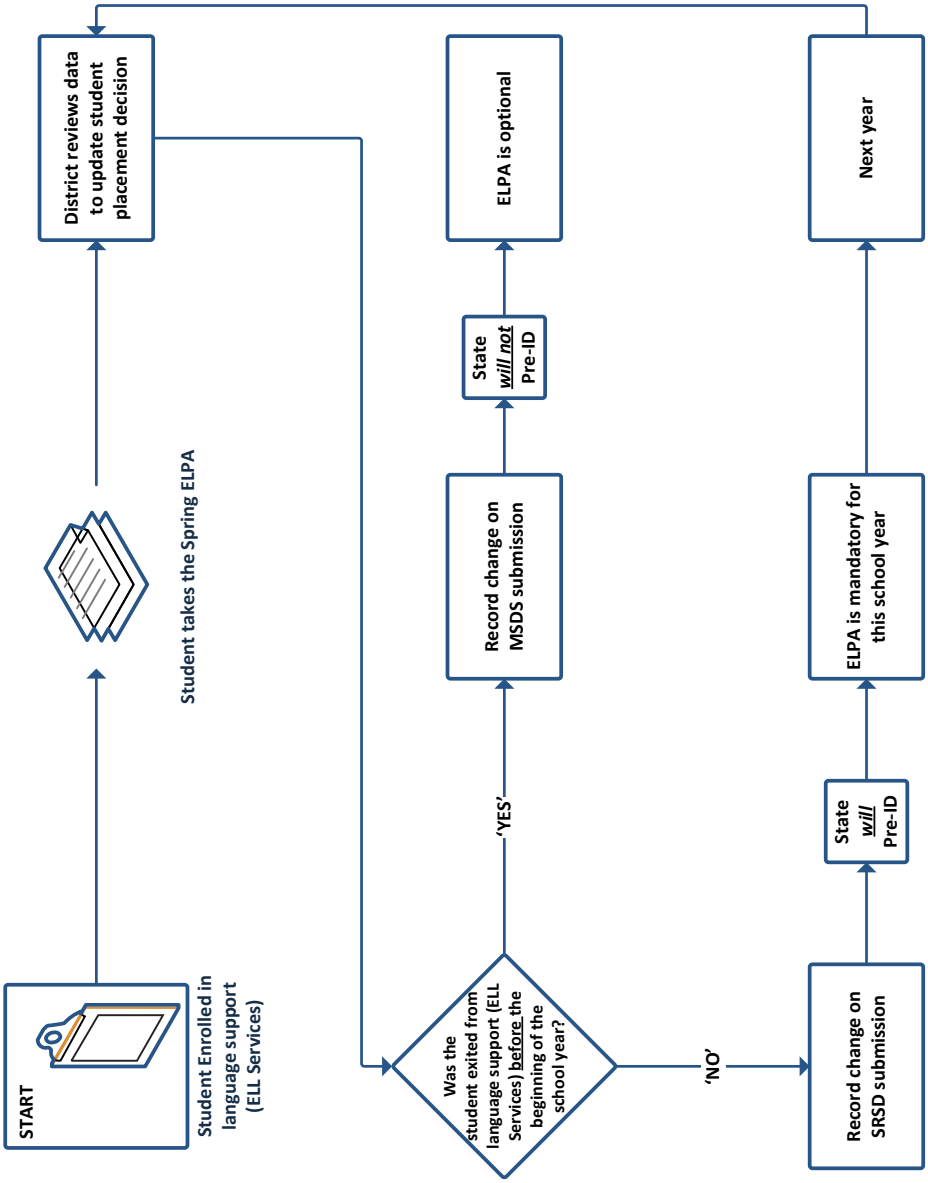
Determine Participation in Spring ELPA



INTRODUCTION

Assessment Accommodations

In Michigan, all students are required to participate in the assessment programs approved by the State Board of Education (SBE). There are, however, some students who customarily use accommodations during instruction and who may also need to use them during assessment. Therefore, in June 2005, the SBE approved standard and nonstandard assessment accommodations for all of Michigan's state-level assessments.

The OEAA organized the assessment accommodations into one table that includes accommodation descriptions available for the MEAP, MEAP-Access, MI-Access, ELPA, and NAEP. The Assessment Accommodations Summary Table can be found in Appendix E of this manual and identifies standard and nonstandard accommodations for the ELPA. An electronic copy of this table can be found at ***www.michigan.gov/elpa***.

There are three important factors to keep in mind when considering the use of assessment accommodations for the ELPA. First, students may only use accommodations if the accommodations are documented in their school records. For students with disabilities that means the accommodations must be documented in their Individualized Education Programs (IEPs) and for general education students the accommodations must be documented in their Section 504 Plans. If an ELL does not have an IEP or a Section 504 Plan, they cannot use accommodations designated as "IEP" or "504" in the Assessment Accommodations Summary Table.

Second, all accommodations decisions must be made on a student-by-student basis because all students testing in a group may not need the same accommodation and by section of the ELPA because, for example, students may need one accommodation for the Listening section, but a different accommodation or none at all for the Reading, Speaking, and Writing sections.

Third, those involved in making accommodations decisions must understand the difference between standard and nonstandard assessment accommodations. A standard accommodation does **not** change the construct that the assessment is measuring and, therefore, results in a valid test score. A nonstandard accommodation, however, **does** change the construct of what the assessment is measuring and, thus, results in an invalid test score. In addition, the use of nonstandard accommodations results in the student being counted as NOT assessed for the calculation of No Child Left Behind participation rates at both the school and district level.

There are several accommodated versions of the ELPA that are available to students for whom such accommodations are documented. They include:

- enlarged print student assessment booklets for all levels;
- Braille student assessment booklets for Levels III, IV, and V (they may be specially requested from the OEAA for Levels I and II if necessary); and
- audio CDs that feature enhancements to the aural stimulus given for selected Reading, Writing, and Speaking items. (Additional information on accommodations is provided in Appendix E.)

INTRODUCTION

Exemptions for Students with Severe Disabilities

In some cases, students who are identified for participation in the ELPA cannot take certain portions of the test due to severe physiological, emotional, or mental disabilities. For example, a student who has a jaw deformity may not be able to respond to items in the Speaking section of the ELPA, but may be able to participate fully in the Listening, Reading, and Writing sections. In these cases, districts may apply for an exemption from any or all sections of the ELPA by completing the following steps:

1. Complete the ELPA Exemption Request form found in Appendix F. This document can also be found by going to ***www.michigan.gov/elpa***.

2. Include the student's Present Level of Academic and Functional Performance, as well as the student's IEP Goals and Objectives page. Gather any and all relevant documentation that relates to the student's disability.

3. Along with the above required documents, send the Spring ELPA Exemption Request Form, required documentation, and supporting documentation to the OEAA, to the attention of Jennifer Paul, Assessment of English Language Learners, at 608 W. Allegan Street, Lansing, MI 48909. You may request a free shipping label by contacting the OEAA at 877-560-8378.

Ordering Assessment Materials

ELPA Coordinators enter **initial** materials orders by the deadline indicated on the Spring ELPA Schedule in Appendix A: those orders are then used to determine the number and types of assessment materials that need to be printed and shipped to each district for distribution to schools.

Upon receipt of the materials, coordinators should immediately verify that the correct materials in the correct amounts have been shipped. If **additional** materials are needed, they may be ordered in the OEAA Secure Site. Please check the Spring ELPA Schedule (Appendix A) for ordering deadlines. (For help in placing an additional order or tracking shipments, please call the OEAA at 877-560-8378.)

Coordinators will be able to request the following materials in additional materials orders:

- Assessment Booklets (all Levels)
- Speaking Assessment Booklets (Levels I and II)
- Answer Documents (Levels III, IV, and V)
- Test Administration Manuals (TAMs)
- Listening CDs:
  —Listening Section
  —Speaking Section: Story Retell item(s)
- Listening Tapes—***no longer available***
- Accommodated CDs
- Accommodated Tapes—***no longer available***
- Braille Kits
- Enlarged Print Kits
- Class/Group ID Sheets
- School Level/Grade Span Header Sheets
- Special Handling Envelopes
- Paper Bands
- Non-Scorable Materials Stickers
- Scorable Materials Labels
- Return Shipment Labels

INTRODUCTION

Registering Students

To increase the accuracy of student demographic information when reporting performance results, the OEAA requires that all students taking state-level assessments, including the ELPA, be pre-identified. Among other things, the Pre-ID process allows testing contractors to print Pre-ID labels for identified students to be affixed to their scorable test documents.

Preprinted labels for pre-identified students will be included in school material boxes. Coordinators will need to affix them to appropriate student answer documents (or test booklets for Levels I and II) prior to testing. The labels will be shipped in Box 1 for each school with the initial materials shipment. The labels will feature a color-coded strip that corresponds to the correct ELPA Assessment Level for the student.

The ELPA contractor will print and ship barcode labels for every student pre-identified in the OEAA Secure Site **on or before** the deadline as noted in the Spring ELPA Schedule (Appendix A). However, there may be instances where students who are eligible for testing were not identified (or were identified incorrectly) by that date. For example, after the pre-identification deadline:

- a new ELL student may enroll in the district;
- a coordinator may note an error in the Michigan Student Data System (MSDS), which necessitates testing of an additional ELL; or
- a coordinator may need to make changes to a student's demographic information, such as altering his or her grade of enrollment.

In cases like these (where changes are made after the Pre-ID deadline), it will be too late for Questar Assessment, Inc. to print and ship labels for the students, so districts or schools will need to print them locally from the OEAA Secure Site. Please check the Spring ELPA Schedule (Appendix A) to verify the end date for label printing by Questar Assessment, Inc. Locally printed labels must be printed from the ELPA Test Cycle on Avery #5161 adhesive labels, using a laser printer whenever possible because the scanning equipment may not pick up ink from ink jet printers. Depending on where the labels are printed (at the district or in the school), ELPA District Coordinators may affix them to the correct test documents before distributing them to schools or assign that task to ELPA Building Coordinators.

If it appears that a Pre-ID label provided by the contractor contains an error, do not use it; instead, verify the student's information in the OEAA Secure Site and reprint a label locally once the information has been corrected. (Coordinators who need help printing labels or correcting information on the OEAA Secure Site may call 877-560-8378.)

Please note that every ELPA scorable test document that is shipped back to Questar Assessment, Inc. **must** have a student label. A processing fee of $10 will be assessed to the district for every test returned without one. Please see Appendix B for more information on fees for late or inappropriately returned materials.

INTRODUCTION

Accessing Pre-ID Student Reports

Pre-ID Reports are generated automatically by the OEAA and include students who were either (1) identified as ELLs for the fall MSDS submission, (2) assessed with the ELPA Initial Screening (during the current school year) and received any score other than "Proficient," or (3) assessed with the Spring ELPA (during the previous school year) and received any score other than "Advanced Proficient."

The Pre-ID Reports are not meant to be a list of students who are mandated by the State for testing with the ELPA. Eligibility for ELPA testing is always determined by the district (or public school academy) following its policies upon entry into ELL services. The Pre-ID Report is generated simply as a convenience for coordinators who wish to receive printed labels from the testing contractor.

Each year, districts are responsible for reviewing their Pre-ID Reports (which can be found on the OEAA Secure Site at ***www.michigan.gov/oeaa-secure***), making sure they match the district's own records of students eligible for ELL services, and modifying student data as necessary. Please check the Spring ELPA Schedule (Appendix A) to verify the end date for label printing by the ELPA contractor. Any modifications made to Pre-ID Reports after that date will necessitate that districts print their own labels for all affected students.

