



ELPA

Teacher Welcome Kit

A Basic Informational Guide for Any Teacher

This Welcome Kit Includes:

- Teacher Welcome Letter
- ELPA Primer – Just the Basics
- ELPA Showcase (PowerPoint)
- Identification and Testing Flowchart
- Committee Membership Application



Dear Michigan Educator,

Thank you for your interest in Michigan's English Language Proficiency Assessment (ELPA). This ELPA Teacher Welcome Kit is designed to give you basic information about the ELPA. If you are a test coordinator or administering the ELPA please refer to the ELPA Administrator Welcome Kit. If you are designated as the ELPA Coordinator in the Educational Entity Master (EEM) at www.cepi.state.mi.us/eem you will automatically receive updates and information. If not, then you can subscribe to the ELPA Listserv in order to receive the same information. To subscribe to the ELPA Listserv and view other current ELPA information and documents go to www.michigan.gov/elpa.

As a part of the ELPA Teacher Welcome Kit you will receive the following:

- Teacher Welcome Letter
- ELPA Primer – Just the Basics
 - An overview of the Spring ELPA and ELPA Initial Screening
- ELPA Showcase
 - A simple way to brief yourself on the ELPA while at your computer
- Identification and Testing Flowchart
- Estimated Times for ELPA Domain Sections
 - Approximate times for each section of the ELPA by level
- ELPA Committee Information
 - If you are interested in playing an active role in ELPA development, fill out this form!

Thank you again for being part of the important process of assessing Michigan's English Language Learners.

Sincerely,

The ELPA Team
Michigan Department of Education
Office of Educational Assessment & Accountability

OEAA Toll Free:
877-560-8378



ELPA Primer – Just the Basics

ELPA Definition

The English Language Proficiency Assessment is the annual assessment given to Michigan's students who are eligible for ELL (English Language Learner) services.

ELL Identification

The Home Language Survey (HLS), a Title VI NCLB reporting requirement, is given to all students at the time of enrollment. It asks two questions:

1. Is the student's native tongue a language other than English (LOTE)?
2. Is a LOTE spoken in the student's home or environment?

If one or both of the answers to these questions is "yes," then the student is eligible to be assessed for English proficiency using the ELPA Initial Screening. Based on the results of the ELPA Initial Screening, as well as other locally-determined criteria which should include expert opinion, a district will enter the student into ELL services offered within the district or not enter the student and place them in mainstream education.

Students then continue to take the Spring ELPA year to year until they are exited from services. It is not mandatory to administer the Spring ELPA to a student who has been exited from services before the first day of the academic year in which the ELPA is given, i.e., if a student was exited from services before the beginning of school in 2011, he or she would not have to participate in the Spring ELPA. A student who is enrolled in ELL services, or who is eligible for ELL services even if none are offered within the district, must take the Spring ELPA.

A FLEP student may be given the Spring ELPA at the district's discretion. Often this is done for "monitoring" purposes.

ELPA Initial Screening

The ELPA Initial Screening (also called the ELPA Screener) is a diagnostic tool to assess the English language of students who are new enrollees to a district and/or who did not take the ELPA in the district in which they enrolled during the most recent Spring administration of the ELPA. It is used as one source of data, among several others, that aids in the district's decision-making process for placement of eligible ELLs into ELL programs.

The ELPA Initial Screening is used in the identification of ELLs for the purposes of aggregating n-counts of eligible students for Title III LEP subgrants.

Screener Development

Items for the ELPA Initial Screening are taken directly from operational items on the previous year's Spring ELPA. This is done so that the scale score tables for the ELPA Initial Screening are the same as for the Spring ELPA.

The items that are used on the ELPA Initial Screening are not used again in future administrations of the Spring ELPA. Currently, the OEAA are working to stabilize the ELPA Initial Screening so that there are few if any changes to make to composed files.

Screener Administration

The ELPA Initial Screening is designed to be administered year-round. This is because ELL students can arrive any time during the school year, and school districts are held to the federal "ten-day" rule, which states that schools must administer an English language proficiency assessment and determine placement for that ELL within ten school days from the date of enrollment.

For that reason, the ELPA Initial Screening has some special rules and procedures:

1. The ELPA Initial Screening is not pre-identified with pre-applied labels like the Spring ELPA. Only blank documents arrive in districts.
2. District coordinators make orders using an online form available at www.michigan.gov/elpa. OEAA staff process and send out each order.
3. Both used and unused materials are to be kept in locked, secure storage for use at any time during the year.
4. Used materials are sent back to the OEAA for archiving. This is done through e-mailed printable UPS labels from the OEAA. Coordinators can request a label at any time.
5. Coordinators can order additional materials using the online order form.

