ELPA

English Language Proficiency Assessment

GUIDE TO REPORTS

2011 SPRING ELPA

MICHIGAN Department of Education

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INTRODUCTION

This guide will help you understand and use the Spring 2011 English Language Proficiency Assessment results (ELPA) for your English Language Learner (ELL) students.

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

All of the reports, including the Student Record Label, are available in both paper and electronic formats. The Student Data File contains the raw data used to produce the reports, but is only available in electronic format. The electronic format of these reports and data file may be downloaded from the BAA Secure Site (formerly the OEAA Secure Site).

More information about these reports and using the data file can be found on the Michigan Online Professional Learning System (MOPLS) at www.learnport.org. If you would like more information about this or other data resources contact the Bureau of Assessment and Accountability at 877-560-8378, Option 4.

The information found on pages 7-9 in this guide briefly describes each report, the information represented in the report, and the report distribution and packaging order. Additional detail pertaining to each report, including samples and key component highlights will be provided later in this guide.

FEATURES OF THE ELPA

The goal of the English Language Proficiency Assessment (ELPA) is to measure the English language proficiency levels of Michigan students acquiring English as a second language. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings. Comprehension is assessed through the Listening and Reading domains of the ELPA.

Michigan's ELPA is customized to align with Michigan English Language Proficiency (ELP) standards approved by the State Board of Education in April, 2004. The ELPA is divided into five grade spans, known as **assessment levels** and numbered in Roman numerals from I to V. English Language Learners (ELLs) take the ELPA at the assessment level matching their grade of enrollment (K, 1-2, 3-5, 6-8, or 9-12).

Many ELLs may enter our schools with little or no formal education in English or in their native language. Though all ELLs take the ELPA level matched to their grade of enrollment, assessment items at each level are selected to represent a broad range of ability. This allows ELLs who are new to the United States to find some items that they can answer with confidence. The ELPA contains four domains, Listening, Reading, Writing, and Speaking, all of which begin with a sample question that allows the student to observe what type of response is expected. The sample questions increase the likelihood of capturing a response, indicating that the student attempted the domain, which can be helpful when a student arrives with very little working English.

ASSESSMENT DOMAINS

LISTENING

The Listening domain is a group-administered assessment. It measures a student's understanding of spoken English. The tasks begin with shorter segments of speech or conversation, and proceed to longer ones. All Listening items are **multiple-choice questions** worth **1 point**.

READING

The Reading domain is a group-administered assessment. It includes measures of several different reading skills. Within each level of the ELPA, the reading selections start with those for beginning readers and progress to more difficult vocabulary and longer passages. The reading selections closely resemble the kinds of materials that students read in school and in everyday life. All Reading items are **multiple-choice questions** worth **1 point**.

WRITING

The Writing domain contains two parts and is group-administered. The first part, Writing Conventions, contains multiple-choice items. The second part contains constructed-response items.

- Writing items assessing the understanding of writing conventions are **multiple-choice** questions worth **1 point**.
- Writing items requiring a **one-letter** written response are worth **1 point**.
- Writing items requiring a **one-word** or **one-sentence** written response are worth up to **2 points**.
- Writing items requiring a written response **longer than one sentence** are worth up to **4 points**.

SPEAKING

The Speaking domain is an individually-administered, free-response assessment. After a simple warm-up, the student performs various speaking tasks that are scored by the Assessment Administrator or Proctor.

- Speaking items requiring students to **repeat** a sentence that they hear and read are worth **1 point**.
- Speaking items requiring students to appropriately **answer** a question based on a prompt they hear are worth up to **2 points**.
- Speaking items requiring students to **retell** a story are worth up to **4 points**.
- Speaking items requiring students to **create and tell a story** from a set of visual prompts are worth up to **4 points**.
- Speaking items that require students to appropriately **respond** to two thematically-linked sets of questions and prompts are worth up to **4 points**.

ASSESSMENT STANDARDS BY DOMAIN

The following list includes all domains assessed on the ELPA, as well as each standard assessed within each domain. The standards contributing to the Comprehension score are indicated with a diamond symbol. They indicate that the student can:

DOMAIN	STANDARD	
LISTENING	L. 1♦	Follow simple and complex directions
	L. 2♦	Understand spoken English to participate in social contexts
	L. 3♦	Identify main ideas and supporting details from spoken English
	L. 4	Identify the meaning of vocabulary in the content areas
	L. 5♦	Identify speaker attitude and point of view
	L. 6♦	Make inferences and predictions
DOMAIN	**STANDARD**	
READING	R. 1♦	Recognize concepts of print literacy
	R. 2	Demonstrate phonological awareness and the relationship of listening/speaking to decoding
	R. 3	Build vocabulary to develop concepts
	R. 4	Understand and use grammatical rules of English to improve comprehension
	R. 5♦	Read and demonstrate comprehension of main ideas and supporting details
	R. 6♦	Apply reading skills in social and academic contexts
	R. 7	Read for research purposes
	R. 8♦	Make inferences, predictions, and conclusions from reading
	R. 9	Analyze style and form of various genre
	R.10♦	Identify author's voice, attitude, and point of view

DOMAIN	STANDARD
COMPREHENSION	♦ = Contributes to Comprehension

DOMAIN	STANDARD	
WRITING	W. 1	Use conventions and formats of written English
	W. 2	Use grammatical conventions of English
	W. 3	Write using appropriate vocabulary choice and variation
	W. 4	Construct sentences and develop paragraphs to organize writing supporting a central idea
	W. 5	Use the writing process to produce written products
	W. 6	Use various types of writing for specific purposes
	W. 7	Use multiple sources to extend writing
	W. 8	Use tone and voice to engage specific audiences

DOMAIN	STANDARD	
SPEAKING	S. 1	Use spoken language for daily activities within and beyond the school setting
	S. 2	Engage in conversations for personal expression and enjoyment
	S. 3	Use spoken English and nonverbal communication in socially and culturally appropriate ways
	S. 4	Use English to interact in the classroom
	S. 5	Provide and obtain information; express and exchange opinions
	S. 6	Demonstrate comprehensible pronunciation and intonation for clarity in oral communication
	S. 7	Present information, concepts, and ideas to an audience of listeners on a variety of topics
	S. 8	Use strategies to extend communicative competence

SETTING PERFORMANCE LEVELS

ELPA performance standards were developed to assess language learning in each grade, starting with kindergarten. The standards define the levels of performance for the statewide assessments used for ELPA. These performance levels include ***Advanced Proficient, Proficient, High Intermediate, Low Intermediate,*** and ***Basic.***

Before the first ELPA administration in 2004, standard setting was carried out by panels of educators and other Michigan stakeholders. Working under the direction of the contractors of the ELPA and staff of the Michigan Department of Education, each panel spent three days reviewing the assessment documents assigned to them. They individually judged the performance level necessary for students to achieve each of the **original four** performance levels (Proficient, High Intermediate, Low Intermediate, and Basic). Individual members then discussed their own performance criteria with their panels, repeating this process up to three times with additional performance information provided during each round.

The fifth performance level, ***Advanced Proficient***, was added in early 2007 to further aid districts in making instructional placement decisions for their ELL students. The ELPA for 2011 retains these five performance levels with the abbreviations:

Basic	(B)	Level 5
Low Intermediate	(LI)	Level 4
High Intermediate	(HI)	Level 3
Proficient	(P)	Level 2
Advanced Proficient	(AP)	Level 1

See page 11 for expanded definitions of these performance levels.

SCORING THE 2011 SPRING ELPA

SCALE SCORES

A scale score is defined as a stable score on the assessment reported for each student. ELPA **number correct** scores are converted to **scale** scores through a well-developed statistical process that maintains the stability of the scale score over time. The scale score is called **stable** because it allows all student scores to be reported on the same scale, regardless of which year the assessment was taken or which form was administered to each student. Note that some student records do not have a form number associated with them. This occurs when the form number is not bubbled on the Demographic page of the test booklet or answer document. This will not affect the student's score.

Scale scores differ by the level of the assessment taken, so that students who get the same number correct score on different levels of the assessment may have different scale scores. This is because the scale score accounts for the differing complexity on different levels of the assessment.

A two-digit **domain scale score** is reported for each student who participated in that domain. Note that because the **Comprehension** score is computed from select **Listening** and **Reading** domain items, a Comprehension scale score may not appear if a student did not attempt enough items from one or both of the two contributing domains.

A three-digit **overall scale score** is reported for each student who participated in all four domains of the assessment (Listening, Reading, Writing, and Speaking). It is a **combined score** showing how a student performed across all five domains of the ELPA, computed from the scores for all items. Each overall scale score corresponds to one of the five overall performance levels.

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

Note: *These criteria set by Michigan educators are used to score all ELPA items.*

CUT SCORES

The proficient cut scores on the overall scale score metric were determined by a panel comprised of educators and statewide stakeholders during a process known as standard setting. Such cut scores are the minimum expected scale scores for a proficient student at the corresponding grade level. The recommendations of the panelists were taken to the Michigan State Board of Education who approved the final cut scores and performance ranges. In addition, domain targets at each grade level are also reported. Unlike the cut scores identified in the standard setting, the domain targets were determined through statistical methods which mapped the overall scale score cuts onto each domain. The goal was to provide an analogous value for each domain which is similar in general concept to the overall cut score yet is not equated or derived in the same way as the cut on the overall scale. Moreover, in 2011, additional steps were taken to make sure that the scale score values assigned as domain targets were derived in a way which also maximizes classification consistency between the five domains and the overall scale using historical data. As a result, all five domain targets at all grade levels are fixed (i.e., will not change) starting with the current Spring 2011 assessment cycle.