Complete instructions on how to access and modify Pre-ID Reports can be found in the OEAA Secure Site User Manual, which is located on the login page of the OEAA Secure Site (it is highlighted in bright pink for easy reference). Coordinators are also encouraged to contact the OEAA at 877-560-8378 for assistance in using the Pre-ID Report functions.

Coordinators and Assessment Administrators

Each district must designate an ELPA District Coordinator to direct the administration of the ELPA. This person is responsible for training ELPA Building Coordinators, handling assessment materials, setting test schedules, and monitoring administration.

Similarly, each school must designate an ELPA Building Coordinator to oversee the ELPA administration process and to ensure that all procedures are followed. The ELPA Building Coordinator must also provide training for Assessment Administrators (and Proctors, if used), who are responsible for giving the ELPA to students.

Assessment Administrators can be the student's teacher or another person designated by the school or district. Paraprofessionals may assist with administration duties before and after the assessment, but as Assessment Proctors they must be trained and must proctor in a room with a certified professional staff member. Depending on the number of students in each room, Proctors may also be assigned to assist during assessment administration.

Each person involved in administering the ELPA should refer to the Assessment Integrity Guide (at ***www.michigan.gov/elpa***) for information about their specific roles and responsibilities in accurately and fairly assessing students. In addition, these people should review the Building Coordinator, Assessment Administrator, and Assessment Proctor Responsibilities described in Appendix C of this manual.

INTRODUCTION

Professional Assessment Administration

Good assessment practice requires that all schools administer the ELPA in the same way across the state so that all students have a fair and equal chance to demonstrate their skills in English. The instructions in this manual are designed to help ensure uniform assessment administration; therefore, all district and school staff who are involved with the ELPA should read it prior to assessment administration.

In addition, as mentioned earlier, those involved with administering the ELPA should read the Assessment Integrity Guide which describes the roles and responsibilities of District and Building Coordinators, Assessment Administrators, and Proctors, in assessment administration, and includes guidelines for assessment security, preparation, and administration.

Security

The ELPA is a secure assessment; therefore, Assessment Administrators must keep all materials safe. In particular, assessment booklets and Test Administration Manuals (TAM), which contain live items, must be:

- kept in locked storage before and after assessment administration,
- carefully monitored during assessment administration, and
- returned to the ELPA contractor as described in this manual once administration is complete.

No person other than the students being assessed may review assessment booklets or take the assessment. Furthermore, no copies may be made of the booklets or TAMs, no notes may be taken on the assessment questions, and all of the booklets and TAMs must be returned. Test materials that contain secure test items are sequentially numbered with barcodes for security and tracking purposes.

To help ensure that materials are safeguarded, all those involved with administering the ELPA—District and Building Coordinators, Assessment Administrators, and Proctors—must sign a Security Compliance Form, indicating that they agree to uphold all security requirements. A compliance form is included in Appendix D of this manual and may be photo-copied for use; however, the ELPA contractor will also provide original forms along with the other ELPA test materials.

Assessment Administrators and Proctors should sign the compliance forms prior to assessment administration and return them to their ELPA Building Coordinators, along with all other assessment materials, after administration is complete. ELPA Building Coordinators will return their own signed forms, as well as those from Assessment Administrators and Proctors, to ELPA District Coordinators, who will keep them on file for one year.

PREPARING FOR THE ELPA

The Spring ELPA will be administered in two cycles, the Early Cycle and the Regular Cycle. Please refer to Appendix A for this year's dates and deadlines.

The OEAA will identify and contact districts directly and ask them to participate in the Early Cycle. The intent is to ensure that test results for an adequate and representative sample of Michigan's ELL students—across gender, ethnicity, and region—are available for early review, so that ELPA reports are as timely and accurate as possible. Coordinators whose districts were not identified for participation but would like to be considered for the Early Cycle may call the ELPA team at 877-560-8378.

Both early and regular shipments of assessment materials can be tracked in the OEAA Secure Site (at ***www.michigan.gov/oeaa-secure***). If shipments do not arrive by the scheduled date, please consult the OEAA Secure Site first, then contact the OEAA at 877-560-8378.

Assessment Materials

The following materials will be included in ELPA shipments:

Test Administration Manuals (TAM)

These documents, which are provided by Assessment Level, include information about administering the assessments, as well as the specific directions that Assessment Administrators must read aloud to students when administering all sections of the ELPA. They also contain information on scoring the Speaking sections of the assessment.

Audio CDs for the ELPA Listening Section and Speaking Section (all Levels)

The audio CDs contain prerecorded directions, passages, questions, and answer choices for the Listening section of the assessment. They also contain prerecorded questions for the Story Retell in the Speaking section. Please fill out the Additional Materials Order Form on the OEAA Secure Site (at ***www.michigan.gov/oeaa-secure***).

Student Assessment Booklets (all Levels)

These booklets are sequentially numbered for each grade span assessed. For Levels III, IV, and V, all sections of the assessment are contained in the same booklet. For Levels I and II, the Speaking section is contained in a separate booklet. All assessment booklets are available in regular and enlarged print. Braille versions are also available for Levels III, IV, and V. (If a Braille version is needed for Levels I and II, please contact the OEAA.)

Speaking Assessment Booklets (Levels I and II)

One of these booklets is provided for each Test Administrator Manual shipped. They are reusable booklets for students taking Levels I and II to view as a prompt during the Speaking section of the assessment.

Answer Documents for Levels III, IV, and V

Students taking the Level I and II assessments will record answers in their student assessment booklets. For Levels III, IV, and V, a separate answer document will be provided.

Test Materials Return Kit

This kit contains a number of materials, including Security Compliance Forms (photo-copiable); a Special Handling Envelope; paper bands; Scorable Materials Labels; Non-Scorable Materials Labels; and Return Shipping Labels.

Note: If you order Braille Kits and Enlarged Print Kits , please note that they are packaged and shipped separately from other ELPA materials.

Braille Kits (if Braille versions of Levels III, IV, or V were ordered)

This kit includes a Braille assessment booklet for the Assessment Level ordered, a corresponding CD for that Level, a Test Administrator Manual for Braille Form 1, a standard print answer document (so that the Assessment Administrator can copy over responses), and an Administrator Test Booklet for Braille (which is a regular assessment booklet with notes to the administrator describing how items have been modified for presentation in Braille). Braille students take a different form of the test and the answer document included in the Braille kit must be used.

Enlarged Print Kits (if ordered)

This kit includes an Enlarged Print assessment booklet for the Assessment Level ordered, an Enlarged Print Speaking Booklet if Assessment Levels I or II were ordered, a corresponding CD for the Level ordered, a standard print Test Administrator Manual, and a standard print answer document (so that the Assessment Administrator can copy over responses).

ELPA District Coordinators are responsible for delivering assessment materials to schools if orders were shipped to the district. Once in the schools, ELPA Building Coordinators are responsible for giving the appropriate materials in the appropriate quantities to Assessment Administrators.

PREPARING FOR THE ELPA

Inventorying Materials and Placing Additional Orders

Immediately upon receipt of assessment materials, ELPA District Coordinators should inventory them to make sure they have sufficient quantities. The number of materials shipped is based on the number of students pre-identified in the OEAA Secure Site and on student enrollment data. The ELPA contractor will also ship some overages (or extras) to allow for new enrollees.

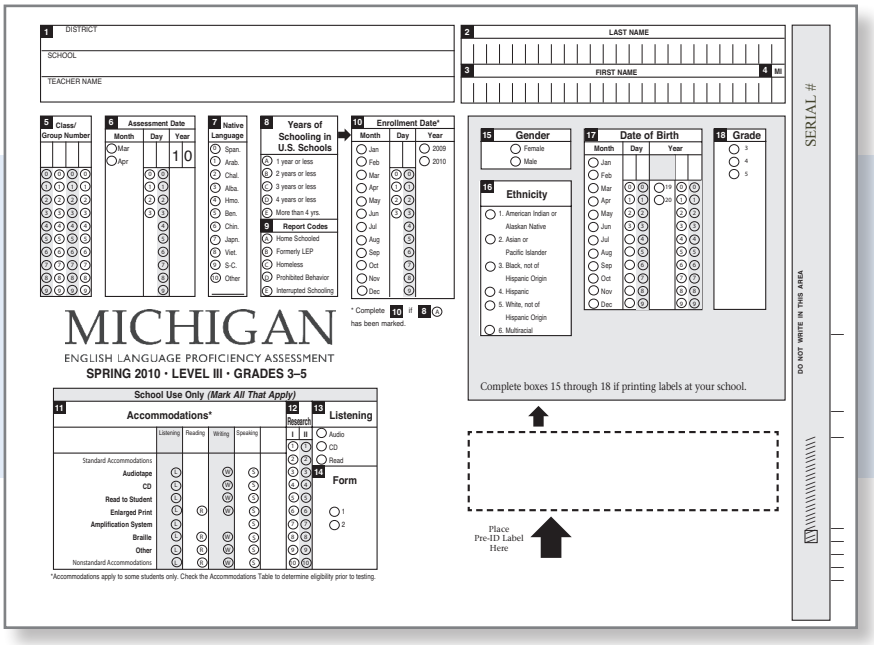
If sufficient quantities of materials are not available even after overages, ELPA District Coordinators will need to order additional materials in the OEAA Secure Site, using their unique user names and passwords. If you do not have a user name and password, please contact the OEAA at 877-560-8378. (See page 13 of this manual for more information about making additional materials requests.)

Contact Information

To promote the most effective flow of information, ELPA District Coordinators should be the primary point of contact for communications. Therefore, if Assessment Administrators have questions, they should contact their ELPA Building Coordinator for assistance. If the Building Coordinator cannot answer the question, he or she should contact the ELPA District Coordinator. If the ELPA District Coordinator cannot answer the question or provide the necessary assistance, he or she should contact the OEAA, using the information below.

Office of Educational Assessment and Accountability
Phone: 877-560-8378
Fax: 517-335-1186
Web site: ***www.michigan.gov/elpa***
E-mail: ***oeaa@michigan.gov***

DEMOGRAPHIC INFORMATION

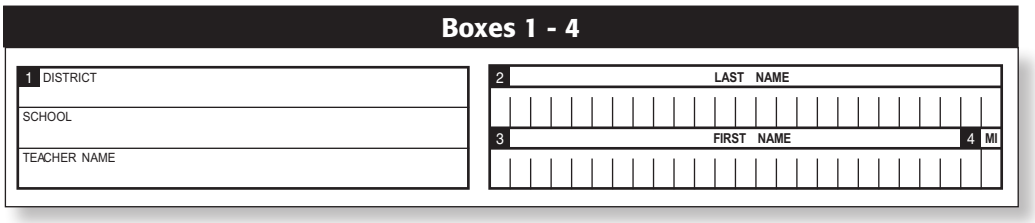


Students taking ELPA Levels I and II will answer questions in their assessment booklets. Students taking Levels III, IV, and V will have separate answer documents for recording their answers. For this reason, student demographic forms will appear on test booklets at Levels I and II, and on answer documents at Levels III, IV, and V.

Student demographic information must be completed in order for the ELPA contractor to match the answers on the test documents to the correct students, and provide information necessary for reporting purposes and returning results. Detailed directions on how to complete the demographic form, along with graphic representations, are provided below.

Demographic Information: All Students

The following information must be completed on the demographic page of each scorable assessment booklet or answer document.