Screener Cycles

There are three cycles of the ELPA Initial Screening. Please check the website for the most current information on start and end dates

	<p>Leaf Cycle September to November</p>
	<p>Snowflake Cycle December to August, except during the Spring window</p>
	<p>Sunshine Cycle February to August: FOR LEVEL I ONLY</p>

The reasons to have three different cycles are essentially psychometric.

The Leaf Cycle assesses students based on the English they should have acquired during the previous school year. For that reason, students take the Assessment Level of the ELPA Initial Screening based on their previous grade level. Thus the following matrix:

- Students coming in as 12th graders were 11th graders the previous year and thus take Level V.
- Students coming in as 11th graders were 10th graders the previous year and thus take Level V.
- Students coming in as 10th graders were 9th graders the previous year and thus take Level V.
- Students coming in as 9th graders were 8th graders the previous year and thus take Level IV. Note that this departs from the “regular” or Spring Assessment Level associations with grade levels.
- Students coming in as 8th graders were 7th graders the previous year and thus take Level IV.
- Students coming in as 7th graders were 6th graders the previous year and thus take Level IV.
- Students coming in as 6th graders were 5th graders the previous year and thus take Level III. Note that this departs from the “regular” or Spring Assessment Level associations with grade levels.
- Students coming in as 5th graders were 4th graders the previous year and thus take Level III.
- Students coming in as 4th graders were 3rd graders the previous year and thus take Level III.
- Students coming in as 3rd graders were 2nd graders the previous year and thus take Level II. Note that this departs from the “regular” or Spring Assessment Level associations with grade levels.
- Students coming in as 2nd graders were 1st graders the previous year and thus take Level II.

- Students coming in as 1st graders were Kindergarteners the previous year and thus take Level I. Note that this departs from the “regular” or Spring Assessment Level associations with grade levels.
- Students coming in as K students were either Preschoolers or did not attend school the previous year and thus take Level I, but are NOT assessed with Reading or Writing.

This is the case until the Snowflake Cycle begins. At that time, new enrollees adhere to the “regular” or Spring Assessment Level associations to grade spans, described before for the Spring administration. The Snowflake Cycle assesses students on the English they have acquired so far that same school year, which is why the grade level associations to the Assessment Levels “switch over” to the Spring ones, described above. The Snowflake Cycle then is given until August, when the system begins again with a new Leaf Cycle.

The Sunshine Cycle was created in response to feedback from the field requesting that the OEAA have ELPA Initial Screening materials ready for preschoolers participating in “Kindergarten Round-Up.” These preschoolers would then be treated as if they were incoming Leaf Cycle Kindergarten students (see above). However, the Leaf Cycle does not open until July 14. Thus, students who will be Kindergarten students in the next fall can be assessed with the ELPA Initial Screening (Listening and Speaking sections ONLY) using the Sunshine Cycle. The Sunshine Cycle is thus restricted to taking in raw scores for Level I Listening and Speaking sections only.

Screener Reports

Reports for the ELPA Initial Screening are generated in a different way than the Spring ELPA reports. There is no return of testing materials for scoring. Instead, district and school coordinators, as well as those designated in the secure OEAA system as “ELPA Screener Users,” can enter in raw scores (number correct) for each section of the ELPA Initial Screening administered to students on a screen within the secure OEAA Secure Web site.

Once a student’s demographic information and raw domain scores are entered, a user can instantly download and print three kinds of ELPA Initial Screening reports:

- Initial Student Report (ISR)
- Class Roster (CR)
- Student Data File (SDF)

These reports and data can then be placed in student files for the review of building- and district-level staff in order to aid in the making of instructional placement decisions.

For more information on the Spring ELPA or the ELPA Initial Screening please go to the ELPA website at www.michigan.gov/elpa.

Spring ELPA

Students who Take the Spring ELPA

Students who are eligible for ELL services, are K-12 students, and who are enrolled in a Michigan public school or charter school academy take the ELPA. Non-public students take the Spring ELPA based on the school's agreement with an LEA.

Purpose

The Spring ELPA measures, on an annual basis, the progress Michigan's ELLs are making in the acquisition of their English language skills. ELPA reports on their progress are provided to districts, ISDs, the state itself, and the federal government. The results also are calculated for AYP (Annual Yearly Progress) according to the AMAO's (Annual Measurable Achievement Objectives).

Timeline

It is always administered in the Spring. The regular testing window is typically the last two weeks of March and through the full month of April.