ELPA Overall Cut Scores for Proficient by Grade

Grade K	531
Grade 1	577
Grade 2	597
Grade 3	620
Grade 4	627
Grade 5	633
Grade 6	635
Grade 7	642
Grade 8	649
Grade 9	659
Grade 10	662
Grade 11	666
Grade 12	673

OVERALL PERFORMANCE LEVEL

Performance level is defined as a range of scale scores that corresponds to student performance levels of *Advanced Proficient, Proficient, High Intermediate, Low Intermediate,* and *Basic*. Since the skills required for proficiency increase with grade level, the score ranges for these levels of performance also change with grade level.

Performance Level Definitions

Advanced Proficient:	This student's performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking, and comprehension as defined for Michigan students at this grade level.
Proficient:	This student's performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, and speaking as defined for Michigan students at this grade level.
High Intermediate:	This student's performance indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, and speaking as defined for Michigan students at this grade level.
Low Intermediate:	This student's performance indicates partial or developing English language acquisition in the areas of listening, reading, writing, and speaking as defined for Michigan students at this grade level.
Basic:	This student's performance indicates minimal or no English language acquisition in the areas of listening, reading, writing, and speaking as defined for Michigan students at this grade level.

MACHINE SCORING PROCESS

Multiple-choice assessment items are scored by computer. In responding to these items, students must select the one best answer from the available choices in order to get the item correct. Multiple responses and omitted items are scored as incorrect.

HAND SCORING PROCESS FOR WRITING AND SPEAKING

All constructed-response items requiring short or extended written-responses or spoken-response items requiring verbal-responses are evaluated by human scorers. The technique used for written responses is **holistic scoring**, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or "whole" impression and assign a score.

Questar Assessment, Inc., the contractor for the ELPA administration and reporting processes, is also responsible for the hand scoring of written responses. All written responses are hand scored by individuals who have received extensive training. Scorers must also pass a qualifying test before they are permitted to score student responses. They are trained to evaluate the writing, not the writers, ignore extraneous factors (such as neatness), and focus on the strengths of responses rather than the weaknesses. During the scoring process, periodic quality control checks ensure that scorers are evaluating responses consistently.

Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale assessments, ELPA staff go to great lengths to minimize scoring subjectivity.

ELPA Assessment Administrators and Proctors rate the Speaking domain using the hand-scoring process, guided by the specific and detailed instructions and rubrics provided in the *Test Administrator Manual.* Scorers learn the hand-scoring process appropriate for their grade assessment level. An additional Speaking Scoring DVD was provided to school districts to train their Assessment Administrators and Proctors in the proper use of ELPA Speaking rubrics.

REPORT PRINTING

PRINTING OPTIONS

Reports included in the district and school packets are listed in the table on pages 16-17. Included in the table is a brief description of each report and the report recipients.

Districts have two printing options:

1.) The full print option, (all available reports); or

2.) The "green" option (default)

The green option reduces the number of printed reports to individual student reports, parent reports, and student records labels only. The printing option was selected at the district level; or if no option was selected by your district representative, the green option was selected automatically. Regardless of the selection, all reports continue to be available on the BAA Secure Site (www.michigan.gov/oeaa-secure) under the "Reports" tab by selecting "Student Test Scores."

Printing Reports (cont.)

PRINT SUPPRESSION

If you do not receive printed reports, or cannot access the electronic reports from the BAA Secure Site for all student and aggregate groups, the reasons may be:

- that the students score was invalidated, possibly due to being marked as Prohibitive Behavior, Non-standard accommodation, not flagged as Special Education in the Michigan Student Database System (MSDS), test misadministration, or out-of-level testing would not receive a valid score or reports; or
- that aggregate reports were not produced because the number of students assessed is below 10 for a domain at that grade-level; or
- that the school or district may have unpaid fees for missing barcode labels. Unpaid fees suppress the reports for all current and future administrations. Once payment in full is received by the contractor, the reports are released;
- or If you received only parent reports, individual student reports and student labels, it is likely that the district chose by default the green reporting option.

REPORT DISTRIBUTION

Paper reports are packaged by school and shipped to districts for distribution. Reports are also available to schools for download from the BAA Secure Site (www.michigan.gov/oeaa-secure). *Schools must distribute the ELPA Parent Reports to students' parents or guardians as soon as possible when the printed reports are received.*

Reports will be packaged in the following order:

DISTRICT

- Report Memo*
- District Overall Summary Report*
- District Domain Summary Report*
- District Demographic Report*

SCHOOL A

- School Overall Summary Report*
- School Domain Summary Report*
- School Demographic Report*
- Individual Student Reports (sorted by teacher, class/group, assessment level, grade, student)
- Class Roster Reports (sorted by teacher, class/group, assessment level, grade, student)
- Student Report Labels (sorted by grade, student)
- Parent Reports (sorted by grade, class/group, student)

HOME SCHOOLED (if assessed)

- Individual Student Reports (sorted by teacher, class/group, assessment level, grade, student)
- Class Roster Reports (sorted by teacher, class/group, assessment level, grade, student)
- Parent Reports (sorted by grade, class/group, student)

Reports denoted with an asterisk (*) are only printed for Districts that do not have the Green Option selected. State and ISD reports are available in electronic format only, and will consist of: Summary Reports - Domain, Summary Reports - Overall, and Demographic Reports.

2011 SPRING ELPA REPORT OVERVIEW

CLASS LEVEL REPORTS							
Report Name	**Acronym**	**Description**	**Sorting**	**School**	**District**	**ISD**	**State**
Class Roster Report	(CR)	The Class Roster Report provides a set of summary score information by class. Each student assessed is listed with raw score and scale score information for all standards and domains assessed on the ELPA, in addition to overall scale score and performance level.	• District Code • School Code • Teacher Name • Class/Group # • Level • Grade • Student Name	Electronic (& Paper if "Green" Reporting is not chosen)	-	-	-
STUDENT LEVEL REPORTS							
Report Name	**Acronym**	**Description**	**Sorting**	**School**	**District**	**ISD**	**State**
Student Record Label	(SL)	Each Student Record Label provides: student identification information; student demographic information; a summary description of the student's raw score and scale score information for the five domains assessed on the ELPA; overall raw score and scale score information; and the overall performance level.	• District Code • School Code • Level • Grade • Student Name	2 Paper Copies	-	-	-
Parent Report	(PR)	The Parent Report provides a graphic representation of each student's overall performance level and scale score, as well as a summary description of the scale score and raw score information for the five domains.	• District Code • School Code • Level • Grade • Class/Group # • Student Name	2 Paper Copies / Electronic	-	-	-
Individual Student Report	(ISR)	The Individual Student Report provides overall scale score and performance level information; scale score information for all five domains; and raw score information for all standards and domains assessed on the ELPA	• District Code • School Code • Teacher Name • Class/Group # • Level • Grade • Student Name	2 Paper Copies / Electronic	-	-	-

2011 Spring ELPA Reports (cont.)

AGGREGATE (SUMMARY) LEVEL REPORTS							
Report Name	**Acronym**	**Description**	**Sorting**	**School**	**District**	**ISD**	**State**
Demographic Report	(DeSR)	The Demographic Summary report provides a comparative set of mean scale score information for all five domains as well as overall, and the percentage of students at each performance level, summarized by school, district, ISD, and state. There are two summary groups at the state level – public and non-public.	• ISD • District • School • Level • Grade	Electronic (& Paper if "Green" Reporting is not chosen)	Electronic (& Paper if "Green" Reporting is not chosen)	Electronic	Electronic
Summary Report - Domain	(DoSR)	The Domain Summary report provides a comparative set of mean raw score and scale score information for all standards and domains assessed on the ELPA, summarized by school, district, ISD, and state. There are two summary groups at the state level – public and non-public.	• ISD • District • School • Level • Grade	Electronic (& Paper if "Green" Reporting is not chosen)	Electronic (& Paper if "Green" Reporting is not chosen)	Electronic	Electronic
Summary Report - Overall	(OSR)	The Overall Summary Report provides a comparative set of mean scale scores and the percentage of students at each performance level, summarized by school, district, ISD, and state. There are two summary groups at the state level – public and non-public.	• ISD • District • School • Level • Grade	Electronic (& Paper if "Green" Reporting is not chosen)	Electronic (& Paper if "Green" Reporting is not chosen)	Electronic	Electronic
STUDENT DATA FILE							
Report Name	**Acronym**	**Description**	**Sorting**	**School**	**District**	**ISD**	**State**
Student Data File	(SDF)	Provides all data that has been collected for the assessment cycle, including demographic and score information.		Electronic	Electronic	-	-

SAMPLE REPORTS AND DESCRIPTIONS

The reports included in this document are intended to provide examples of the report formats, data organization, and types of information contained within each report.

The samples are printed to show the actual report format. The sample reports contain sanitized data, having all confidential information removed. These samples do not refer to any one specific assessment item, student, school, or district. Unlike the production reports that you will receive, these reports may be confidentially reproduced for training purposes.