BOX 1: Neatly print the name of the district, school, and teacher for the student.

BOX 2: **LAST NAME** — Neatly print the last name of the student in capital letters, with one letter per space.

DEMOGRAPHIC INFORMATION

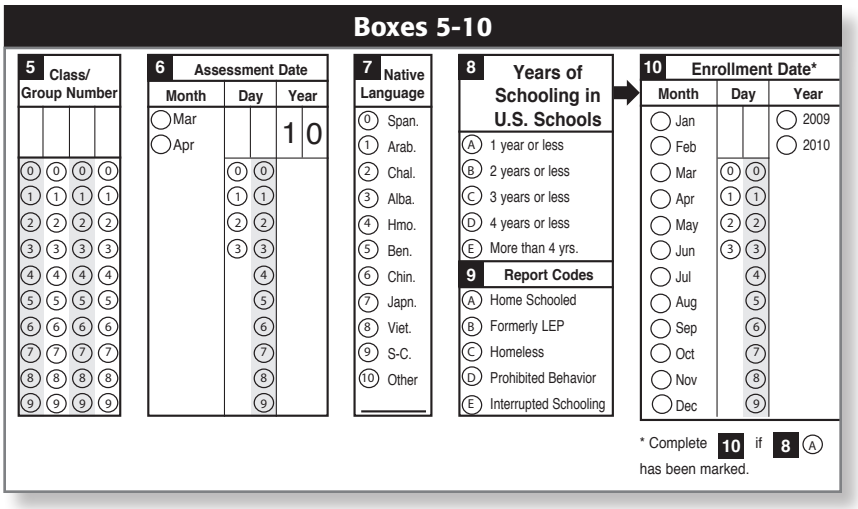
BOX 3: FIRST NAME — Neatly print the first name of the student in capital letters, with one letter per space.

BOX 4: MI (MIDDLE INITIAL) — Neatly print the middle initial, if any, of the student in capital letters, with one letter per space.

BOX 5: CLASS/GROUP NUMBER — This optional information allows districts and schools to receive reports organized by class or group designation(s). It is a local district decision to use this option and to define the class/group numbers it finds most useful. Contact your ELPA District or Building Coordinator for your 4-digit class/group number.

BOX 6: ASSESSMENT DATE — Fill in the date when the ELPA is administered to the student and darken the appropriate bubbles.

BOX 7: NATIVE LANGUAGE — Fill in the bubble for the single-digit numeric code that matches the student's native language. The abbreviations that appear on the form are explained below.



0 Span. = Spanish
1 Arab. = Arabic
2 Chal. = Chaldean
3 Alba. = Albanian
4 Hmo. = Hmong
5 Ben. = Bengali
6 Chin. = Chinese
7 Japn. = Japanese
8 Viet. = Vietnamese
9 S-C. = Serbo-Croatian
10 Other (please fill in the line with the name of the student's language)

BOX 8: YEARS OF SCHOOLING IN U.S. SCHOOLS — Fill in the circle next to the number of years the student has been enrolled in school in the United States. (The student may have been enrolled in one or more schools in the U.S. before enrolling in your district.)

BOX 9: REPORT CODES — Fill in the circle for all of the following that apply:

A. HOME SCHOOLED — A student who is assessed, but because he or she is home schooled, should not be included in the district's or school's reports. Home-schooled students are not required to take the ELPA, but may test during the district's assessment window if desired. (Public schools are required to administer the ELPA to all home-schooled students who want to be assessed.) Districts

will receive separate reports for home-schooled students, as well as separate Parent Reports. The reports should be forwarded to the parents of each home-schooled student. Parents or guardians of home-schooled students should contact their local school district for more assessment information.

B. FORMERLY LEP — A student who was, but no longer is, designated LEP (or ELL) by a school or district, or who is determined to be proficient. This designation must be used to track student achievement for two years after the LEP designation has been removed (No Child Left Behind, Title III, Subpart 2, Section 3121).

C. HOMELESS — A student who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

D. PROHIBITED BEHAVIOR — A student who engages in prohibited behaviors as described in the ***Assessment Integrity Guide***, a document approved by the SBE in September 2009. This document is available at the public ELPA Web site (***www.michigan.gov/elpa***). This bubble is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices that are strictly prohibited.

E. INTERRUPTED SCHOOLING — Fill in this bubble for a student who has missed one or more consecutive years of schooling after Kindergarten. (An example is a student who attended grades 1 and 2 in another country and, due to family relocation, was unable to attend any part of grade 3.)

BOX 10: ENROLLMENT DATE — If you bubbled in "A" in Box 8, fill in the date the student was FIRST enrolled in a U.S. school. (Remember, the student may have been enrolled in one or more schools in the U.S. prior to enrolling in your district.) Complete this box ONLY if you bubbled in "A" in Box 8.

BOX 11: ACCOMMODATIONS — This section of the "School Use Only" area is used to identify the accommodations used by the student as required by the No Child Left Behind Act of 2001 and defined by the Assessment Accommodation Summary Table found on the OEAA Web site (at ***www.michigan.gov/oeaa***). An abbreviated table is also included in Appendix E of this manual.

Please review each section of the table carefully to ensure that the student is eligible to use the accommodation being considered and note restrictions for nonstandard accommodations. The demographic form provides the opportunity to identify specific accommodations used by students on different sections of the ELPA. Standard accommodations are listed first, then nonstandard accommodations. Mark all that apply.

BOX 12: RESEARCH I AND II FIELDS — These columns are used by schools and districts for special research purposes. In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

DEMOGRAPHIC INFORMATION

- Is there a relationship between the number of years students have attended schools in our district and their test scores?

- Is there a difference in attainment of achievement objectives among those students who had Reading Program A vs. Reading Program B vs. Reading Program C, and so forth?

The following information may be helpful in developing codes for the use of these research fields.

- Research questions must be created at the district level, and each report response must be assigned a different number from one to ten. Only one response per report may be coded (that is, one response in the Research I column and one response in the Research II column).

- If a district decides to use research codes, ELPA District Coordinators must provide coding information to ELPA Building Coordinators and Assessment Administrators.

Boxes 11-14

School Use Only *(Mark All That Apply)*

11 Accommodations*	Listening	Reading	Writing	Speaking	12 Research I	12 Research II
Standard Accommodations					1	1
CD	L		W	S	2	2
Read to Student	L		W	S	3	3
Enlarged Print	L	R	W	S	4	4
Amplification System	L			S	5	5
					6	6
					7	7
Other	L	R	W	S	8	8
Nonstandard Accommodations	L	R	W	S	9	9
					10	10

13 Listening: ○ CD ○ Read

14 Form 3

*Accommodations apply to some students only. Check the Accommodations Table to determine eligibility prior to testing.

- Districts may elect to use one or both of the Research Fields at any or all of the grades being tested.

BOX 13: LISTENING — The passages, prompts, test questions, and answer choices in the Listening section of the ELPA can be read to students or delivered via CD. Additionally, the Listening CD also contains 1 or 2 tracks that can be used to administer the Story Retell items. Please mark the method of delivery used in this part of the student's demographic form. Be sure to mark this for **all** students taking the ELPA.

BOX 14: FORM (LEVELS III-V ONLY) — For these Assessment Levels, there are two types of answer documents: One is for Forms 1 and 2, and the other is for Form 3. Please check the form number on the student's assessment booklet and make sure it matches his or her answer document. Then, for Forms 1 and 2, fill in the correct bubble in this box. For Form 3, no bubble needs to be filled in. (Note: This applies only to Levels III-V. No form bubbles appear on the demographic form for Levels I and II.)

DEMOGRAPHIC INFORMATION

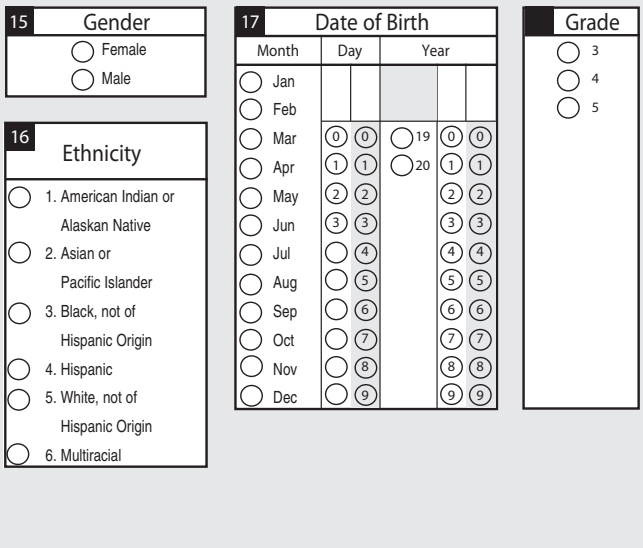
Demographic Information: Students with Labels Printed by the District or School

If the student has a bar code label printed by the district or school (as opposed to one printed by the ELPA contractor), you may fill in Boxes 15-18, using the directions that follow. This information is optional and used solely to identity the student if the bar code label falls off or is destroyed.

BOX 15: GENDER — Fill in the circle next to the student's gender.

BOX 16: ETHNICITY — The following classifications and definitions should be used when completing this box. They are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program" (OMB Directive No. 15). Classifications will be used only for the purpose of reporting.

Boxes 15-18



Complete boxes 15 through 18 if printing labels at your school.

1. **American Indian or Alaskan Native** — A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.
2. **Asian or Pacific Islander** — A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
3. **Black, not of Hispanic Origin** — A person having origins in any of the black racial groups of Africa.
4. **Hispanic** — A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
5. **White, not of Hispanic Origin** — A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
6. **Multiracial** — A person of mixed racial and/or ethnic origins.

BOX 17: DATE OF BIRTH — Fill in the month, day, and year of the student's date of birth.

BOX 18: GRADE — Fill in the circle next to the student's grade of enrollment. (Note that only the grades that match the Assessment Level are shown. For Level I, no bubbling is necessary.)

ADMINISTRATION

Although Assessment Administrators and Proctors are responsible for administering the ELPA, District and Building Coordinators are responsible for training them prior to administration. Below are some of the topics Coordinators will need to address during training to ensure that assessment administration is standardized and that students have every opportunity to fully demonstrate their English language skills.

Order of Administration

The ELPA is designed in such a way that each section may be administered on a different day and in any sequence a school chooses. When scheduling the assessments, it is important to keep in mind that the Listening, Reading, and Writing sections may be group-administered, but the Speaking section must be administered to students individually.

Preparing the Assessment Room(s)

Where the ELPA is given depends on the section of the assessment being administered. Schools may choose to administer the Listening, Reading, and Writing sections in the students' classrooms or in any other appropriate place in the school. The Speaking section, however, must be given in a location away from all other students. When selecting rooms for administration, make sure they are adequately lit, ventilated, and free from noise and other distractions.

Before the ELPA

When administering the ELPA, Assessment Administrators should start by telling students to:

- put away all books, notes, and other resources during assessment;
- read and/or listen to items carefully and follow instructions;
- make sure that their name is on the assessment booklet they are using;
- make sure that the label on their demographic form belongs to them; and

- use only a No. 2 pencil to record answers for the multiple-choice and constructed-response questions. (Students taking Level I and II assessments will record their answers in their assessment booklets, whereas students taking Levels III, IV, and V will record them on separate answer documents.)

Assessment Administrators should also explain to students that the ELPA is not the kind of test they can "pass" or "fail," rather it measures the English skills that students already have. For this reason, some items on the test might seem very easy to students who are more proficient than others, while other items will seem difficult, especially to those who have not had much English instruction in the past. Students should be encouraged to do their best on as many of the items as possible and not be overly concerned with whether they are too easy or too hard.