Grade Level (s)

Grades K-12. The ELPA does not have one version for each grade level; it is broken up into five grade spans, called Assessment Levels. Each Assessment Level has a Roman numeral and a color:

Color	Assessment Level	Grade Level(s)
Red	I	K
Purple	II	1-2
Green	III	3-5
Blue	IV	6-8
Orange	V	9-12

Content

Every ELPA level has four domains, which are assessed as sections, as if they were sub-tests. The domains are Listening, Reading, Writing, and Speaking. Although they appear in this order in the test booklets, these domains can be assessed in any order that the coordinator and assessment administrator choose.

Every section of the ELPA is untimed. Some projected or estimated times are provided during teleconferences (see below), but with the heavy caveat that students should not be "cut off" at any point during a section. Each sections must be administered in a continuous session (with the exception of Writing—see below).

The Listening, Reading, and Writing sections are group-administered. The Writing section can be broken down into two parts, Writing Conventions and Writing. The Listening and Reading sections as well as the Writing Conventions part of the Writing section, are all multiple-choice items. The Writing part of the Writing section, as well as the entire Speaking section, contain all open- or constructed-response items.

The Speaking section is individually-administered. Students have five different speaking tasks at all levels. These speaking tasks are scored by the assessment administrator or proctor at the time of scoring. For this reason, proctors and assessment administrators must be well-trained by their building and/or district coordinators in the use of the Speaking rubrics, which appear in the Directions for Administration manuals. The state provides a Speaking Scoring Training DVD to assist districts in training their personnel.

Materials

In terms of physical materials (booklets), Levels I and II of the ELPA function differently than levels III, IV, and V.

For Levels I and II, students record their answers directly in their Test Booklets, which can be cut apart and scanned by the scoring contractor. The back of these booklets contain the Speaking Rubrics which are filled in by the proctor or assessment administrator at the time of administration of the Speaking section (see above). Since this person will take the student's booklet and use it to bubble in rubric scores, a separate Speaking booklet is provided for both Levels I and II which contains all of the Speaking items. This Speaking booklet is therefore reusable among groups of students. At Levels I and II, a demographic form appears on the reverse of the student's test booklet.

For Levels III, IV, and V, students record all answers in the Answer Document, which is separate from the student Test Booklet. Thus, at these levels, the Test Booklet is not scanned and is reusable between students (provided no marks have been made prior to administration). On the reverse of the Answer Document at these levels is the demographic form. The Speaking section for these levels appears in the back of the student Test Booklet, and a proctor or assessment administrator records rubric scores in the student's Answer Document.

Each of these levels has a Test Administrator Manual (TAM). The TAM contains all general information for coordinators plus the specific Directions for Administering for all forms of that level (see below). Assessment proctors and administrators must be careful to administer only the section of the TAM relevant to the form number that their students are taking (shown by tabs on the sides of each page).

Structure

At each Assessment Level, there are multiple forms so that embedded field test (FT) items can be evenly distributed among Michigan's diverse population of ELLs. As a business rule, each district (except for the largest ones) will only get one form of the ELPA at a given Assessment Level to minimize administration errors.

Roles and Responsibilities

1. ELPA District Coordinator, who:
 - a. Chooses ELPA Cycle (see below)
 - b. Makes and tracks ELPA orders
 - c. Aids in training personnel
 - d. Receives and distributes test materials
 - e. Collects test materials at end of testing window
 - f. Checks packaging for return to Harcourt (now Pearson)
 - g. Makes shipment on date according to cycle
2. ELPA Building Coordinator, who:
 - a. Trains personnel
 - b. Ensures security of testing materials
 - c. Prepares material for return to District Coordinator at end of testing window
 - d. Handles and resolves concerns
3. ELPA Assessment Coordinator, who:
 - a. Administers the test
 - b. Oversees Assessment Proctors
 - c. Must hold teaching certificate
4. ELPA Assessment Proctor, who:
 - a. Aids in the administration of the test
 - b. May be paraprofessional or support staff

Support and Communication

- ELPA Coordinator Updates, which function like MEAP Coordinator Updates and go to designated ELPA District Coordinators and participating ELL Coordinators at ISDs
- ELPA ListServ announcements, which go to a one-way public open-membership e-mail list
- ELPA Teleconferences, which are held in early- or mid-February each year
- OEAA Conferences or teleconferences, held in the late summer and fall
- Annual MSTC, MABE (Michigan Association of Bilingual Educators) and MITESOL (Michigan Teachers of English to Speakers of Other Languages) Conferences
- ELL Assessment Subcommittee Meetings, held four times every year
- ELPA Speaking Scoring DVD
- OEAA Shared Support Staff
- Public ELPA Resource Site at www.michigan.gov/elpa
- OEAA Secure Site at www.michigan.gov/oeaa-secure
- E-mail address at oeaa@michigan.gov

Reports

Domain scores are reported as scale scores. An overall score and resultant performance level is calculated from an aggregate of the domain scores. A fifth domain, Comprehension, is taken from items whose standards have been identified as contributing to the Comprehension score.