CLASS LEVEL REPORTING 19
Class Roster Report 20

INDIVIDUAL LEVEL REPORTING 24
Student Record Label 25
Parent Report 29
Individual Student Report 35

AGGREGATE (SUMMARY) LEVEL REPORTING 40
Demographic Report 41
Domain Summary Report 47
Overall Summary Report 54

CLASS LEVEL REPORTING

The class level of reporting details individual student performance with their fellow classmates. Class level reports typically provide a set of summary score information by class (or an assigned group), and then by student name. This report is typically used by teachers since all of their students are conveniently grouped together in one place. There is currently only one class-level report, which is listed below:

Class Roster Report (CR)

The information contained in this report is very similar to that of the individual student reports. Among the information included, educators should find the student assessment performance information especially helpful when developing their education plans. Highlighting the type of information included, expect to see raw standard scores by domain, domain scale scores, overall scale scores, historical ELPA scale and overall scale scores, and class means.

Note: The Individual Student Report, Parent Report, Class Roster, and Student Record Label provide the form number of the test booklet that was assigned to the student. Forms 1-3 indicate that the student received a standard test booklet. Form 9 indicates that the student was given the Braille version of the test.

CLASS ROSTER REPORT

The Class Roster Report provides a summary score by class/group for each standard assessed within each domain and detailed information for each student assessed. This report may include multiple pages to report all domains and standards. Page numbers are printed in the center at the bottom of each report page.

Section A identifies the title of the report, the grade level, the assessment cycle, the district name and code, the school name and code, and the teachers name and class/group code if supplied.

Section B lists the student names in alphabetical order, matched with each student's UIC code and date of birth. These students are separated by grade-level, and class/group code within their school.

Section C indicates the overall scale scores of each student and their corresponding performance level in letter code format. The letter codes correspond to his one of the five performance levels: Advanced Proficient (AP), Proficient (P), High Intermediate (HI), Low Intermediate (LI), and Basic (B). The overall scale score is listed in a three-digit format.

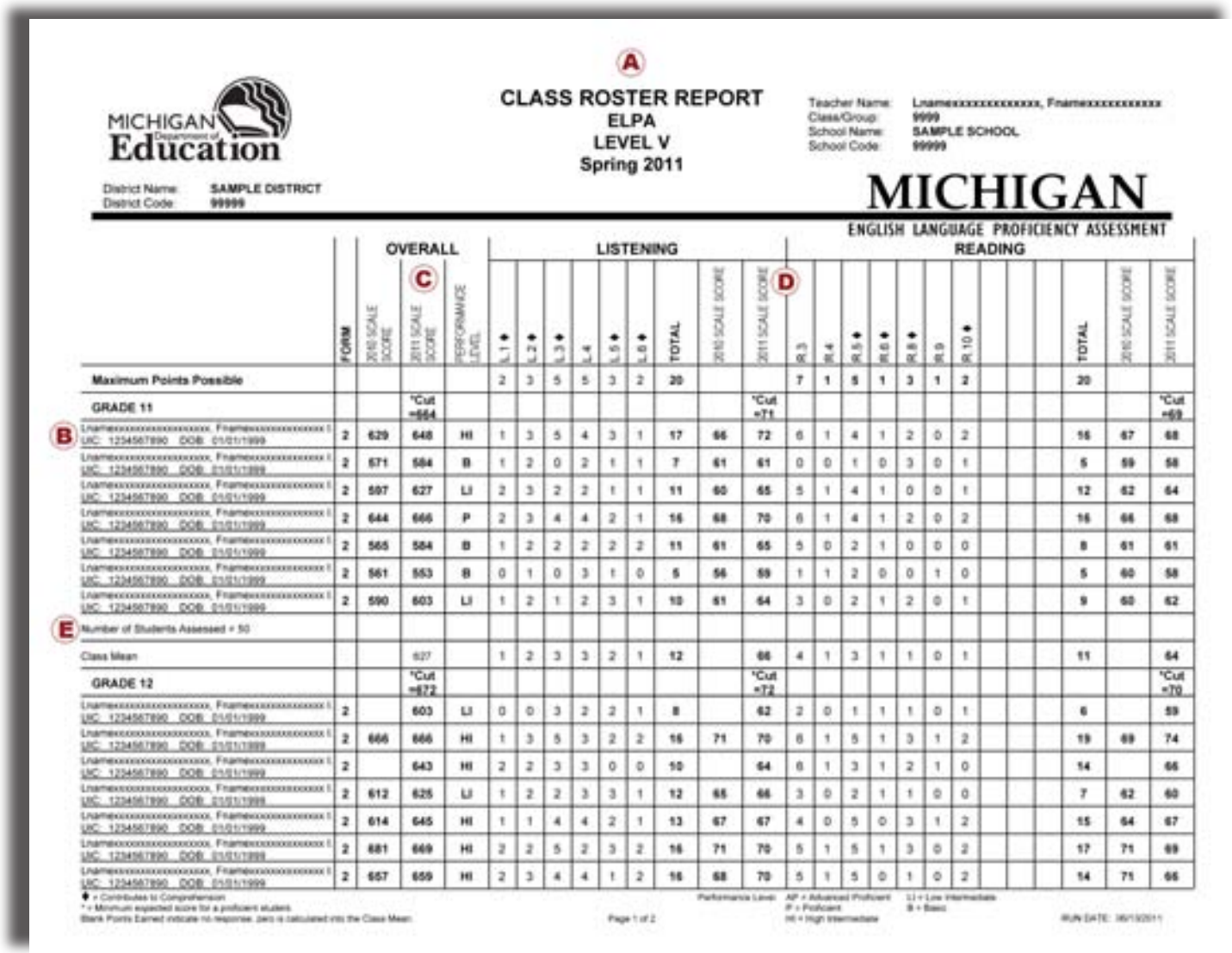
For students who participated in the ELPA in 2009 and 2010, domain scale scores and overall scale scores will be listed on the columns 2009 Scale Score and 2010 Scale Score for comparison purposes. Blanks in these columns indicate that the student did not participate, or that their score could not be counted, during the 2009 or 2010 ELPA assessment.

Section D lists all domain and overall scale scores for each student in the list. Each domain has separate columns indicating student raw scores in each standard, followed by final columns showing a total raw score and the "Scale Score." Note that the separate domain scores are listed in two-digit format. The Cut Score is the minimum expected score that a proficient student would show in each language domain and for the overall score. The Comprehension domain (shown on the second page) is composed of reading and listening standards marked with a small diamond symbol.

Section E lists a total number of students assessed for the grade and their class mean for each data column. This information is provide for every grade, and class/group code if defined by the school.

Students who participated with the Braille version of the assessment are not reported on the strand level of detail since the form construct differs from this year's design. For strand level scores, please refer to the student's Individual Student Report.

Class Roster Report (cont.)



MICHIGAN Department of Education

District Name: SAMPLE DISTRICT
District Code: 99999

(A)

CLASS ROSTER REPORT
ELPA
LEVEL V
Spring 2011

Teacher Name: Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx
Class/Group: 9999
School Name: SAMPLE SCHOOL
School Code: 99999

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		OVERALL			LISTENING									READING											
	FORM	2010 SCALE SCORE	(C) 2011 SCALE SCORE	PERFORMANCE LEVEL	IL1 ◆	IL2 ◆	IL3 ◆	IL4	IL5 ◆	IL6 ◆	TOTAL	2010 SCALE SCORE	2011 SCALE SCORE	(D) IR3	IR4	IR5 ◆	IR6 ◆	IR8 ◆	IR9	IR10 ◆				TOTAL	2010 SCALE SCORE	2011 SCALE SCORE
Maximum Points Possible					2	3	5	5	3	2	20			7	1	5	1	3	1	2				20		
GRADE 11			*Cut =664										*Cut =71													*Cut =69
(B) Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	629	648	HI	1	3	5	4	3	1	17	66	72	6	1	4	1	2	0	2				16	67	68
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	571	584	B	1	2	0	2	1	1	7	61	61	0	0	1	0	3	0	1				5	59	58
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	597	627	LI	2	3	2	2	1	1	11	60	65	5	1	4	1	0	0	1				12	62	64
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	644	666	P	2	3	4	4	2	1	16	68	70	6	1	4	1	2	0	2				16	66	68
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	565	584	B	1	2	2	2	2	2	11	61	65	5	0	2	1	0	0	0				8	61	61
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	561	553	B	0	1	0	3	1	0	5	56	59	1	1	2	0	0	1	0				5	60	58
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	590	603	LI	1	2	1	2	3	1	10	61	64	3	0	2	1	2	0	1				9	60	62
(E) Number of Students Assessed = 50																										
Class Mean			627		1	2	3	3	2	1	12		66	4	1	3	1	1	0	1				11		64
GRADE 12			*Cut =672										*Cut =72													*Cut =70
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2		603	LI	0	0	3	2	2	1	8		62	2	0	1	1	1	0	1				6		59
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	666	666	HI	1	3	5	3	2	2	16	71	70	6	1	5	1	3	1	2				19	69	74
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2		643	HI	2	2	3	3	0	0	10		64	6	1	3	1	2	1	0				14		66
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	612	625	LI	1	2	2	3	3	1	12	65	66	3	0	2	1	1	0	0				7	62	60
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	614	645	HI	1	1	4	4	2	1	13	67	67	4	0	5	0	3	1	2				15	64	67
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	681	669	HI	2	2	5	2	3	2	16	71	70	5	1	5	1	3	0	2				17	71	69
Lnamexxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxx UIC: 1234567890 DOB: 01/01/1999	2	657	659	HI	2	3	4	4	1	2	16	68	70	5	1	5	0	1	0	2				14	71	66

◆ = Contributes to Comprehension
* = Minimum expected score for a proficient student.
Blank Points Earned indicate no response. Zero is calculated into the Class Mean.