During the ELPA

During administration, Assessment Administrators must follow the script provided in the Test Administrator Manual (TAM), and make sure they are reading the directions (or using the CD) for the Assessment Level they are administering. As mentioned earlier, the four sections may be given in any order, but Assessment Administrators need to be sure they are reading the correct directions (or using the CD) for the correct section. In addition, Assessment Administrators should be reminded that all sample items must be administered exactly as written in the TAM.

For the Speaking section, Assessment Administrators must administer **every** item to the student, recording his or her rubric scores for each item in the test booklet (Levels I and II) or answer document (Levels III, IV, or V). An Assessment Administrator who skips a Speaking item and does not record a rubric score will cause the student's Speaking score and the overall assessment score to be invalidated.

Coordinators should train Assessment Administrators to make sure that the part of the TAM from which they are reading matches the form number on the students' test booklets. Please note that it is the **test booklet** that bears the correct form number, since there are some answer documents that can be used with multiple forms.

For the group-administered sections (Listening, Reading, and Writing), please note that every student in the same classroom should have the same form number on their assessment booklet. If there is an error, Coordinators should check the quantities of test forms at different levels that they have been supplied.

Unauthorized Materials

Students taking state assessments must be closely supervised at all times. When students enter the testing room, Assessment Administrators must ensure that they do not bring any unauthorized notes, printed materials, scrap paper, or tools that would give them an unfair advantage. The materials that students are permitted to use during administration are identified in the specific directions for each section of the assessment.

Please note that one type of unauthorized material is not brought in by students; it is what is displayed on classroom walls as posters or student projects that feature helpful English words, phrases, or ideas that may provide an unfair advantage to students during assessment administration. Please refer to the Assessment Integrity Guide, which is available on the public ELPA Web site (at ***www.michigan.gov/elpa***), for guidance on what kinds of classroom-displayed materials need to be covered or taken down in preparation for the ELPA.

ADMINISTRATION

Temporary Absence from the Testing Room

Students are allowed to go to the restroom, one at a time, during the assessment, but it is best not to make an announcement to that effect. If students leave during testing, Assessment Administrators must collect their assessment booklets and answer documents before they exit the room, and give the materials back when the students return. **Assessment Administrators, on the other hand, may not leave the assessment room at any time, unless a Proctor is brought in to supervise.**

Illness

A student who becomes ill during an ELPA assessment session should be excused. If the student is able to return before that session ends, he or she may complete the session. If, however, the student is unable to return before the session ends, the unfinished portion may be administered at a later date as long as the assessment window is still open. When giving students a partially completed section of the ELPA, supervise them closely to make sure they do not go back to previously answered items. When a student returns to school after a more extended illness, he or she may continue with other unadministered sections of the ELPA until the assessment window closes.

Students Absent on the Day of the Assessment

If students are absent when the ELPA is initially given, the school must make provisions for them to take the assessment at a later date. (Make-up dates may be scheduled any time within the assessment window.) These students should not, however, be involved in any classroom discussions about the ELPA prior to the time they take it.

Emergency Evacuation of a School Building

Schools may be required to evacuate students during the assessment because of an emergency, such as a fire alarm or bomb threat. In any situation in which the safety of students is threatened, the principal (or ELPA Building Coordinator) has full authority to interrupt the administration process. When possible, allow students to resume testing.

Scoring the Speaking Section

Instructions for scoring the Speaking section of the ELPA are provided in the Speaking section of the TAM for each Assessment Level. Although Assessment Administrators will carry out this section of the assessment, ELPA District and Building Coordinators are responsible for training them on how to use to the Speaking scoring rubrics. For that reason, the rubrics have been included in Appendix H of this manual and should be reviewed and discussed prior to administration.

A DVD is also available from the OEAA that explains how to score the ELPA Speaking items. ELPA District and Building Coordinators may want to use this DVD when training Assessment Administrators and Proctors prior to administration. For information on ordering the DVD, contact the OEAA by phone at 877-560-8378 or by e-mail at ***oeaa@michigan.gov***.

During administration, Assessment Administrators or Proctors must score their students' speaking responses on the students' answer documents (or for students taking Levels I and II, in their scannable assessment booklets).

Ending an Assessment Session

Because all sections of the ELPA are untimed and student-paced, there will not be a specific ending time; instead, Assessment Administrators will need to observe students as they work and bring the assessment session to a close once all students are finished. If only a few students need more time than the rest of their classmates, Assessment Administrators may collect assessment materials from those who are finished, and move the others to another room to continue testing.

If there is another section of the assessment to administer and Assessment Administrators are planning to continue with that section, they should turn to the directions for that section and resume testing. If there is another section of the assessment to administer, but Assessment Administrators will be giving it on another day, they must collect all assessment materials from students individually and return them to locked storage. If, however, all sections of the ELPA have been administered, they should follow the procedures in the "After" sections of this manual.

Assessment Administrator Responsibilities After Testing

Once all sections of the ELPA have been administered, Assessment Administrators will collect the assessment materials from each student individually. Students should not be dismissed until it is verified that materials have been returned for each student assessed.

Next, Assessment Administrators need to check the scorable assessment booklets (for Levels I and II) and answer documents (for Levels III, IV, and V) to make sure they are filled out correctly, there is no damage, and no unauthorized writing utensils have been used to complete them.

Lastly, they need to gather all the ELPA assessment materials that were provided prior to the assessment, including TAMs, assessment booklets, answer documents, audio CDs, and Security Compliance Forms (if they have not already been returned), and return them to the ELPA Building Coordinator.

Building Coordinator Responsibilities After Testing

Once Assessment Administrators return all their assessment materials, ELPA Building Coordinators need to complete seven important tasks.

1. Verify that all used and unused assessment materials have, in fact, been returned from Assessment Administrators. Obtain any materials that are missing.

2. For Levels III, IV, and V, put all the assessment booklets in one pile and the answer documents in another.

3. Check the scorable assessment booklets (for Levels I and II) and answer documents (for Levels III, IV, and V) to make sure that:

   - only Spring ELPA materials have been used (ELPA Initial Screening materials must NOT be mixed in with Spring ELPA materials);
   - the appropriate form number has been filled in correctly on the answer document (for Levels III, IV, and V only) for all students who used Form 1 or Form 2 of the ELPA;
   - all required student identification fields (student name, teacher, etc.) have been completed accurately;
   - all optional data fields that the district has chosen to use and all "School Use Only" fields have been completed accurately;
   - no Speaking section items or sample items have been skipped and the responses for those items have been filled in;
   - all other demographic information has been entered;
   - no correction fluid, crayons, markers, highlighters, or colored pencils have been used to mark answers to questions;
   - no staples, glue, rubber bands, or paper clips have been used;
   - no extra paper is attached (except when approved as an accommodation); and
   - no completed scorable booklets or answer documents have been disassembled or damaged.

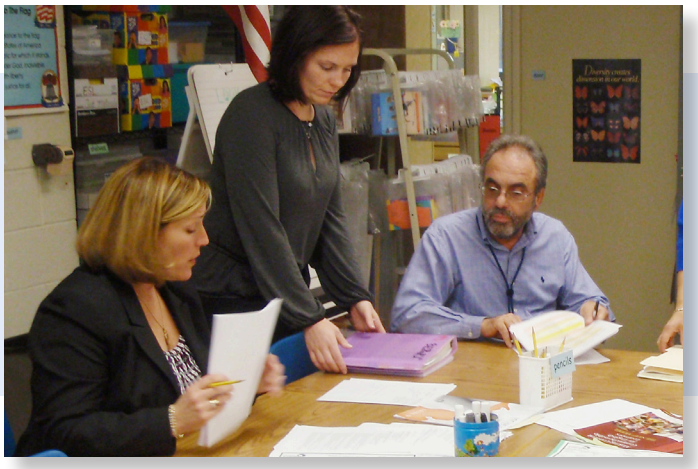
4. If a scorable booklet or answer document is found not to comply, notify the ELPA District Coordinator immediately. He or she will contact the OEAA for assistance.

5. For students who used a word processor as an accommodation (see 47), follow the instructions for returning documents in the Special Handling Envelopes.

6. Complete an ELPA Security Compliance Form and, if you have not already done so, distribute one form to each Assessment Administrator and Proctor who administered the ELPA or supervised students during administration. A form is included in Appendix D of this manual. It may be photocopied for use; however, Questar Assessment, Inc., will also ship original forms along with the other assessment materials.

7. Follow the instructions on page 36 of this manual for completing the School Level-Grade Span Header Sheet. This sheet **must** be completed and put on top of each Assessment Level's set of completed answer documents (or scorable assessment booklets).

RETURNING MATERIALS



ELPA Building Coordinators are responsible for ensuring that the completed assessment booklets and answer documents are organized for the building and returned, along with other used and unused assessment materials, to the ELPA District Coordinator as described in the previous section of this manual. ELPA District Coordinators are then responsible for organizing the school materials into shipping boxes, and returning them as one shipment for the entire district. (This is necessary for accurate scoring of student responses according to the district's reporting cycle.)

In smaller districts, it may be possible for ELPA District Coordinators to complete all of the return tasks described below. In larger districts, however, Building Coordinators may need to help with some of the tasks. To do that, they will need some of the organizational tools, such as paper bands, found in the Test Materials Return Kit (TMRK). Decisions about who is going to complete each return task should be made in advance so that the necessary tools can be distributed accordingly.

Organizing Completed Scannable Test Booklets (Level I and II) and/or Answer Documents (Level III-V) for Each Building

A. For Levels I and II, separate the secure materials (that is, those that contain test items) into two piles. Place the student assessment booklets (which are scorable) in one pile and the non-scorable Test Administrator Manual (TAM) and Speaking booklets in another.

B. For Levels III, IV, and V, separate the secure materials into two piles—one for the student answer documents (which are scorable) and another for the student assessment booklets and TAM manuals (which are non-scorable).

C. Once all the scorable materials are separated from the non-scorable materials, separate the scorable materials by Assessment Level (one pile for Level I materials, another pile for Level II materials, and so on). Documents from different grades within an Assessment Level may be mixed (i.e., grade 3 documents can be mixed with grade 4 and 5 documents since they all belong to Assessment Level III.)

D. All materials with test items are considered secure and MUST be returned to the ELPA contractor.

RETURNING MATERIALS

Stacking the Booklets and/or Answer Documents for Each Building

A. If schools would like score reports to list students by class/group, a scannable Class/Group ID Sheet that identifies the teacher name for each class/group must be submitted. A sample sheet and instructions for completing it can be found on page 35.

B. For each Assessment Level unit being returned (i.e., one for the Level I unit, another for the Level II unit, and so forth), complete an ELPA School Level-Grade Span Header Sheet. Be sure to place one completed sheet on top of each Assessment Level unit submitted and bubble in the total number of documents being returned for the school building. A sample sheet and instructions for completing it are provided on page 36.

C. Bundle all ELPA School Level-Grade Span Header Sheets and scorable materials together by Assessment Level, using the white paper bands provided in the TMRK. Each Assessment Level MUST be bundled separately. (See the ELPA Return of Materials graphic on page 32 or use the Packing Diagram to assist you.)

D. Bundle any completed Class/Group ID Sheets together, and any Special Handling Envelopes that were used together. Use the white paper bands provided along with the TMRK to secure the bundles.