Districts receive:

- Individual Student Reports (ISRs) in electronic and paper formats
- Parent Reports (PRs) in electronic and paper formats
- Class Rosters (CRs) in electronic and paper formats
- Student Labels (SLs) in electronic and paper formats
- School Overall Summaries in electronic and paper formats
- School Domain Summaries in electronic and paper formats
- School Demographic Summaries in electronic and paper formats
- District Overall Summaries in electronic and paper formats
- District Domain Summaries in electronic and paper formats
- District Demographic Summaries in electronic and paper formats

ISDs can access:

- ISD Overall Summaries in electronic format
- ISD Domain Summaries in electronic format
- ISD Demographic Summaries in electronic format

Also available in electronic format are:

- State Overall Summaries
- State Domain Summaries
- State Demographic Summaries

These reports are all generated by the contractor and delivered to the OEAA. Also generated by the contractor is the Student Data File (SDF). Districts also have the option of Green Reporting.

Performance Levels

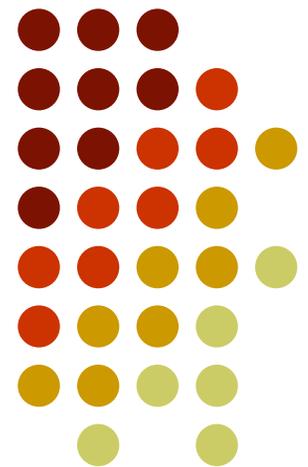
Although only three performance levels are mandated by NCLB (Basic, Intermediate, and Proficient), Michigan's ELPA reports five proficiency levels:

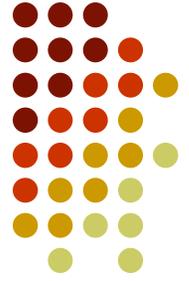
- Basic (B)
- Low Intermediate (LI)
- High Intermediate (HI)
- Proficient (P)
- Advanced Proficient (AP)

ELPA Showcase

Office of Educational Assessment and
Accountability

Michigan Department of Education





What is the ELPA?

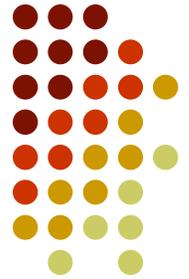
- The English Language Proficiency Assessment is Michigan's annual assessment that is given to K-12 students who are eligible for English Language Learner (ELL) services.



What does the ELPA do?

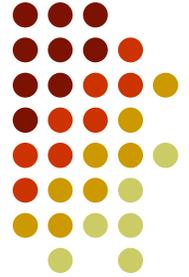
- It measures how much English a student has acquired from year to year.
- USED (US Education Department) requires this under NCLB.
- Districts use this information to aid in decisions relating to a student's placement in ELL services.
- This information also helps in determining student counts for Title III funding purposes.

How is the ELPA designed? (1)



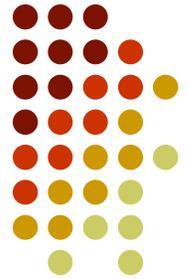
- The ELPA has four parts, called domains:
 - Listening
 - Reading
 - Writing
 - Speaking
- Like the MEAP, teams of Michigan educators are recruited to write new items for field test.

How is the ELPA designed? (2)



- The ELPA has five Assessment Levels which span certain grades:
 - Level I (Grade K)
 - Level II (Grades 1-2)
 - Level III (Grades 3-5)
 - Level IV (Grades 6-8)
 - Level V (Grades 9-12)

How is the ELPA designed? (3)



- Field testing of new items is done through use of multiple forms with different field test items.



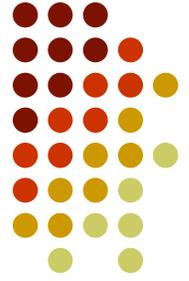
Who takes the ELPA? (1)

- Students who answer “yes” to one or both questions on the Home Language Survey when they enroll in a district must be assessed to determine their level of English acquisition.
- ELPA Initial Screening: year-round
- Spring ELPA: during March-April testing window



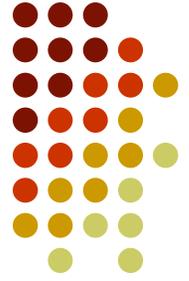
Who takes the ELPA? (2)

- Districts use the ELPA score as one part of their decision to enter students into ELL services, or to continue students in ELL services from year to year.
- Their decisions for placement are recorded in their MSDS (Michigan Student Data System) submission.