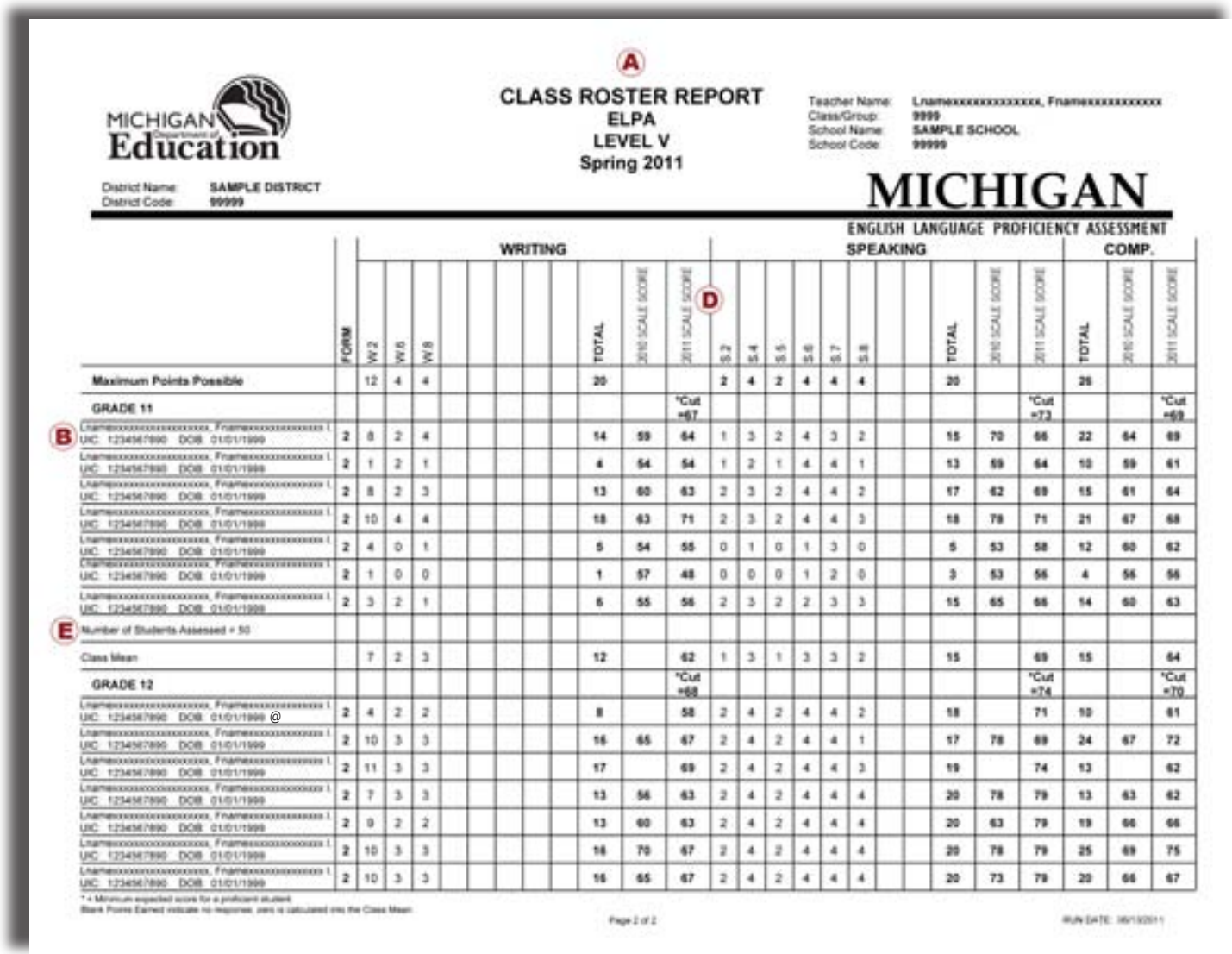
Performance Level: AP = Advanced Proficient; P = Proficient; HI = High Intermediate; LI = Low Intermediate; B = Basic

Page 1 of 2

RUN DATE: 06/13/2011

Class Roster: Page 1 of 2

Class Roster Report (cont.)



MICHIGAN Department of Education

District Name: SAMPLE DISTRICT
District Code: 99999

A

CLASS ROSTER REPORT
ELPA
LEVEL V
Spring 2011

Teacher Name: Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx
Class/Group: 9999
School Name: SAMPLE SCHOOL
School Code: 99999

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

		WRITING											SPEAKING										COMP.		
	FORM	W.2	W.6	W.8						TOTAL	2010 SCALE SCORE	2011 SCALE SCORE	S.2	S.4	S.5	S.6	S.7	S.8			TOTAL	2010 SCALE SCORE	2011 SCALE SCORE	TOTAL	2010 SCALE SCORE	2011 SCALE SCORE
Maximum Points Possible		12	4	4						20			2	4	2	4	4	4			20			26		
GRADE 11												*Cut =67											*Cut =73			*Cut =69
B Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	8	2	4						14	59	64	1	3	2	4	3	2			15	70	66	22	64	69
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	1	2	1						4	54	54	1	2	1	4	4	1			13	59	64	10	59	61
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	8	2	3						13	60	63	2	3	2	4	4	2			17	62	69	15	61	64
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	10	4	4						18	63	71	2	3	2	4	4	3			18	78	71	21	67	68
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	4	0	1						5	54	55	0	1	0	1	3	0			5	53	58	12	60	62
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	1	0	0						1	57	48	0	0	0	1	2	0			3	53	56	4	56	56
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	3	2	1						6	55	56	2	3	2	2	3	3			15	65	66	14	60	63
E Number of Students Assessed = 50																										
Class Mean		7	2	3						12		62	1	3	1	3	3	2			15		69	15		64
GRADE 12												*Cut =68											*Cut =74			*Cut =70
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999 @	2	4	2	2						8		58	2	4	2	4	4	2			18		71	10		61
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	10	3	3						16	65	67	2	4	2	4	4	1			17	78	69	24	67	72
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	11	3	3						17		69	2	4	2	4	4	3			19		74	13		62
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	7	3	3						13	56	63	2	4	2	4	4	4			20	78	79	13	63	62
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	9	2	2						13	60	63	2	4	2	4	4	4			20	63	79	19	66	66
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	10	3	3						16	70	67	2	4	2	4	4	4			20	78	79	25	69	75
Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx I UIC: 1234567890 DOB: 01/01/1999	2	10	3	3						16	65	67	2	4	2	4	4	4			20	73	79	20	66	67

* = Minimum expected score for a proficient student.
Blank Points Earned indicate no response; zero is calculated into the Class Mean.

Page 2 of 2

RUN DATE: 06/13/2011

Class Roster: Page 2 of 2

REPORT/DATA SPECIFICATIONS

A report will be generated for each class according to the following criteria:

- Student must have an overall scale score to be on the report.
- Prohibited Behavior Students are not contained in the report.
- Out-of-Level Students are not contained in the report.
- Nonstandard Accommodation Students are not contained in the report.
- Braille students are included on the report, as indicated by Form 9 assignment.

REPORTING RULES

Special Scenarios:

- Students who did not meet the attemptedness rules for a domain are not included in the report.
- Students who took the online test will be indicated on the report.

PDF/Report generation:

- A separate home school PDF and paper report is generated for the school if home schooled students exist for this report.

REPORT SEQUENCE

The report is sorted in ascending order within each level:

Class Level Report
District Code
School Code
Teacher Name
Class/Group Number
Level
Grade
Student Last Name, First Name, Middle Initial

PAGE BREAKS

A new page begins for each Class/Group Number and Level.

INDIVIDUAL LEVEL REPORTING

At this level of reporting, educators and parents are provided with a detailed view of each student's performance. Students are reported on an individual level in the following reports:

Student Record Label (SRL)

Individual Student Report (ISR)

Parent Report (PR)

The information included in these reports details student demographic information, raw scores by standard, scale scores by domain, overall scale scores, and scale and overall scale scores for the past two administrations, if available. All of these reports lend themselves well to educators who interact with students on a daily basis. The Parent Report has been especially popular with educators due to the way diagnostic information is presented graphically. Educators should also consider using these reports as a tool to facilitate discussions regarding student academic progress when meeting with parents. Schools must have a plan for distributing the Parent Reports to parents and guardians so that distribution can occur when the printed reports arrive.

Note: The Individual Student Report, Parent Report, Class Roster, and Student Record Label provide the form number of the test booklet that was assigned to the student. Forms 1-3 indicate that the student received a standard test booklet. Form 9 indicates that the student was given the Braille version of the test.

STUDENT RECORD LABEL

A Student Record Label is provided for each student assessed during the Spring 2011 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the student's name, district student ID number (if provided by the school), student's state unique identification code (UIC), date of birth (DOB), gender, grade level when the assessment was administered, and the ELPA administration cycle.

Section B contains the district name and code and the school name and code.