E. Place all the scorable materials in sturdy cartons. (It is strongly recommended that schools/districts use the cartons in which the materials were originally shipped.) Place the Special Handling Envelopes (if used) in the cartons first, as shown on the Packing Diagram and in the ELPA Return of Materials graphic on page 32. Then put your bundled Class/Group ID Sheets on top of them. Next, put the bundled Assessment Level units into the cartons, stacking them in ascending order by Level (i.e., Level V materials should be at the bottom and Level I materials should be on top).

F. Fill out and affix an orange Scorable Materials Label to each box that contains scorable materials. (These labels can be found in the TMRK.) It is recommended that each school's prepared box (or boxes) be left unsealed until ELPA District Coordinators can check the materials.

G. Pack all non-scorable materials in their own box or boxes in any order. (Refer to the second page of the Packing Diagram for more information.) Non-scorable materials include:

- UNUSED assessment booklets for Assessment Levels I and II;
- unused Speaking booklets for Assessment Levels I and II;
- unused answer documents for Assessment Levels III, IV, and V;
- used and unused assessment booklets for Assessment Levels III, IV, and V;
- Test Administrator Manuals (TAMs);
- accommodated materials, such as Braille and enlarged print booklets;
- CDs

RETURNING MATERIALS

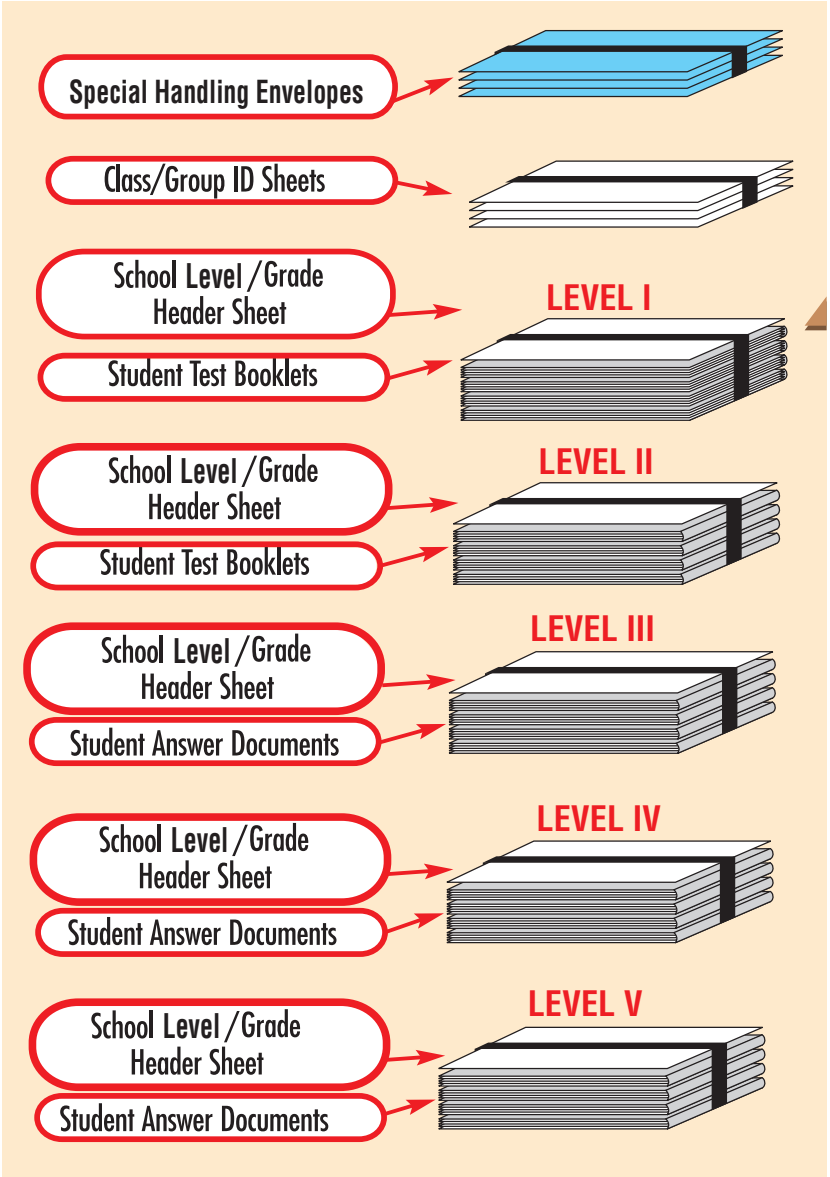
H. Fill out and affix a green Non-Scorable Materials Label to each box that contains non-scorable materials. These labels can be found in the TMRK.

I. Do not seal the boxes until they have been checked by both the ELPA Building and District Coordinator. They need to be sure that all the materials have been returned and that the correct Assessment Level scorable materials are bound with paper bands to the correct School Level-Grade Span Header Sheets.

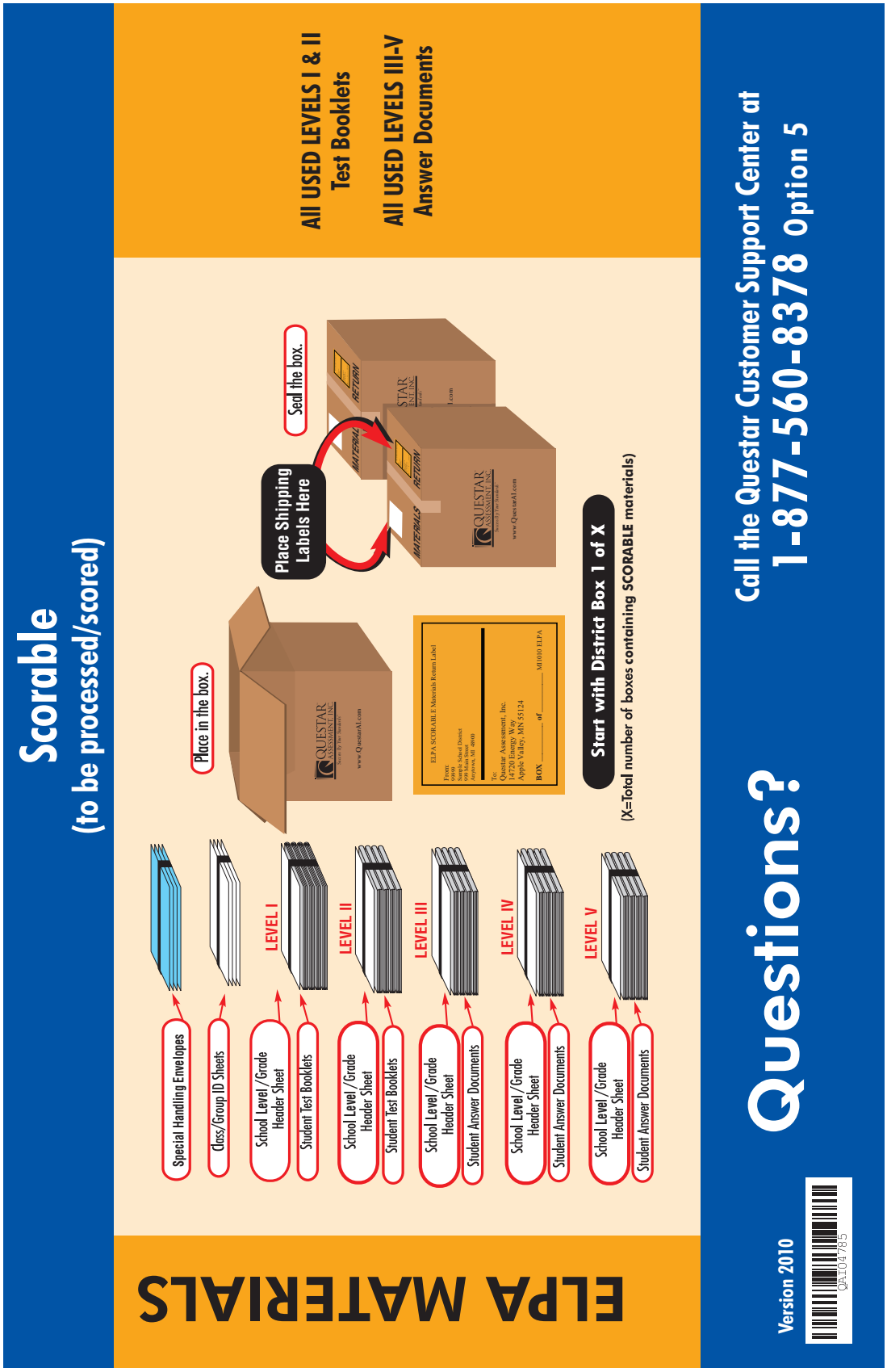
Returning Materials for the District

After confirming that the materials have been properly stacked and packed, the ELPA District Coordinator should affix shipping labels to each box. All shipping labels are found in the TMRK. The district must return the school materials in ONE shipment on or before the closing date of the district's assessment cycle (Regular or Early). Review the diagrams on the next two pages for more details on packaging and returning materials. (Also, see Appendix A, the Spring ELPA Schedule, for more information on assessment cycles and return shipment dates.)

ELPA Return of Materials



RETURNING MATERIALS



V. Packaging and Returning Materials

RETURNING MATERIALS

Non-Scorable and Ancillary Materials
(not to be processed/scored)

Pack Non-Scorable and Ancillary Materials
- Test Booklets
- Answer Documents
- Large Print Booklets
- All CDs
- Braille Books
- Manuals

Place Shipping Labels Here

Seal the box.

Start with District Box 1 of X

(X=total number of boxes containing NON-SCORABLE materials)

ELPA MATERIALS

All UNUSED LEVELS I & II Test Booklets

All LEVELS III-V Test Booklets

All UNUSED LEVELS III-V Answer Documents

All Accommodated Materials

All Ancillary Test Materials

Call the Questar Customer Support Center at 1-877-560-8378 Option 5

Questions?

Version 2010

RETURNING MATERIALS

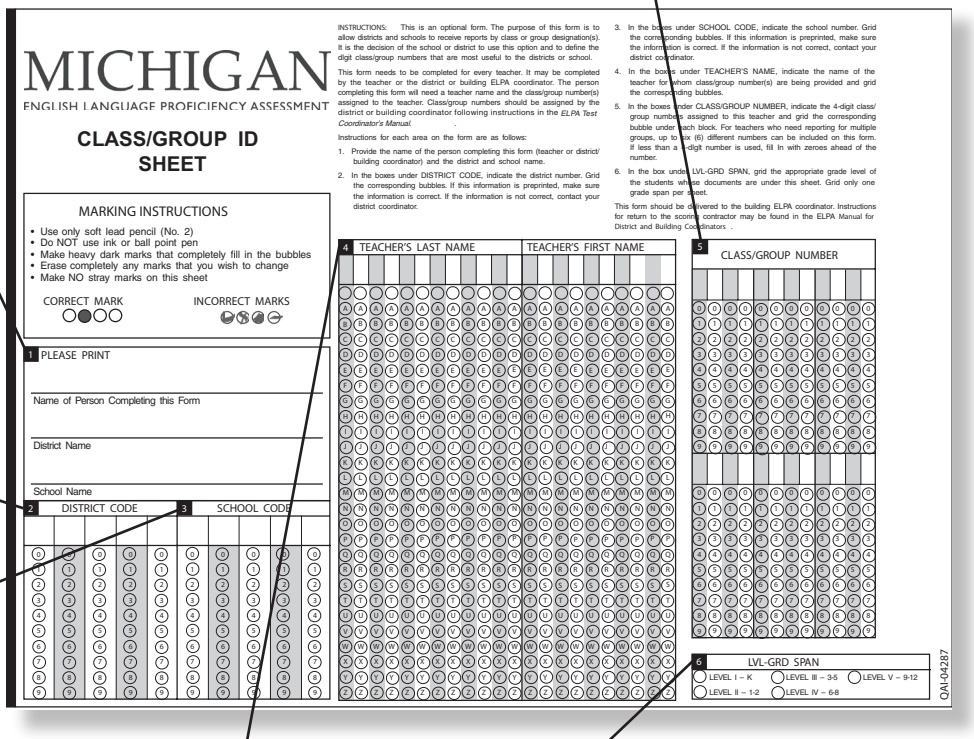
Optional ELPA Class/Group ID Sheet

(one sheet per Class/Group)

If districts and schools want to receive reports by class or group designation(s), they need to complete one of these forms per class/group. If this sheet is used, the district or school needs to define the 4-digit class/group numbers that are most useful and provide the codes to those individuals who will be completing the sheet. More than one class/group can be assigned to a given teacher.