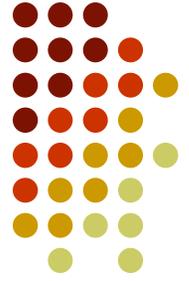
Who takes the ELPA? (3)

- Students take the ELPA every year until they become FLEPs (Formerly Limited English Proficient).
- A student who was in ELL services but then was exited is known as Formerly Limited English Proficient (FLEP).
- Testing FLEPs with the ELPA is optional.



Who takes the ELPA? (4)

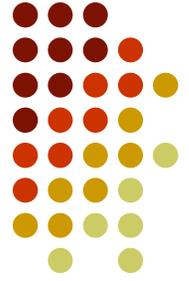
- It is up to the districts to form policy that governs:
 - Which students enter ELL services in the first place
 - When students exit ELL services once they have entered
 - What ELL testing accommodations on content-area assessments should be made available to those students



How is the ELPA administered?

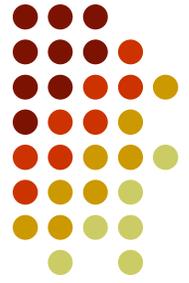
- Listening, Reading, and Writing can be administered individually or in groups.
- Speaking is administered individually and scored by proctor at time of testing.
- All sections are untimed.
- Sections can be done in any order.
- Sections can be done anytime during the testing window on a schedule that the district determines.

What materials are available? (1)



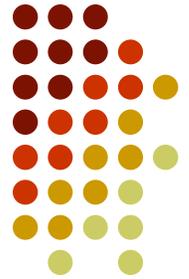
- Test Booklets
- Speaking Booklets
- Answer Documents
- Test Administrator Manual
- Test Coordinator Manuals
- Test Material Return Kits

What materials are available? (2)



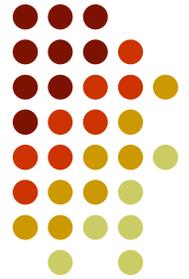
- Students at Levels I and II (little kids) mark their answers directly in their Test Booklets, which can be scanned.
- These students use a separate Speaking Booklet and proctors record Speaking scores in the Test Booklet.
- Speaking Booklets are reusable among groups of students since students do not write on them.

What materials are available? (3)



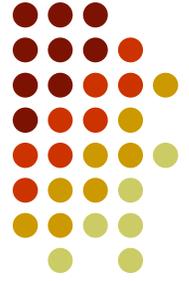
- Students at Levels III, IV, and V (big kids) mark their answers in separate Answer Documents, which are scanned for scoring.
- Test Booklets contain all domains and do not get scanned.
- All scannable materials at all levels carry pre-ID labels and can accept district-printed labels as well.

What materials are available? (4)



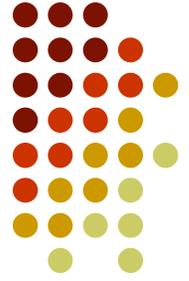
- Test Administrator Manuals at all levels:
 - Contain instructions and text that the teacher or proctor needs to administer multiple forms at that level.
 - Contain information for coordinators such as planning for administration and packaging and return information
- Test Administrator Manuals contain only secure items; the Test Coordinator Manual is separate and includes Spring ELPA planning information.

What materials are available? (5)



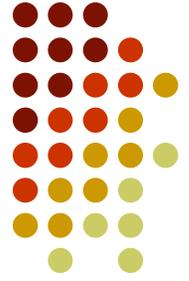
- Test Coordinator Kits include:
 - Return Labels
 - Packing Poster
 - Paper Bands
 - Special Handling Envelopes
 - Scorable and Non-Scorable labels
 - Original Security Compliance Forms
 - Original Class/Group ID Sheets
 - Original School Level-Grade Span Header Sheets

What reports are available? (1)



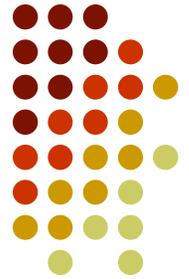
- Districts get:
 - Individual Student Reports (ISR)
 - Parent Report (PR)
 - Class Rosters (CR)
 - Student Labels (SL)
 - Overall, Domain, and Demographic Summaries for the district
 - Overall, Domain, and Demographic Summaries for each school
 - Student Data File (SDF)

What reports are available? (2)



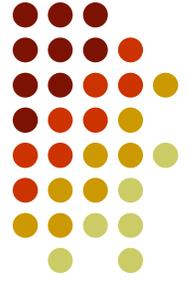
- ISDs get:
 - Overall, Domain, and Demographic Summaries
- State gets:
 - Overall, Domain, and Demographic Summaries

How are students scored? (1)



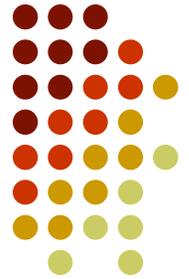
- ISRs show raw scores along ELP standards (like GLCEs) as well as overall scores and overall performance levels
- CRs show same information as ISRs but grouped by class or grade
- PRs show individual domain scores, overall scores, and overall performance levels

How are students scored? (2)



- Five performance levels:
 - Basic (B)
 - Low Intermediate (LI)
 - High Intermediate (HI)
 - Proficient (P)
 - Advanced Proficient (AP)
- Reports show three-year span of year-to-year comparisons for the purposes of demonstrating progress.