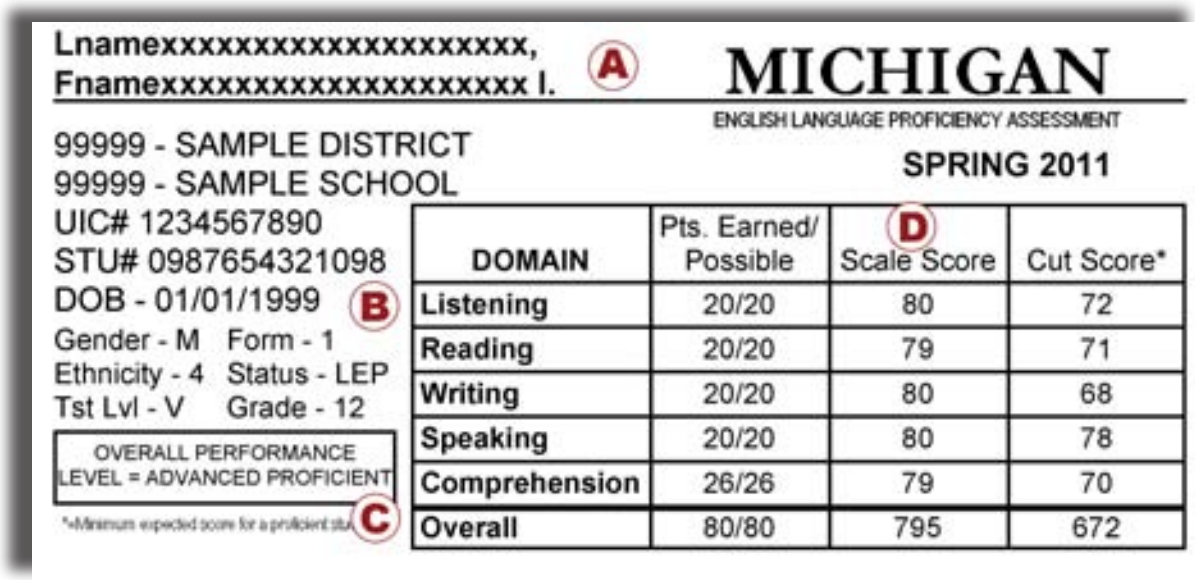
Section C contains the student's overall performance level.

Basic	(B)	Level 5
Low Intermediate	(LI)	Level 4
High Intermediate	(HI)	Level 3
Proficient	(P)	Level 2
Advanced Proficient	(AP)	Level 1

Section D lists the student's scale score and the number of points earned by the student out of the total possible number of points for each of the five separate domains as well as the overall test. A blank in any of these areas indicates that the student either did not participate in that domain of the ELPA, did not answer enough items to receive a score, or that their score could not be counted. A blank in the Listening domain, the Reading domain, or both will result in a blank Comprehension domain. A blank in any of the domains will result in a blank overall scale score and a blank performance level.

*Note that the separate domain scale scores are listed in two-digit format and the overall scale score is listed as a three-digit number. The final column of the chart lists each domain target and the overall cut score. The overall cut score, which varies by grade level, is the minimum expected score for a proficient student in that grade.

Student Record Label (cont.)



Lnamexxxxxxxxxxxxxxxxxxxx, A
Fnamexxxxxxxxxxxxxxxxxxxx I.

99999 - SAMPLE DISTRICT
99999 - SAMPLE SCHOOL
UIC# 1234567890
STU# 0987654321098
DOB - 01/01/1999 B
Gender - M Form - 1
Ethnicity - 4 Status - LEP
Tst Lvl - V Grade - 12

OVERALL PERFORMANCE LEVEL = ADVANCED PROFICIENT

C

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
SPRING 2011

DOMAIN	Pts. Earned/ Possible	D Scale Score	Cut Score*
Listening	20/20	80	72
Reading	20/20	79	71
Writing	20/20	80	68
Speaking	20/20	80	78
Comprehension	26/26	79	70
Overall	80/80	795	672

Sample has been enlarged.

REPORT/DATA SPECIFICATIONS

The report prints on Avery 5163 label template.

A report will be generated for a student who meets the following criteria::

- Student attempted one or more of the domain tests (See scoring rules for test /domain attempt rules)
- Student is marked as Nonstandard in all domains.
- Home-schooled students are not included in the report
- Students marked as Prohibited Behavior are not reported.
- Students tested Out of Level are not reported.

REPORTING RULES

Special Scenarios:

- Student who did not meet attemptedness rules for a domain:
    - Students tested Out of Level are not reported.
    - Domain Raw Score will be blank for the domain(s) not attempted.
    - Overall Raw Score will be blank.
    - Domain Scale Score will be blank for the domain(s) not attempted.
    - Overall Scale Score will be blank.
- Students with Nonstandard Accommodations
    - Student is included in the Number of Students.
    - Overall Performance Level will be blank.
    - Domain Raw Score will be blank for the domain(s) with Nonstandard Accommodation.
    - Overall Raw Score will be blank.
    - Domain Scale Scores will be blank for the domain(s) with Nonstandard Accommodation.
    - Overall Scale Score will print blank.

Student Record Label (cont.)

REPORT SEQUENCE

The report is sorted in ascending order within each level:

Student Level Report
District Code
School Code
Level
Grade
Student Name

PAGE BREAKS

A new page is created for each Grade break.

PARENT REPORT

The intent of the Parent Report is to provide a summary description of student performance in each subject area assessed on the ELPA for each student's parent. This report is designed to help parents and guardians identify the English language strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s). *Schools must have a plan for distributing the Parent Reports to parents and guardians so that distribution can occur as soon as possible when the printed reports arrive.*

Section A identifies the title of the report, the grade level, the assessment cycle, the district name and code, the school name and code, and the teachers name and class/group code if supplied.

Section B provides the name and state unique identification code (UIC) of the student.

Section C provides a general description of how to interpret the Overall Performance Level chart, which illustrates the students combined score on a horizontal scale.

Section D contains the Overall Performance Level chart, which illustrates the student's overall performance level on a graphic continuum. Vertical lines separate the continuum into the five performance levels: Advanced Proficient (AP), Proficient (P), High Intermediate (HI), Low Intermediate (LI), and Basic (B). The range of scale scores in each performance level appears below the graphic. The student's overall scale score is indicated on the continuum, with the scale score number shown above a small diamond symbol.

There are two small lines extending horizontally a short distance from either side of the diamond indicator. These lines show the typical margin of statistical error as a range of possible values.

Section E provides a general description of the five possible student performance levels.

Section F provides a general description of how to interpret the Domain Performance Level chart, which illustrates the student performance in each domain.

Parent Report (cont.)

Section G shows a vertical graphic for each domain score on the ELPA, including Comprehension. The domain target shown on each vertical graphic allows for interpretation of an individual student's skills within each domain. As in the overall performance graphic, lines extending from the top and the bottom of the diamond symbol indicate the typical margin of statistical error, represented as a range of possible values.

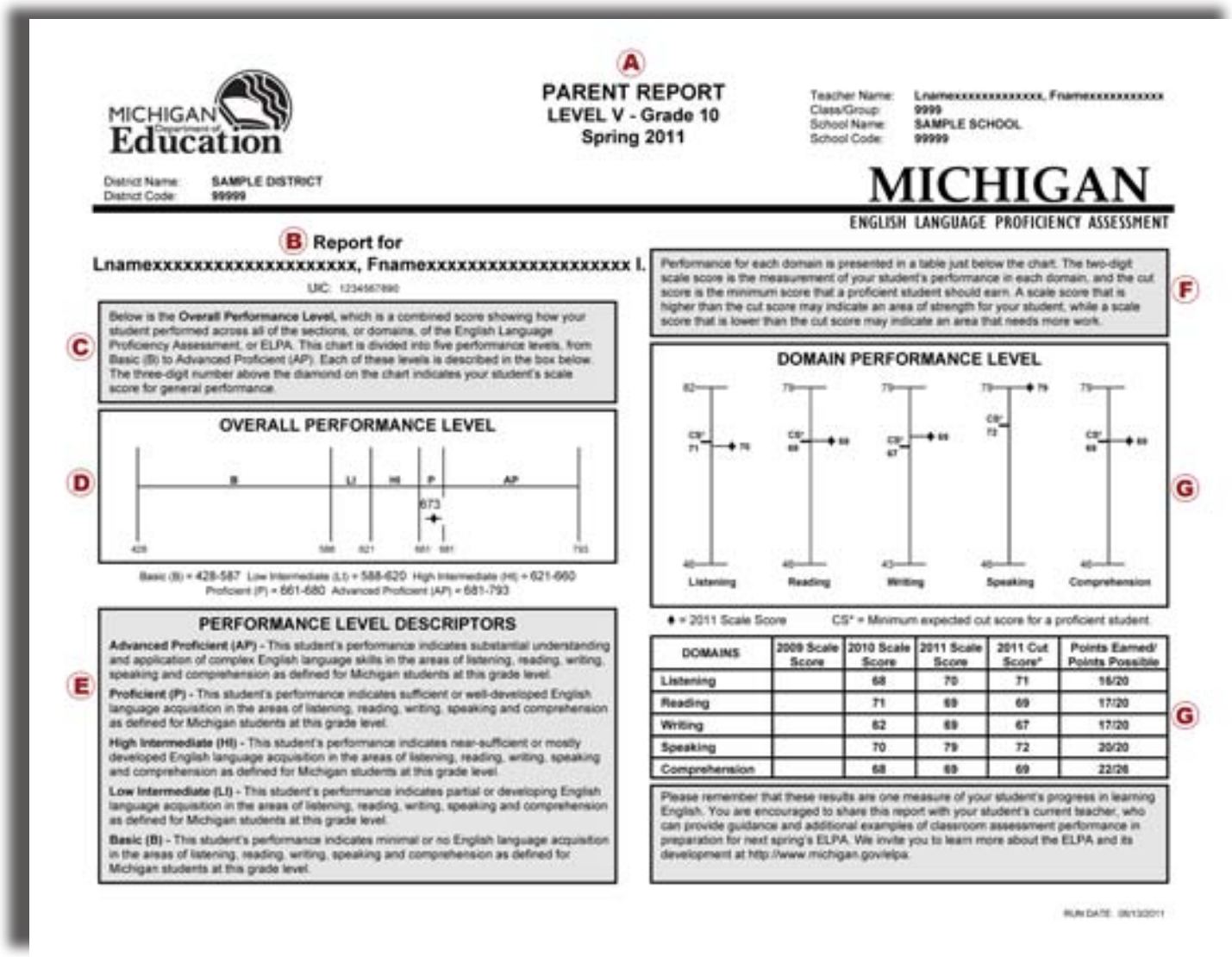
This section also provides the student's scale score, and the number of points earned by the student, out of the total possible number of points for each of the five separate domains. A blank in any of these areas indicates that the student either did not participate in that domain of the ELPA, did not answer enough items to receive a score, or their score could not be counted. A blank in the Listening domain, the Reading domain or both will result in a blank Comprehension domain. A blank in any of the domains will result in a blank overall scale score and a blank overall performance level.