SECTION 1: Write in the name of the person completing this sheet (teacher, ELPA Building Coordinator, or ELPA District Coordinator), the district name, and the school name.

SECTION 5: Write and bubble in the 4-digit class/group number(s) assigned to this teacher. Teachers who need reporting for multiple groups may fill in up to 6 different numbers. If less than a 4-digit number is being used, write and bubble in zeroes ahead of the number (for example, fill in 0025 if a 2-digit number is used).



MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

CLASS/GROUP ID SHEET

MARKING INSTRUCTIONS
- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the bubbles
- Erase completely any marks that you wish to change
- Make NO stray marks on this sheet

CORRECT MARK INCORRECT MARKS

INSTRUCTIONS: This is an optional form. The purpose of this form is to allow districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and to define the digit class/group numbers that are most useful to the districts or school.

This form needs to be completed for every teacher. It may be completed by the teacher or the district or building ELPA coordinator. The person completing this form will need a teacher name and the class/group number(s) assigned to the teacher. Class/group numbers should be assigned by the district or building coordinator following instructions in the *ELPA Test Coordinator's Manual*.

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
2. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the boxes under TEACHER'S NAME, indicate the name of the teacher for whom class/group number(s) are being provided and grid the corresponding bubbles.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, fill in with zeroes ahead of the number.
6. In the box under LVL-GRD SPAN, grid the appropriate grade level of the students whose documents are under this sheet. Grid only one grade span per sheet.

This form should be delivered to the building ELPA coordinator. Instructions for return to the scoring contractor may be found in the ELPA Manual for District and Building Coordinators .

1 PLEASE PRINT
Name of Person Completing this Form
District Name
School Name

2 DISTRICT CODE 3 SCHOOL CODE

4 TEACHER'S LAST NAME TEACHER'S FIRST NAME

5 CLASS/GROUP NUMBER

6 LVL-GRD SPAN
LEVEL I – K LEVEL III – 3-5 LEVEL V – 9-12
LEVEL II – 1-2 LEVEL IV – 6-8

QA1-04287

SECTION 2: If this information is not preprinted, fill in the district code.

SECTION 3: If this information is not preprinted, fill in the school code.

SECTION 4: For the teacher for whom class/group number(s) are being provided, write and bubble in the first twelve letters of his or her last name, then write and bubble in the first ten letters of his or her first name.

SECTION 6: Fill in the appropriate Assessment Level of the students in the class/group. Grid only one Level per sheet.

Once this sheet is complete, see the "ELPA Return of Materials" graphic on page 32 of this manual for information on how to organize and pack this sheet for return.

RETURNING MATERIALS

Required ELPA School Level-Grade Span Header Sheet

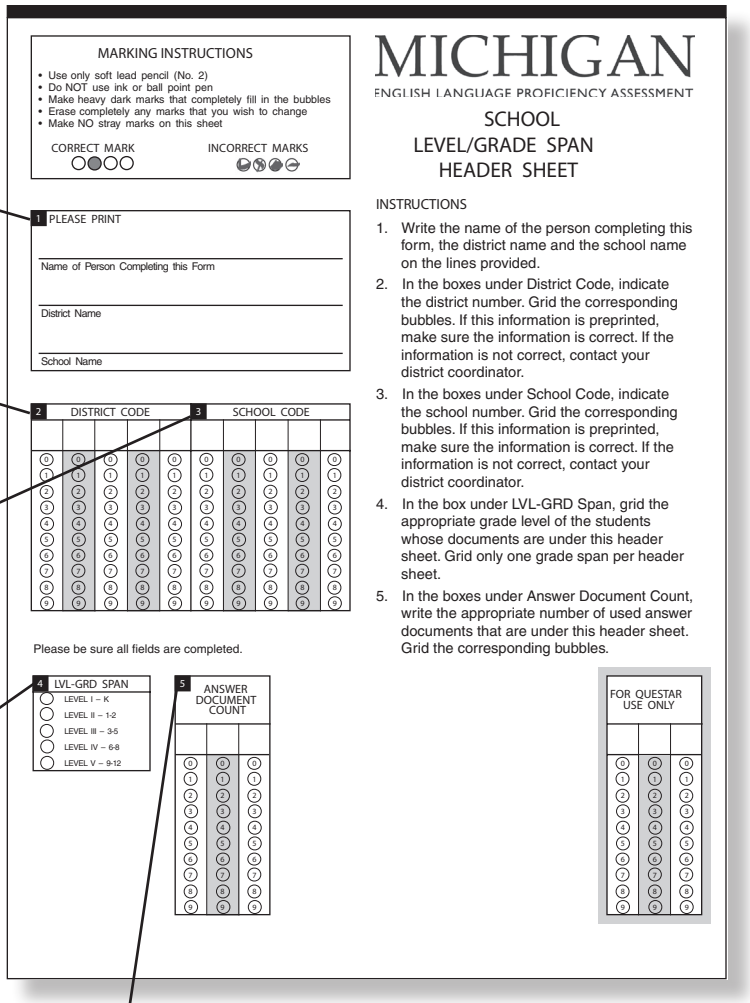
(one sheet per Level/Grade Span)

The purpose of the ELPA School Level-Grade Span Header Sheet is to help schools, districts, and the ELPA contractor account for all the test documents returned for scoring. In addition, it helps ensure that the proper reports are prepared for each Assessment Level, or grade span, assessed. Therefore, it is ***imperative*** that this sheet have complete and accurate information.

SECTION 1: If this information is not preprinted, write in your name, the district name, and the school name.

SECTION 2: If this information is not preprinted, fill in the district code.

SECTION 3: If this information is not preprinted, fill in the school code.



MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the bubbles
- Erase completely any marks that you wish to change
- Make NO stray marks on this sheet

CORRECT MARK INCORRECT MARKS

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
SCHOOL
LEVEL/GRADE SPAN
HEADER SHEET

1 PLEASE PRINT
Name of Person Completing this Form
District Name
School Name

2 DISTRICT CODE 3 SCHOOL CODE

Please be sure all fields are completed.

4 LVL-GRD SPAN
LEVEL I – K
LEVEL II – 1-2
LEVEL III – 3-5
LEVEL IV – 6-8
LEVEL V – 9-12

5 ANSWER DOCUMENT COUNT

FOR QUESTAR USE ONLY

INSTRUCTIONS

1. Write the name of the person completing this form, the district name and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the box under LVL-GRD Span, grid the appropriate grade level of the students whose documents are under this header sheet. Grid only one grade span per header sheet.
5. In the boxes under Answer Document Count, write the appropriate number of used answer documents that are under this header sheet. Grid the corresponding bubbles.

SECTION 4: Fill in the bubble for the appropriate Level (I, II, III, IV, or V) of the students whose documents will be bound together with this sheet. For example, fill in the bubble for Level I if this sheet will be placed on top of and bound with used assessment booklets for students in Kindergarten. You must fill in one of these sheets for every Level of documents you are submitting.

SECTION 5: Write the number of scorable assessment booklets or answer documents you are submitting for this Level in the spaces provided and fill in the bubbles for that number.

Once this sheet is complete, use the paper bands provided in the TMRK to secure it to the corresponding scorable assessment booklets or answer documents. See the "ELPA Return of Materials" graphic on page 32 for more information on how to organize this sheet and the scorable materials for return.

APPENDIX A

2010 Spring ELPA Schedule

Event	Start Date	End Date	Cycle Type
2010 Spring ELPA Pre-Identification Window	Tuesday, December 1, 2009	Friday, January 15, 2010	Early & Regular
2010 Spring ELPA Student Counts Window	Tuesday, December 1, 2009	Friday, January 15, 2010	Early & Regular
Assessment Materials Due in District or School (Early)	Monday, February 22, 2010		**Early*
Additional Material Order Window (Early)	Tuesday, February 23, 2010	Monday, April 19, 2010	**Early*
Assessment Materials Due in District or School (Regular)	Monday, March 01, 2010		Regular
Additional Material Order Window (Regular)	Tuesday, March 02, 2010	Monday, April 19, 2010	Regular
Test Administration	Monday, March 15, 2010*	Friday, April 23, 2010	Early & Regular
Districts Return ELPA Materials for Scoring (Early)		Friday, April 23, 2010	**Early*
Districts Return ELPA Materials for Scoring (Regular)		Friday, April 30, 2010	Regular

December 2009

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	**18**	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2010

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	**15**	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2010

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	**22**	**23**	24	25	26	27

12/01 - PreID Window Begins
12/01 - Student Counts Window Begins (Initial Material Orders)
01/15 - PreID Window Ends
01/15 - Student Counts Window Ends
02/22 – Early Cycle Materials Delivered
02/23 – Additional Material Orders Begin - Early

March 2010

S	M	T	W	TH	F	S
	1	**2**	3	4	5	6
7	8	9	10	11	12	13
14	**15**	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2010

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	**23**	24
25	26	27	28	29	**30**	

May 2010

	M	T	W	TH	F	S
						1
	3	4	5	6	7	8
	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

03/01 – Regular Cycle Materials Delivered
03/02 – Additional Material Orders Begin - Regular
03/15 – Testing Begins
04/23 – Early Cycle Material Return Deadline
04/23 – Last Day to Test
04/30 – Regular Cycle Material Return Deadline

*Tested Roster Forecasted for Early-Mid May
*Green Reporting Opt-out Window Forecasted for Early-Mid May

*Electronic ISR, PR, CR, and SDF - Forecasted for Mid-June

June 2010

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APPENDIX B

ELPA Fees for Late or Inappropriately Returned Assessment Materials

Fee Charged for...	When Materials are Shipped...			
	On or before deadline	1-7 days after deadline	8-14 days after deadline	15+ days after deadline*
Late shipment (per school)	–	$250	$250	–
Late processing (per answer document)	–	–	$25	–
Missing barcode (per answer document)	$10	$10	$10	–
Missing secure test materials (per item)	–	–	–	**

Please refer to the Spring ELPA Schedule (Appendix A) for specific dates and deadlines.

**** All schools will receive reports, EXCEPT for schools that ship materials 15 or more days after the deadline.***

***** Although no late fee or processing fee will be charged, all materials MUST be returned. Failure to return materials may result in a substantial fine levied against the school by the Michigan Department of Education.***

APPENDIX C

Building Assessment Coordinator Duties and Responsibilities

My Building Assessment Coordinator

Phone e-mail

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and adhere to the information in the Assessment and Administrator Manuals.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- Provide information regarding ethical practices and prohibited behavior to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.

- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
- Have a plan for students who finish early or who require extra time.
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

During Assessment Administration

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.
- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- Collect and conduct an inventory of assessment materials after the assessment.
- Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
- Ensure that answer documents have been completed and filled in correctly.
- Ensure that any cover or return form has been completed correctly.
- Prepare all assessment materials for return to the District Assessment Coordinator.
- Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
- Complete the OEAA Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.

APPENDIX C

Assessment Administrator Duties and Responsibilities

My Assessment Administrator

Phone e-mail

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's shall:

Before Assessment Administration

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
- Read the Test Administrator Manual prior to assessments.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- Have a plan for students who finish assessments early or who require extra time.
- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, and instructional practices for English Language Learners.

APPENDIX C

During Assessment Administration

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Test Administrator Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

- Collect assessment materials and account for all assessment materials regardless of perceived student effort.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Do not erase or darken any marks in the student answer section of any document. Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete the OEAA Security Compliance Form found in the Test Administrator Manual and submit to the Building Assessment Coordinator. Security forms can be found in the back of the administration manuals.

APPENDIX C

Assessment Proctor
Duties and Responsibilities

My Assessment Proctor

Phone e-mail

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- Participate in assessment administration training.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During Assessment Administration

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- Assist the Assessment Administrator in distributing assessment materials.

- Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Ensure the assessment room is quiet during the entire assessment administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate assessment room to complete assessments.
- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

- Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Complete the OEAA Security Compliance Form found in the manual and submit form to the Building Assessment Coordinator.

APPENDIX D

MICHIGAN Department of Education

OEAA Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the *Assessment Integrity Guide* as published by the Office of Educational Assessment and Accountability (OEAA) of the Michigan Department of Education (MDE); and

I have read the sections applicable to assessment security, preparation, and administration; and

I have read the section regarding the duties and responsibilities of my role in the assessment process; and

I have followed the practices as they relate to my role in the current assessment.

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the *Assessment Integrity Guide* is available on the Internet at **http://michigan.gov/oeaa**. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, or call toll-free 1-877-560-8378.

1. Assessment Programs ***Mark ALL that apply***

◯ MEAP ◯ MEAP-Access ◯ MI-Access ◯ MME ◯ ELPA

2. District

1	2	3	4	5
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3. School

1	2	3	4	5
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

4. Assessment Roles ***Mark ALL that apply***

◯ District Coordinator ◯ Proctor
◯ School Coordinator, Test Supervisor, or Back-Up Test Supervisor
◯ Accommodations Provider or Test Accommodations Coordinator
◯ Assessment Administrator or Room Supervisor ◯ Other

5. Information Box

PLEASE PRINT—Use full names.

School Name: _____

District Name: _____

Directions

TO COMPLETE:

1. Mark all corresponding bubble(s) next to the assessment program(s) for which you have one or more roles.
2. Print the **DISTRICT** code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles. (Note: District Coordinators mark district code only; skip Step 3.)
3. Print the **SCHOOL** code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles.
4. Mark all corresponding bubble(s) next to your role(s) in the assessment administration process (for example, District Coordinator, School Coordinator, etc.).
5. In the area under **Information Box**, district coordinators print district name **only**. All others print **both district** name and **school** name on the lines provided.

IMPORTANT:
Districts must keep all completed Security Compliance Forms on file at their district for a period of one year following the assessment window. Do NOT return completed forms to the testing contractor.

Funded by the Michigan Department of Education and the U.S. Education Department

APPENDIX E

ELPA Accommodations

This appendix includes information about how to use various assessment accommodations when administering the ELPA and an abbreviated Assessment Accommodations Summary Table, that shows which accommodations are considered standard and nonstandard for the assessment. The full Assessment Accommodations Summary Table can be found on the OEAA Web site (at ***www.michigan.gov/oeaa***).

Audio Versions of the ELPA

The available audio versions of the ELPA are: (1) the read-aloud directions, assessment questions, and answer choices for the Listening section of the ELPA, which is available to all Assessment Administrators to help standardize the spoken portions of the Listening assessment; and (2) the read-aloud assessment questions for the Story Retell items for the Speaking section of the ELPA; and (3) the directions, assessment questions, and answer choices (when appropriate) for all sections of the ELPA (Listening, Reading, Writing, and Speaking), which is available to ELLs and students with disabilities who require their use as an assessment accommodation. (See the Assessment Accommodations Summary Table in this appendix). ELPA District Coordinators may order either or both audio versions of the ELPA through the OEAA Secure Site (at ***www.michigan.gov/oeaa-secure***.)

If an audio version is used as an assessment accommodation for a student with disabilities, the instructions below must be followed.

1. The assessments must be administered individually to students with disabilities, using equipment with a headset and counter (if available) or in a setting where the audio will not disturb other students.

2. Students using audio versions must use a standard print assessment booklet while they are being assessed, unless the student has a total loss of vision or needs an enlarged print assessment booklet.

3. Kindergarten, first-, and second-grade students who use audio versions must use standard print assessment booklets. They may however, be allowed to:

   - mark their own answers in the booklets;
   - indicate their responses to a certified school staff member who will then mark the booklets for the student; OR
   - Braille their responses and have a certified school staff member transcribe the answers onto the booklet.

4. Students in grades 3–12 who use audio versions must use standard answer documents. They may, however, be allowed to:

   - grid their own answer documents;
   - mark answers in their assessment booklets and have a certified school staff member transcribe the answers onto the answer documents;

- indicate their responses to a certified school staff member who will then grid the answer documents for them; or
- Braille their responses and have a certified school staff member transcribe the answers onto the answer documents.

5. The Assessment Administrator must read the directions to the student exactly as written. (Assessment directions are also included in the audio version but should be presented by the Assessment Administrator first so any questions the student has can be addressed.)

6. Scannable assessment booklets and answer documents for students who used the audio versions of the assessments must be packaged and returned with the other scannable booklets and answer documents.

7. Audio versions of the assessments are secure materials that must be returned at the end of the assessment window. No copies of these materials may be made, downloaded, or retained.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. For the Writing section, students using dictation as an accommodation are to include specific instructions about punctuation, spelling, indentation, and so forth. The use of a Braillewriter is also permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a certified school staff member must transcribe the student's responses onto his or her scannable booklet or answer document. Spelling, punctuation, indentation, and so forth, must be transcribed exactly as written in the student's original response. For students in grades 3–12 using a Braille version of the assessment, it is important to specify Braille in the accommodations section of their answer document(s).

Word Processors

Because the Writing section includes the use of writing conventions (such as correct spelling and grammatical usage), students using word processors or word-processing software as an accommodation must be monitored to ensure that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" bubble on the student's scannable booklet or answer document to indicate the student used a word processor as a standard assessment accommodation. If spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the "nonstandard accommodations" bubble must be gridded.

Word-processed answers do not need to be transcribed onto the student's scannable booklet or answer document by school staff. Instead, Assessment Administrators need to place a student label (printed from the OEAA Secure Site) on the upper left corner of each page with identifying student information that matches the information on the student's booklet or answer document. (Coordinators will need to print these labels and provide them to Assessment Administrators).

In addition, in the bottom right-hand corner of the first page, print the scannable assessment booklet or answer document identification number. When all identifying information has been recorded on each page, insert the pages into the student's scannable booklet or answer document. Do not staple or otherwise attach word-processed pages to the booklet or answer document.

All scannable booklets or answer documents containing a word-processed insert must be shipped in a special envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS." This envelope is provided to ELPA District Coordinators in their Test Materials Return Kit (TMRK). The envelope is to be placed at the bottom of the scorable materials stack.

Additional Paper

Additional paper may be used as an assessment accommodation if a student needs additional space due to large handwriting. Each additional piece of paper must have a student label with identifying student information affixed to it the same as word-processed pages. (See section above.)

The extra page(s) should be inserted into the scannable booklet or answer document that has matching student identification information. Do not staple or otherwise attach pages to the booklet or answer document.

All booklets or answer documents containing additional papers must be shipped in a special envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS." This envelope is provided to ELPA District Coordinators in their TMRK. The envelope is to be placed at the bottom of the scorable materials stack.

Rapid Onset of Medical Disability

Prior to the ELPA, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example, a few days prior to taking the assessment, a student may have broken his or her arm, thereby necessitating the use of a word processor or scribe. Or, a student may have recently undergone surgery and be homebound or in the hospital, thereby necessitating the assessment be administered in the student's home or at the hospital under the supervision of a school district professional.

In cases of rapid onset of a medical disability, the OEAA asks that the school's principal or guidance counselor document, for the student's file, the date and nature of the disability (e.g., broken arm) and describe the accommodation that was provided. This accommodation will be considered "standard" and should be noted appropriately on the student's scannable booklet or answer document.

APPENDIX F

Spring 2010 ELPA Exemption Request Form for ELLs with Disabilities

Student Information:

Student Name:

UIC:

Date of Birth:

School Name: **School Code:**

District Name: **District Code:**

Grade: **Date Enrolled:**

Primary Disability Designated in MSDS:

Please provide a brief explanation of why this student should be exempt from one or more sections of the ELPA.

Exemption Requested for the Following Domains:

☐ **Listening** ☐ **Reading** ☐ **Writing** ☐ **Speaking** * ☐ **All**

***Note: In order to be eligible for an exemption from all sections of the ELPA, the student must be anticipated to take MI-Access Participation in the grades where the assessment is administered (grades 3-8 and 11).**

Attachments

☐ **Present Level of Academic Achievement and Functional Performance**

☐ **IEP Goals and Objectives page**

☐ **Additional Supporting Documentation** *(optional)*

Certification

☐ **By checking this box, I certify the information contained in this application is true and correct, to the best of my knowledge.**

Date:

Name and Title of Authorized Official (Please Type or Print)

Email: **Phone:**

Signature of Authorized Official

Print Form

APPENDIX G

Spring ELPA 2010 Item Overview

Level	Grade in Spring 2010	Sections	Number of Operational (Scored) Items	Number of Operational (Scored) Points
I	K	Listening	16	16
		Reading	16	16
		Writing	13	18
		Speaking	8	18
		Total	53	68
II	1-2	Listening	20	20
		Reading	19	19
		Writing	13	20
		Speaking	9	20
		Total	61	79
III	3-5	Listening	20	20
		Reading	20	20
		Writing	12	20
		Speaking	9	20
		Total	61	80
IV	6-8	Listening	20	20
		Reading	21	21
		Writing	14	22
		Speaking	9	20
		Total	64	83
V	9-12	Listening	20	20
		Reading	21	21
		Writing	14	22
		Speaking	10	21
		Total	65	84

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Directions for Speaking Scoring Rubrics

There are seven rubrics used for scoring the five item types in the Speaking section of the ELPA. The directions for using each rubric are provided below; the rubrics themselves are provided on the following pages. Coordinators may want to use this appendix when training Assessment Administrators on how to administer the ELPA.

SENTENCE REPEAT: (2 rubrics) For these items, the Proctor listens for fluency and smoothness of speech, proper pronunciation, and appropriate intonation. The rubrics presented in the TCM are the full Speaking rubrics, meant to be used for scoring items in the Speaking section of the Spring ELPA. Rubrics found in the student Answer Documents are abbreviated versions. Assessment Coordinators or Proctors should refer to the rubrics found in the TCM for scoring purposes.

The Proctor scores individual sounds, such as vowels and consonants. As an example of an error, a student who says "djong" when trying to say "young" has made a pronunciation error in the first sound, or segment, of the word.