What is the ELPA Screener? ⁽¹⁾



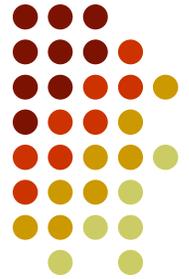
- The ELPA Initial Screening (“Screener”) is a shorter version of the ELPA that provides immediate results when a student enrolls.
- It helps districts comply with the federal “ten-day” rule.
- It can be used year-round and is kept in secure storage at the districts.

What is the ELPA Screener? (2)



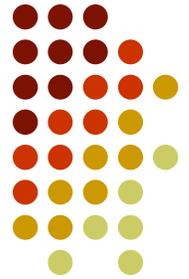
- Three ELPA Initial Screening Cycles:
 - Leaf Cycle
 - Assesses students on English learned from the previous school year
 - August to November (check website for current dates)
 - Snowflake Cycle
 - Assesses students on English learned during the current school year
 - December to August (check website for current dates)
 - Sunshine Cycle (Kindergarten Round-Up)
 - Assesses expected K students in advance of school year
 - March to August (check website for current dates)

What is the ELPA Screener? (3)



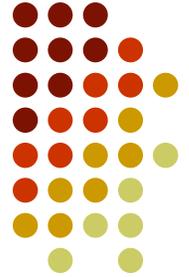
- The ELPA Initial Screening is printed and distributed using Michigan resources.
- It is sent from the OEAA and returned to the OEAA for archiving.
- Districts can make orders any time through the order form on the public ELPA Web site, www.michigan.gov/elpa.

What is the ELPA Screener? (4)



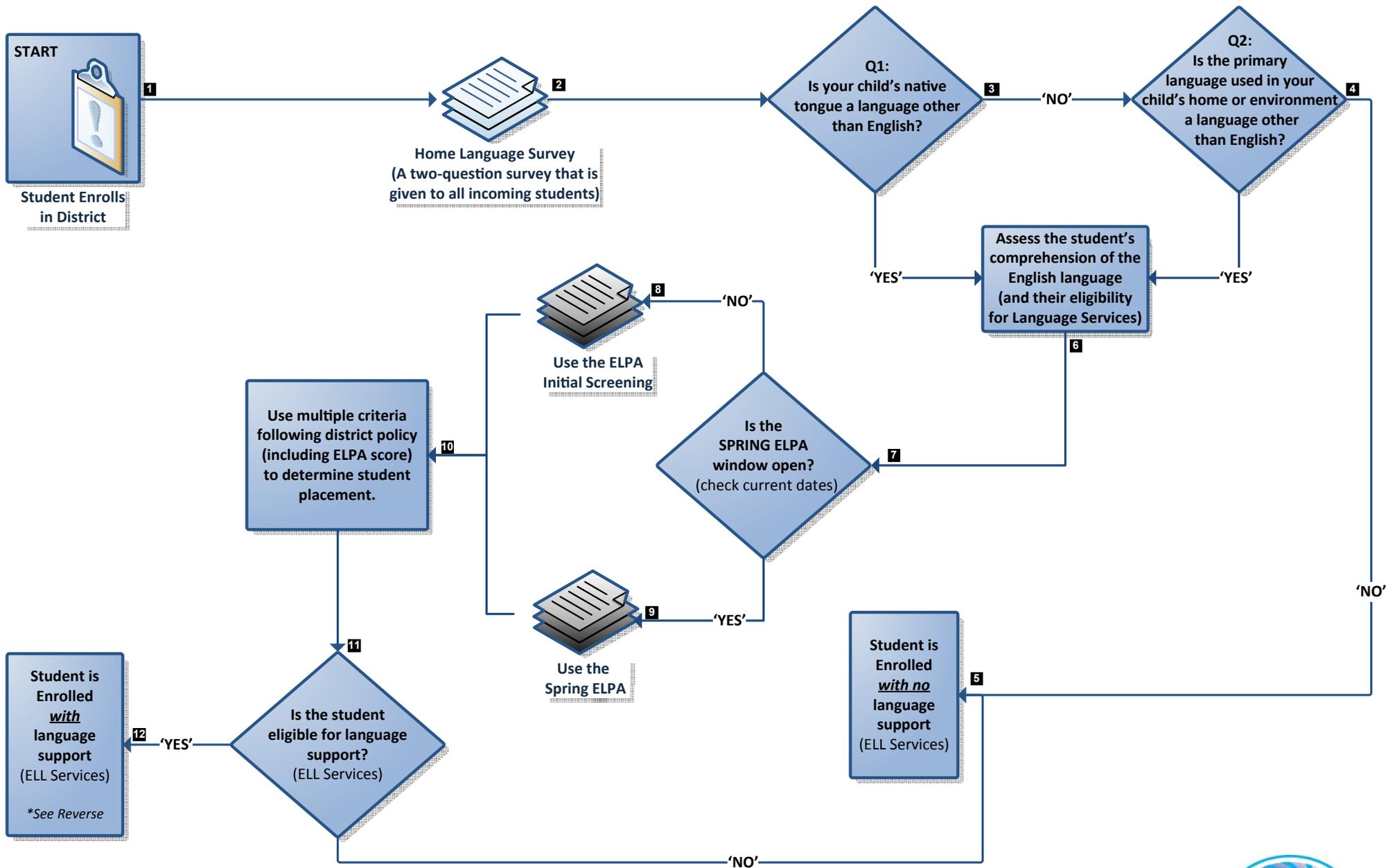
- Districts cannot use the screener to replace the Spring ELPA.
- Districts get their own scores instantly by entering in raw scores on the OEAA Secure Site and printing reports themselves.
- They can print ISRs, CRs, and get an SDF for any cycle of the ELPA Initial Screening.
- They then use these reports as one part of their placement decision-making process.