Note that the separate domain scale scores are listed in two-digit format and the overall score is listed as a three-digit number. The column labeled "2011 Cut Score" of the table lists the domain target for each domain.

For students who participated in the ELPA in 2009 and 2010, domain scale scores and overall scale scores will be listed on the columns 2009 Scale Score and 2010 Scale Score for comparison purposes. Blanks in these columns indicate that the student did not participate, or that their score could not be counted, during the 2009 or 2010 ELPA assessment.

Section H provides a letter to parents from Michigan's Superintendent of Public Instruction concerning their student's academic achievement on the ELPA.

Parent Report (cont.)



MICHIGAN Department of Education

District Name: SAMPLE DISTRICT
District Code: 99999

A

PARENT REPORT
LEVEL V - Grade 10
Spring 2011

Teacher Name: Lnamexxxxxxxxxxxxxx, Fnamexxxxxxxxxxxx
Class/Group: 9999
School Name: SAMPLE SCHOOL
School Code: 99999

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

B **Report for**
Lnamexxxxxxxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxxxxxxxx I.
UIC: 1234567890

C
Below is the **Overall Performance Level**, which is a combined score showing how your student performed across all of the sections, or domains, of the English Language Proficiency Assessment, or ELPA. This chart is divided into five performance levels, from Basic (B) to Advanced Proficient (AP). Each of these levels is described in the box below. The three-digit number above the diamond on the chart indicates your student's scale score for general performance.

D
OVERALL PERFORMANCE LEVEL

Basic (B) = 428-587 Low Intermediate (LI) = 588-620 High Intermediate (HI) = 621-660
Proficient (P) = 661-680 Advanced Proficient (AP) = 681-793

E
PERFORMANCE LEVEL DESCRIPTORS

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

Proficient (P) - This student's performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

High Intermediate (HI) - This student's performance indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Low Intermediate (LI) - This student's performance indicates partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Basic (B) - This student's performance indicates minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

F
Performance for each domain is presented in a table just below the chart. The two-digit scale score is the measurement of your student's performance in each domain, and the cut score is the minimum score that a proficient student should earn. A scale score that is higher than the cut score may indicate an area of strength for your student, while a scale score that is lower than the cut score may indicate an area that needs more work.

G
DOMAIN PERFORMANCE LEVEL

♦ = 2011 Scale Score CS* = Minimum expected cut score for a proficient student.

DOMAINS	2009 Scale Score	2010 Scale Score	2011 Scale Score	2011 Cut Score*	Points Earned/ Points Possible
Listening		68	70	71	16/20
Reading		71	69	69	17/20
Writing		62	69	67	17/20
Speaking		70	79	72	20/20
Comprehension		68	69	69	22/26

Please remember that these results are one measure of your student's progress in learning English. You are encouraged to share this report with your student's current teacher, who can provide guidance and additional examples of classroom assessment performance in preparation for next spring's ELPA. We invite you to learn more about the ELPA and its development at http://www.michigan.gov/elpa.

RUN DATE: 08/13/2011

Parent Report (cont.)

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

H

Dear Parent or Guardian:

During Spring 2011, schools administered the sixth statewide English Language Proficiency Assessment (ELPA) in Michigan. The federal No Child Left Behind law requires schools to give all English language learners in grades K-12 an annual assessment that shows their progress in learning English language skills.

The ELPA measures what a student should know and be able to do using the English language. Results presented in this report show how well your student performed in the areas of Listening, Reading, Writing, Speaking and Comprehension. If your student took all the sections of the ELPA, an overall performance level is included.

Please contact your student's teacher or principal if you have questions about this report. Parents and teachers have a greater opportunity to help students succeed when they work together.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

MICHIGAN Department of Education

Parent Report (cont.)

REPORT/DATA SPECIFICATIONS

A report will be generated for all students who meets the following criteria:

- Student attempted one or more of the domain tests. (See scoring rules for test /domain attempt rules)
- Student with Nonstandard Accommodations are included.
- Students marked as Prohibited Behavior are not reported.
- Students tested Out of Level are not reported.

REPORTING RULES

Special Scenarios:

- Student who did not meet attemptedness rules for a domain:
  - Students tested Out of Level are not reported.
  - Overall Performance Level chart will not have a mark indicating students score.
  - Domain Performance Level chart will not have a mark indicating a student's score for the domain(s) not attempted.
  - Domain Scale Score will be blank for the domain(s) not attempted.
  - Domain Raw Score will be blank for the domain(s) not attempted.
- Students with Nonstandard Accommodations
  - Students with Nonstandard Accommodations.
  - Overall Performance Level chart will not have a mark indicating students score.
  - Domain Performance Level chart will not have a mark indicating students score for the domain(s) with Nonstandard Accommodations.
  - Domain Scale Score will be blank for the domain(s) with Nonstandard Accommodations.
  - Domain Raw Score will be displayed.

REPORT SEQUENCE

The report is sorted in ascending order within each level:

Student Level Report
District Code
School Code
Level
Grade
Class/Group
Student Name

PAGE BREAKS

Separate PDFs will be generated for each school containing all reports for home-schooled students. A new page begins for each student.

INDIVIDUAL STUDENT REPORT

The Individual Student Report provides a summary description of the overall performance level of each student as well as performance by ELP standards for separate language domains. This report is designed to help parents and educators identify the English language strengths of their students and areas that may need improvement. Information from this report may be helpful in conversations with classroom teachers and parents when discussing student progress in acquiring English language skills.

Section A identifies the title of the report, the grade level, the assessment cycle, the district name and code, the school name and code, and the teachers name and class/group code if supplied.

Section B contains the student demographic information provided by the school: student name, local district student ID number, the student's state unique identification code (UIC), date of birth, special education, gender, ethnicity*, and the form number**. This section also indicates if the student received accommodations.

Section C contains the performance level of the student based on the student's overall score found in Section D. The student's proficiency is reported using one of five performance levels: Advanced Proficient, Proficient, High Intermediate, Low Intermediate, and Basic.