Very slow, halting speech is an example of a problem with rate of speech; speech that is at a fairly normal rate, but choppy, indicates a problem with rhythm. Typical English sentence intonation rises at the end of the sentence, on the last content word of the sentence, and then falls. Intonation that does not change at all or changes in an unnatural place would be inaccurate.

Students are not creating original grammatical structures, so grammar errors will probably be infrequent. However, it is possible that students might omit a word(s) or substitute one small function word (like a preposition) for another. These would be considered errors.

SHORT CONVERSATION: These items consist of a short conversation task based on a familiar context. Students hear a brief description of a context that is familiar to them, followed by two or three questions.

The Proctor listens for fluency and accuracy, but with an emphasis on the student's ability to use appropriate vocabulary to express personal opinions, ideas, or points of view. A student may still be able to respond adequately to the task without answering every individual question in his or her response, or by responding to questions in an order different from what is read.

STORYTELLING: These items consist of a single storytelling task based on a set of three sequential pictures. This type of task elicits an extended response, which is expected to be longer than any of the other tasks in the Speaking test. So the amount of language produced as well as the quality will be assessed.
Pronunciation, rate of speech, intonation, and rhythm should also be evaluated along with grammar and the ability to choose appropriate and precise vocabulary. In addition, a logical presentation of ideas with appropriate transitions is evaluated since the set of pictures supports the use of organizational devices, such as first, next, then, and last.

STORY RETELL: These items consist of a story-retelling task based on a lengthy oral stimulus, a story. In each task, students hear the story and are prompted to retell it.

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The Proctor listens for authentic speech patterns of the student, including use of grammatical constructions, descriptive vocabulary, and transitional phrases to retell a recognizable story with fluency of speech. A student can still respond adequately to the task without recalling every individual detail of the story, or by adding extra details.

GUIDED DISCUSSION, PROMPTS I AND II: (2 rubrics) These items consist of a guided-discussion task based on a graphic or graphics and two separate prompts.

Students give two separate extended responses consisting of original speech. The Proctor listens for conversational flow and exchange of information, and also for the student's ability to focus the discussion on specific details or examples after the second prompt.

Speaking Rubrics

	SENTENCE REPEAT
Score Point 1	▪ Response shows fluency, with accurate pronunciation of individual sounds at a natural speech rate, intonation, and rhythm. Pronunciation is consistent with fluent speech patterns. Speech is smooth and has an emphasis on words or phrases that indicates comprehension of the sentence. Response is linguistically accurate (free from phonemic/ phonetic or grammatical errors that cause confusion in meaning).
Score Point 0	▪ Response shows little or no fluency. Individual sounds are pronounced incorrectly and do not have a natural speech rate, intonation, or rhythm, and are therefore inconsistent with those of a fluent speaker. Speech is broken or hesitating, and emphasis on words does not indicate comprehension of sentence. Response has linguistic errors or omissions that confuse or distract the listener. ▪ Speech is unintelligible. ▪ Response is only in native language. ▪ Student refused to speak.

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Speaking Rubrics *(continued)*

	SENTENCE REPEAT
Score Point 2	▪ Response shows fluency, with accurate pronunciation of individual sounds at a natural speech rate, intonation, and rhythm. Pronunciation is consistent with fluent speech patterns. Speech is smooth and has an emphasis on words or phrases that indicates comprehension of the sentence. Response is linguistically accurate (free from phonemic/ phonetic or grammatical errors).
Score Point 1	▪ Response shows some fluency but contains one or more errors in pronunciation or grammar, and/or demonstrates a slight problem with rhythm or intonation.
Score Point 0	▪ Response shows little or no fluency. Individual sounds are pronounced incorrectly and do not have a natural speech rate, intonation, or rhythm, and are therefore inconsistent with those of a fluent speaker. Speech is broken or hesitating, and emphasis on words does not indicate comprehension of sentence. Response has linguistic errors or omissions that confuse or distract the listener. ▪ Speech is unintelligible. ▪ Response is only in native language. ▪ Student refused to speak.

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Speaking Rubrics *(continued)*

	SHORT CONVERSATION
Score Point 2	▪ Student exchanges information during the conversation intelligibly and fluently. ▪ Expanded vocabulary and word choice support response with information and allow for discussion of opinion and perspectives. ▪ Response is linguistically accurate (free from phonemic, syntactical, or grammatical errors that cause confusion in meaning).
Score Point 1	▪ Student exchanges information indirectly or incompletely. ▪ Hesitations, lapses, or omissions in speech may distract listener. ▪ Vocabulary and word choice partially support response, but may not allow for a full discussion of opinions or perspectives. ▪ Response has errors in pronunciation, sentence syntax, or grammar that cause confusion in meaning but do not completely block comprehensibility.
Score Point 0	▪ Vocabulary and word choice do not give enough information to support discussion or opinions or perspectives; or ▪ Response has errors in pronunciation, sentence syntax, or grammar that completely block comprehensibility; or ▪ Response is only in native language; or ▪ Student refused to speak.

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Speaking Rubrics *(continued)*

	STORYTELLING
Score Point 4	▪ Shows **High Level of Ability** to produce a spoken response to a set of three pictures. ▪ **Very Few Errors** (minor) in pronunciation and grammar; speech includes complex sentence structures; vocabulary is precise and varied, including idiomatic expressions. ▪ Errors never distract listeners' attention or cause confusion about meaning. ▪ Speech is well organized; information is plausible and precise and is presented logically and with appropriate transitions.
Score Point 3	▪ Shows **Ability** to produce a spoken response to a set of three pictures. ▪ **Some Errors** (mostly minor) in pronunciation and grammar; some variety in sentence structure; vocabulary in general is appropriate and varied, perhaps including some use of idiomatic expressions. ▪ Errors generally do not distract listeners' attention or cause confusion about meaning. ▪ Speech is generally well organized; information is generally plausible and precise and is presented logically and with appropriate transitions.
Score Point 2	▪ Shows **Some Ability** to produce a spoken response to a set of three pictures. ▪ **Numerous Errors** in pronunciation, grammar, and vocabulary; heavy reliance on simple sentence structures, with almost no use of idiomatic expressions. ▪ Errors are often distracting to listeners and cause confusion about meaning. ▪ Speech may be insufficient and present poorly organized or disorganized information; information may be imprecise and inaccurate.
Score Point 1	▪ **Very Limited** ability to respond to a set of three pictures. ▪ Speech contains **Very Little Correct** pronunciation, grammar, and vocabulary; single words instead of complete thoughts. ▪ Numerous and serious problems distract listeners and cause confusion about meaning; may be incoherent in places. ▪ Amount of speech is minimal; information may be irrelevant or inaccurate.
Score Point 0	▪ **Too Minimal** to score or **Unintelligible**; refusal to speak; no response; response in a language other than English or only repeating prompt; insufficient information to score.

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Speaking Rubrics *(continued)*

	STORY RETELL
Score Point 4	▪ Student retells most of the story, using age-appropriate descriptive details. The story is retold in reasonably correct order. The response fulfills most of the following criteria: ▪ Response is in complete sentences. ▪ Speech is generally fluent, with few pauses. ▪ Vocabulary is mostly appropriate to the task. ▪ Pronunciation is intelligible and intonation generally follows English patterns. ▪ Sentences are varied, and errors in grammar and sentence structure seldom interfere with meaning.
Score Point 3	▪ Student retells the story, but response lacks some details, and some significant story details might be told out of order. The response fulfills most of the following criteria: ▪ Response is mostly in complete sentences. ▪ Speech is moderately fluent with noticeable pauses. ▪ Vocabulary is adequate to convey desired meaning. ▪ Pronunciation is usually intelligible, making requests for repetition unnecessary. ▪ Grammar and sentence structure are generally correct, but may contain a few errors that interfere with meaning.
Score Point 2	▪ Student attempts to retell the story. Response does not provide details and shows minimal sense of story sequence. The response fulfills the following criteria: ▪ Response includes some complete sentences and some phrases. ▪ Long pauses are common; substitution of gestures for words may occur. ▪ Vocabulary is limited and some words are inaccurate and/or in a language other than English. ▪ Pronunciation is sometimes unintelligible, making requests for repetition necessary. ▪ Grammar and sentence structure are simplistic and/or partially incorrect. Errors may interfere with meaning.
Score Point 1	▪ Student shows minimal understanding of the story but attempts to recall parts of the story that he/she remembers. ▪ The response is mostly words or phrases rather than sentences, making it difficult to see a connection to the story.
Score Point 0	▪ Student tells about things that are not in the story or answers completely in a language other than English. ▪ No response.

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Speaking Rubrics *(continued)*

	GUIDED DISCUSSION, PROMPT I
Score Point 2	▪ Response addresses topic of the prompt intelligibly and fluently. Expanded vocabulary and word choice support response, giving enough information to answer the question or respond to the statement given. Response is linguistically accurate (free from phonemic, syntactical, or grammatical errors that cause confusion in meaning).
Score Point 1	▪ Response addresses topic of the prompt, but in an incomplete or indirect way. Hesitations, lapses, or omissions in speech distract listener. Vocabulary and word choice partially support response to the question or statement given. Response has errors in pronunciation, sentence syntax, or grammar that cause confusion in meaning, but confusion does not completely affect comprehensibility.
Score Point 0	▪ Response does not address topic of prompt. ▪ Vocabulary or word choice does not give enough information to respond to question or statement. ▪ Response has linguistic errors (phonemic, syntactical, or grammatical) that block comprehensibility. ▪ Speech is unintelligible. ▪ Response is only in native language. ▪ Student refused to speak.

	GUIDED DISCUSSION, PROMPT II
Score Point 2	▪ Response supports conversational flow by giving specific example(s) to discussion topic, explaining detail(s) given in first response, or focusing discussion on specific point(s). Response is intelligible and fluent, drawing on student's expanded vocabulary. Response is linguistically accurate (free from phonemic, syntactical, or grammatical errors that cause confusion in meaning).
Score Point 1	▪ Response supports conversational flow in a limited way; student provides only a general example to the current discussion topic or does not explain or focus on detail(s) fully. Response is hesitant or broken, and only basic vocabulary is evident. Response has errors in pronunciation, sentence syntax, or grammar that cause confusion in meaning, but confusion does not completely affect comprehensibility.
Score Point 0	▪ Response does not address topic of prompt or does not respond to question or statement given. ▪ Vocabulary or word choice used does not give an example, detail, or focus to any statement in first prompt. ▪ Response has linguistic errors (phonemic, syntactical, or grammatical) that completely block comprehensibility. ▪ Speech is unintelligible. ▪ Response is only in native language. ▪ Student refused to speak.

APPENDIX I

ELPA Feedback Form

Comments Regarding ELPA Content (passages, items, or graphics)
(If possible, please include item number, title or specific description.)

A Good Points

B Areas Needing Improvement

Comments Regarding ELPA Administration (procedures, materials, scheduling, etc.)

A Good Points

B Areas Needing Improvement

If applicable, please indicate level(s) administered *(please check all that apply)*:

☐ I ☐ II ☐ III ☐ IV ☐ V

I am a(n):

☐ Assessment Proctor (AP)
☐ Assessment Administrator (AA)
☐ Building Coordinator (BC)
☐ District Coordinator (DC)

Submit this form electronically.

Fax, mail, or email this form to:
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Fax: 517-335-1186 / oeaa@michigan.gov

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2009/2010 STATE BOARD OF EDUCATION STRATEGIC GOAL

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.

Approved June 9, 2009

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