Contact

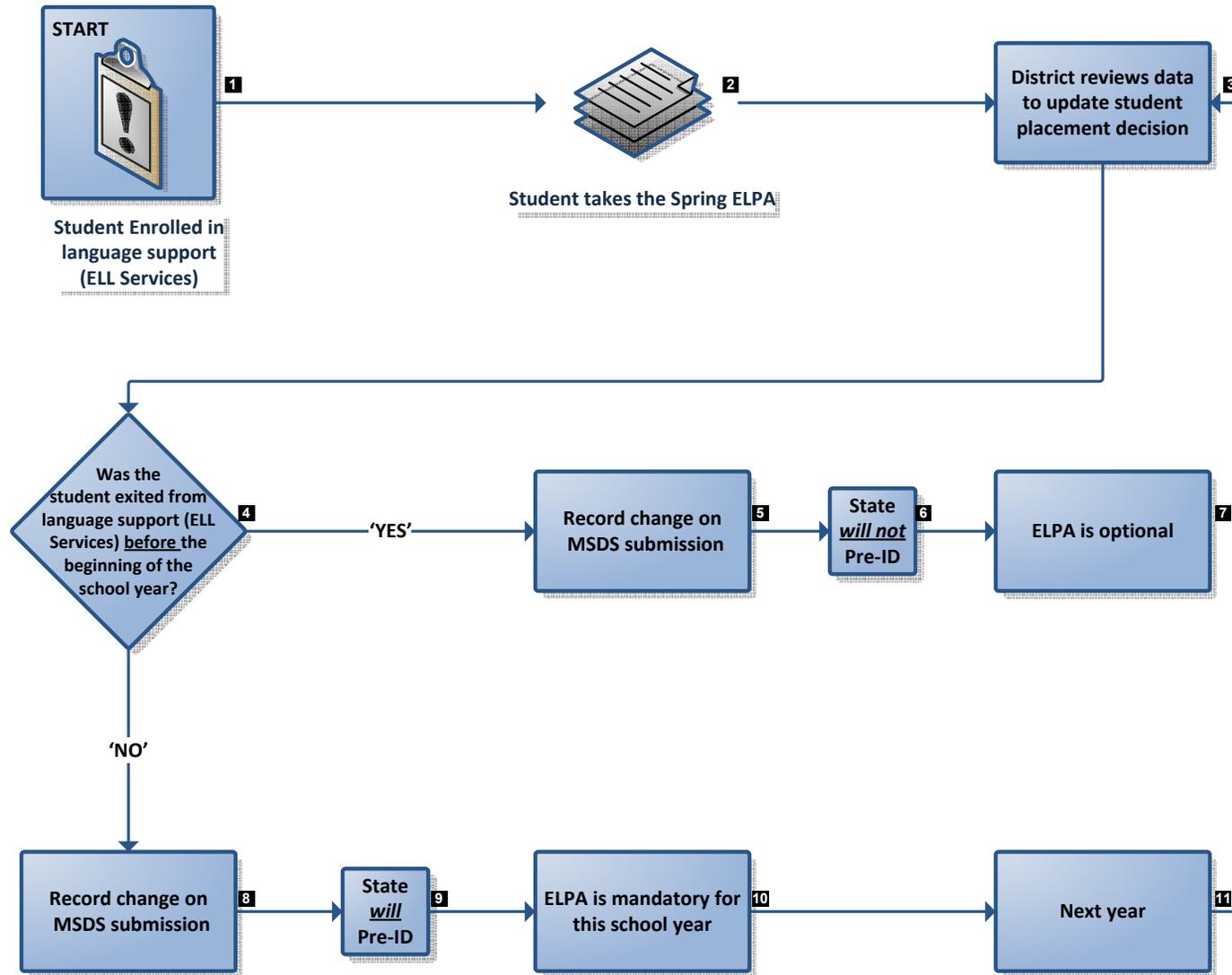


For more information go to
www.michigan.gov/elpa

Policy / Identification Process (ELL)



Determine Participation in Spring ELPA



English Language Proficiency Assessment (ELPA) Estimated Times in Minutes

Spring ELPA

Section	Level I	Level II-V
Listening	35-40	40-45
Reading	35-40	40-45
Writing	35-40	40-45
Speaking	15-20	18-20

ELPA Initial Screening

Section	Level I	Level II-V
Listening	20	20-30
Reading	20	20-30
Writing	20	20-30
Speaking	7-10	7-10

Note: It is recommend that all sections of level I and II be administered individually to Kindergarten students.

**Application Form for Educator Committee Membership
Michigan English Language Proficiency Assessment**

Directions: Print out this application and then fill in the form. Demographic information is needed for NCLB documentation and reporting only. No information about you will be shared outside the Michigan Department of Education (MDE). When you have completed the form, fax it to Jen Paul at (517) 335-1186.

Applicant Name

Home Telephone

Applicant E-mail Address

Work Telephone

Preferred Mailing Address

Preferred Mailing Address

Gender

- Male
 Female

School/District Location

- Rural
 Suburban
 Urban

Age

- Under 21
 21 to 35
 36 to 50
 Over 50

Experience With:

- Students with Disabilities
 English Language Learner Newcomers
 English Language Learner Intermediates
 Formerly Limited English Proficient
 Migrant Students
 Bilingual Students

Current Occupation(s)

Ethnicity

- American Indian or Alaska Native
 Asian or Pacific Islander
 Black, not of Hispanic origin
 Hispanic
 White, not of Hispanic origin
 Other/Multiracial

Languages You Speak
Mark any language(s) you speak. Indicate your native language by circling it.

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Bengali |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Chaldean | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Serbo-Croatian |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Other: _____ |

Language(s) spoken by students you have worked with:

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Bengali |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Chaldean | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Serbo-Croatian |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Other: _____ |