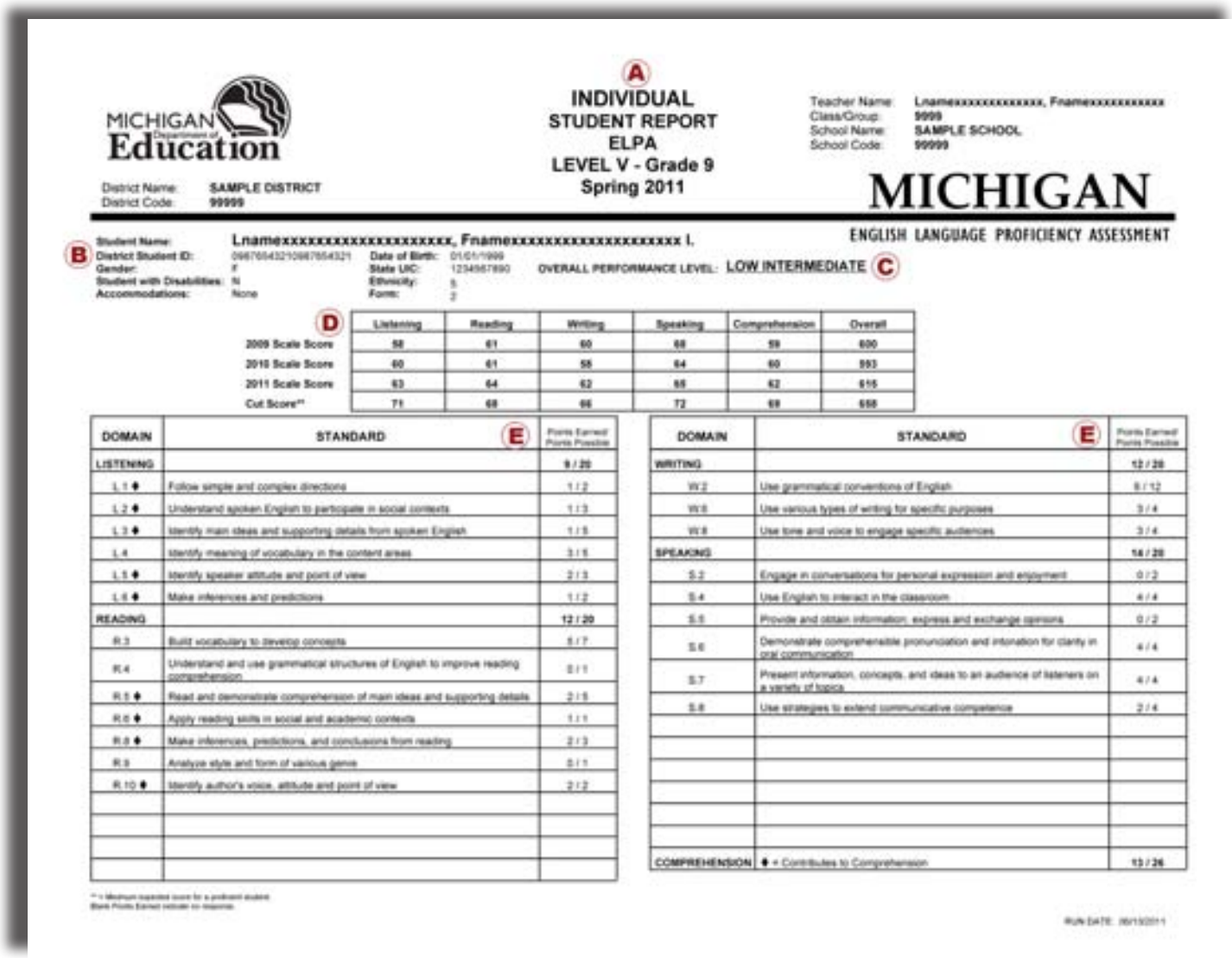
Section D provides separate 2011 ELPA domain scale scores as well as the overall scale score for that student in the row of the chart called "2011 Scale Score." Domain scale scores are listed in two-digit format and the overall scale score is listed as a three-digit number. A blank in any of these areas indicates that the student did not participate in that domain during the ELPA last spring, or that the student's score could not be counted for that domain. The bottom row, called Cut Score, is the minimum expected score that a proficient student would show in each language domain and for the overall score. For students who participated in the ELPA in 2009 and 2010, domain scale scores and overall scale scores will be listed on the topmost rows under 2009 Scale Score and 2010 Scale Score headings, for comparison purposes across time. Blanks in these rows indicate that the student did not participate, or that their score could not be counted during the 2009 or 2010 ELPA.

* Ethnicity Code Descriptions: 0 = Native Hawaiian or Other Pacific Islander, 1 = American Indian or Alaska Native, 3 = Black or African American, 4 = Hispanic or Latino, 5 = White, 6 = Two or More Races, 9 = Asian

** Form numbers are assigned according to the sampling plan as provided by the project psychometricians. All forms contain the same operational items, which count toward the student's overall score. Each form will have a variety of field test items, which do not count against the student's score, but are used to provide new items for assessment administrations to follow. If the form number is blank, it was not bubbled on the student's demographic form at the time of the test. This will not affect the students overall score. If the form number is 9, the student was assessed using a Braille form of the assessment.

Section E displays each language standard that was assessed on the 2011 ELPA under each domain. The Points Earned/Points Possible column shows the number of points the student earned out of the total number of points possible. All of a domain's standards will then total into a raw score for the language domain. The domain scale scores in Section D are derived from these total scores, shown in bold across from the domain heading in bold. The Comprehension domain is composed of Reading and Listening standards marked with a small diamond symbol.

Individual Student Report (cont.)



MICHIGAN Department of Education

District Name: SAMPLE DISTRICT
District Code: 99999

(A) INDIVIDUAL STUDENT REPORT
ELPA
LEVEL V - Grade 9
Spring 2011

Teacher Name: Lnamexxxxxxxxxxxxx, Fnamexxxxxxxxxxxx
Class/Group: 9999
School Name: SAMPLE SCHOOL
School Code: 99999

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

(B) Student Name: Lnamexxxxxxxxxxxxxxxxxxxxx, Fnamexxxxxxxxxxxxxxxxxxxx I.
District Student ID: 098765432109876543321 Date of Birth: 01/01/1999
Gender: F State UIC: 1234567890
Student with Disabilities: N Ethnicity: 5
Accommodations: None Form: 2

OVERALL PERFORMANCE LEVEL: LOW INTERMEDIATE (C)

(D)

	Listening	Reading	Writing	Speaking	Comprehension	Overall
2009 Scale Score	58	61	60	68	59	600
2010 Scale Score	60	61	55	64	60	553
2011 Scale Score	63	64	62	65	62	615
Cut Score**	71	68	66	72	69	658

DOMAIN	STANDARD (E)	Points Earned/ Points Possible
LISTENING		9 / 20
L.1 ♦	Follow simple and complex directions	1 / 2
L.2 ♦	Understand spoken English to participate in social contexts	1 / 3
L.3 ♦	Identify main ideas and supporting details from spoken English	1 / 5
L.4	Identify meaning of vocabulary in the content areas	3 / 5
L.5 ♦	Identify speaker attitude and point of view	2 / 3
L.6 ♦	Make inferences and predictions	1 / 2
READING		12 / 20
R.3	Build vocabulary to develop concepts	5 / 7
R.4	Understand and use grammatical structures of English to improve reading comprehension	0 / 1
R.5 ♦	Read and demonstrate comprehension of main ideas and supporting details	2 / 5
R.6 ♦	Apply reading skills in social and academic contexts	1 / 1
R.8 ♦	Make inferences, predictions, and conclusions from reading	2 / 3
R.9	Analyze style and form of various genre	0 / 1
R.10 ♦	Identify author's voice, attitude and point of view	2 / 2

DOMAIN	STANDARD (E)	Points Earned/ Points Possible
WRITING		12 / 28
W.2	Use grammatical conventions of English	6 / 12
W.6	Use various types of writing for specific purposes	3 / 4
W.8	Use tone and voice to engage specific audiences	3 / 4
SPEAKING		16 / 20
S.2	Engage in conversations for personal expression and enjoyment	0 / 2
S.4	Use English to interact in the classroom	4 / 4
S.5	Provide and obtain information, express and exchange opinions	0 / 2
S.6	Demonstrate comprehensible pronunciation and intonation for clarity in oral communication	4 / 4
S.7	Present information, concepts, and ideas to an audience of listeners on a variety of topics	4 / 4
S.8	Use strategies to extend communicative competence	2 / 4
COMPREHENSION	♦ = Contributes to Comprehension	13 / 26

** = Minimum expected score for a proficient student.
Blank Points Earned indicate no response.

RUN DATE: 06/13/2011

REPORT/DATA SPECIFICATIONS

A report will be generated for all students who meets the following criteria:

- Student attempted one or more of the domain tests. (See scoring rules for test /domain attempt rules)
- Student with Nonstandard Accommodations are included.
- Students marked as Prohibited Behavior are not reported.
- Students tested Out of Level are not reported.

REPORTING RULES

Special Scenarios:

- Student who did not meet attemptedness rules for a domain:
    - Overall Performance Level will be blank.
    - Domain Scale Score will be blank for the domain(s) not attempted.
    - Domain Raw Score will be blank for the domain(s) not attempted.
    - Strand Raw Scores will be blank for the domain(s) not attempted.
    - Overall Scale Score will print blank.
- Students with Nonstandard Accommodations
    - Overall Performance Level will be blank.
    - Domain Scale Score will be blank for the domain(s) with Nonstandard Accommodation.
    - Domain Raw Scores will be displayed.
    - Strand Raw Scores will be displayed.
    - Overall Scale Score will print blank.

REPORT SEQUENCE

The report is sorted in ascending order within each level:

Student Level Report
District Code
School Code
Level
Grade
Class/Group
Student Name

PAGE BREAKS

A separate home school PDF and paper report is generated for the school if home schooled students exist for this report. A new page begins for each student.

AGGREGATE (SUMMARY) LEVEL REPORTING

At this level of reporting, student score results are reported in groups to provide a prospective on how performances compare. The following reports present data in an aggregated form:

Demographic Report (DeSR)

Domain Summary Report (DoSR)

Overall Summary Report (OSR)

These reports are great tools for all educators, but is especially useful for those who are involved in planning and evaluation of curriculum. The demographic report can be used in identifying under served groups within the ISD, District, or School by providing you score results broken out into demographic categories. Each category on the demographic report is then broken-down into mean scale scores by domain, and number/percent of students within that category at each performance level.

The domain summary report provides a comparative set of mean raw score and scale score information for all standards and domains assessed on the ELPA, summarized by ISD, district, and school. This information can be useful when identifying the student population's strengths and weaknesses as a whole by domain/standard.

The overall summary report provides a comparative set of mean scale scores and the percentage of students at each performance level, summarized by ISD, district, and school. This report provides a dashboard view of student performance at each summary level, allowing educators to quickly view their overall standing.