Highest Education Completed

- High School or GED
 Post High-School Certificate
 Bachelor's Degree (BA)
 Master's Degree (MA)
 Doctorate (PhD, EdD, etc.)

**Application Form for Educator Committee Membership
Michigan English Language Proficiency Assessment (cont.)**

Applicant Name

Preferred Contact Telephone

I am applying to serve on an educator committee for work on the Michigan English Language Proficiency Assessment (ELPA) or for documents and projects relating to the field of assessment for English language learners (ELLs).

My current role is (check all that apply):

- Teacher, currently teaching grade(s) _____
- Program Administrator
- Principal, Director, or Superintendent
- Assessment Coordinator
- Curriculum Coordinator
- Title III Coordinator
- Parent
- Community Member

If you are a teacher, indicate content area:

- Early Childhood Education
- Elementary Education
- English Language Arts
- Mathematics
- Science
- Social Studies/Economics/History
- Physical Education/Team Coach
- Art
- Music
- Other: _____

Briefly describe your experience in K-12 education:

Please indicate the types of committees you are interested in participating in:

- Reviewing test questions for ethnicity and socioeconomic bias (SRC)
- Reviewing test questions for alignment with Michigan English Language Proficiency standards (CAC)
- Identifying model student responses to test questions for scoring (RF)
- Designing and writing new test questions to be tested on future assessments (IDT)
- Designing and writing new passages, stories, and poems to be used on future assessments (PDT)
- Giving general feedback about how to update the assessments

Which time(s) of the year work(s) best for you?

- Fall
- Winter
- Spring
- Summer
- Spring Break
- Winter Break
- Weekends
- Other: _____

Statement (please read and sign)

Please consider my application for membership on an educator committee. I agree to work collaboratively at meetings and to comply with the assessment ethics and confidentiality requirements of the Michigan Department of Education. I understand that if I am contacted about an opportunity to serve on a committee, I will obtain approval from my supervisor. I am committed to establishing quality assessments for Michigan students and accountability for Michigan schools.

Applicant Signature

Date