DEMOGRAPHIC REPORT

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each subject area assessed. A sample demographic report is presented on the following page. Summary data reported includes the number of students assessed in each subgroup, the mean scale score for each domain, the percentage of students attaining each performance level, and the percentage of students attaining each performance level.

The demographic subgroup reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- Students with Disabilities
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Less than Full Academic Year
- Migratory Status
- Homeless
- Interrupted Schooling

Accommodations subgroups are also reported as follows:

- Standard accommodations (Students with Disabilities)
- Non-standard accommodations (Students with Disabilities)
- Standard accommodations (English Language Learners)
- Non-standard accommodations (English Language Learners)

Demographic Report (cont.)

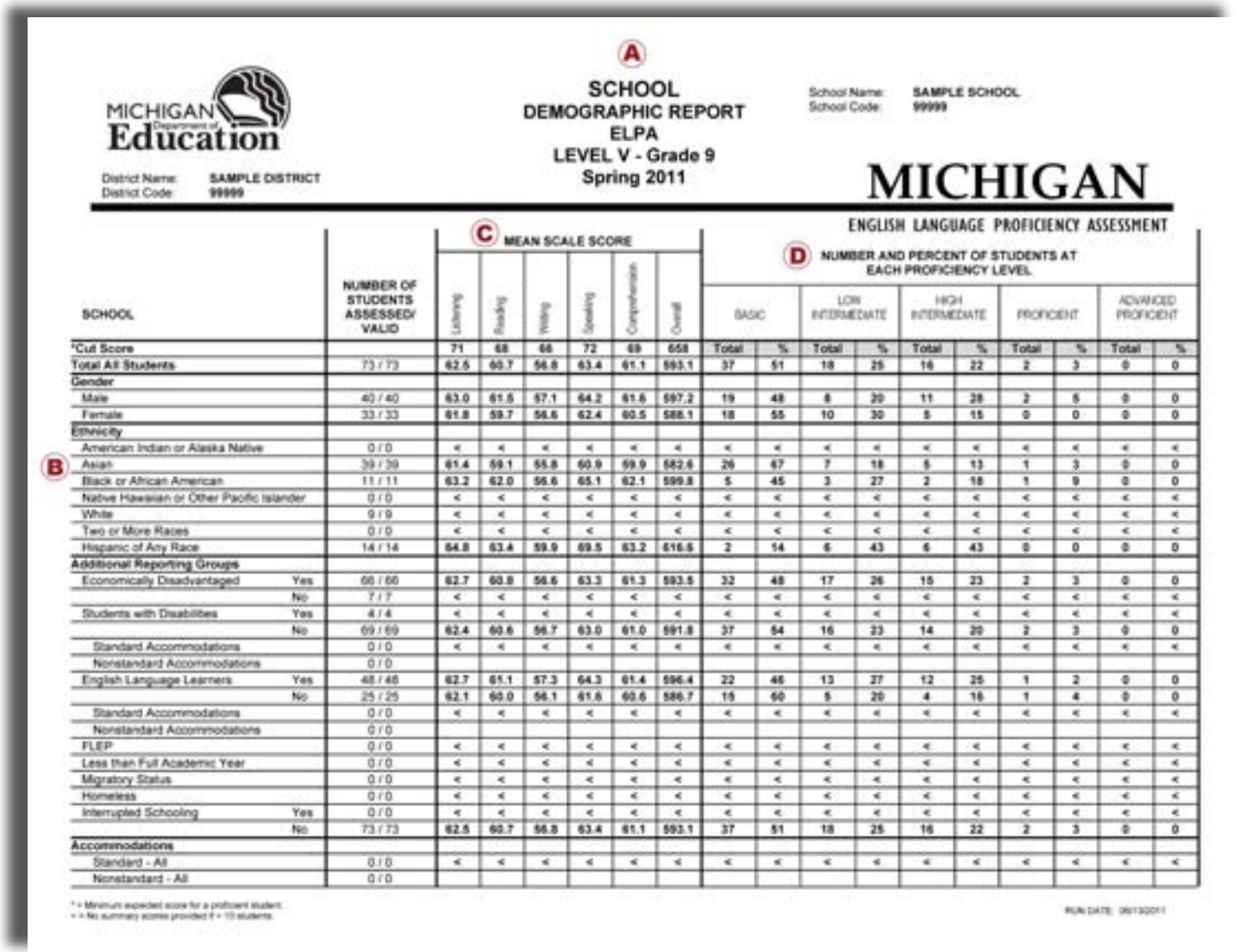
Section A identifies the title of the report, the student population included in the report, the grade level, and the assessment cycle. The district name and code and school name and code, as appropriate, are also provided.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements.

Section C reports the overall number of students assessed, the mean scale score, and the cut score for each subgroup. The cut score, which varies by grade level, is the minimum expected score for a proficient student in that grade.

Section D provides the number and percent of students at each of the five overall performance levels (Advanced Proficient, Proficient, High Intermediate, Low Intermediate and Basic) for each subgroup.

Demographic Report (cont.)



MICHIGAN Department of Education

District Name: SAMPLE DISTRICT
District Code: 99999

(A)

SCHOOL
DEMOGRAPHIC REPORT
ELPA
LEVEL V - Grade 9
Spring 2011

School Name: SAMPLE SCHOOL
School Code: 99999

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

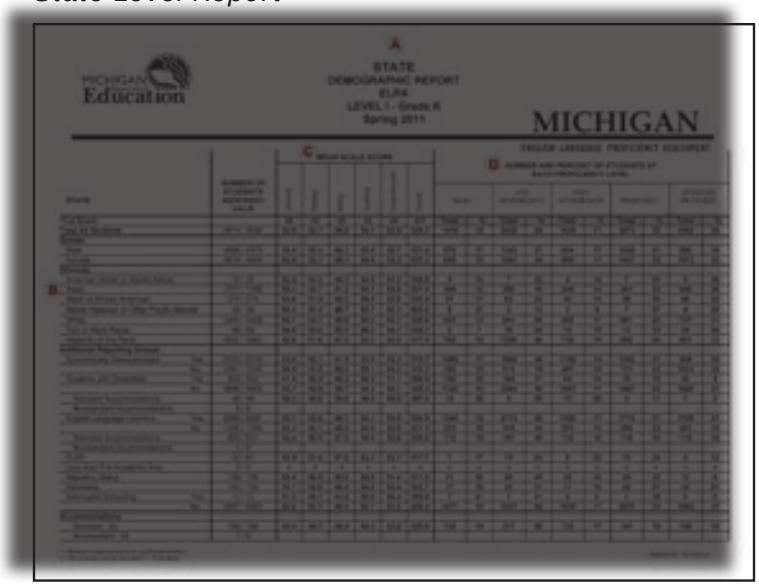
SCHOOL		NUMBER OF STUDENTS ASSESSED/ VALID	(C) MEAN SCALE SCORE						(D) NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
			Listening	Reading	Writing	Speaking	Comprehension	Overall	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
									Total	%	Total	%	Total	%	Total	%	Total	%
[1]Cut Score			71	68	66	72	69	658										
Total All Students		73 / 73	62.5	60.7	56.8	63.4	61.1	593.1	37	51	18	25	16	22	2	3	0	0
Gender																		
Male		40 / 40	63.0	61.5	57.1	64.2	61.6	597.2	19	48	8	20	11	28	2	5	0	0
Female		33 / 33	61.8	59.7	56.6	62.4	60.5	588.1	18	55	10	30	5	15	0	0	0	0
Ethnicity																		
American Indian or Alaska Native		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
(B) Asian		39 / 39	61.4	59.1	55.8	60.9	59.9	582.6	26	67	7	18	5	13	1	3	0	0
Black or African American		11 / 11	63.2	62.0	56.6	65.1	62.1	599.8	5	45	3	27	2	18	1	9	0	0
Native Hawaiian or Other Pacific Islander		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White		9 / 9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or More Races		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of Any Race		14 / 14	64.8	63.4	59.9	69.5	63.2	616.6	2	14	6	43	6	43	0	0	0	0
Additional Reporting Groups																		
Economically Disadvantaged	Yes	66 / 66	62.7	60.8	56.6	63.3	61.3	593.5	32	48	17	26	15	23	2	3	0	0
	No	7 / 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	Yes	4 / 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	No	69 / 69	62.4	60.6	56.7	63.0	61.0	591.8	37	54	16	23	14	20	2	3	0	0
Standard Accommodations		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Nonstandard Accommodations		0 / 0																
English Language Learners	Yes	48 / 48	62.7	61.1	57.3	64.3	61.4	596.4	22	46	13	27	12	25	1	2	0	0
	No	25 / 25	62.1	60.0	56.1	61.6	60.6	586.7	15	60	5	20	4	16	1	4	0	0
Standard Accommodations		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Nonstandard Accommodations		0 / 0																
FLEP		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Less than Full Academic Year		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migratory Status		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Homeless		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Interrupted Schooling	Yes	0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	No	73 / 73	62.5	60.7	56.8	63.4	61.1	593.1	37	51	18	25	16	22	2	3	0	0
Accommodations																		
Standard - All		0 / 0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Nonstandard - All		0 / 0																

[1] = Minimum expected score for a proficient student.
* = No summary scores provided if < 10 students.

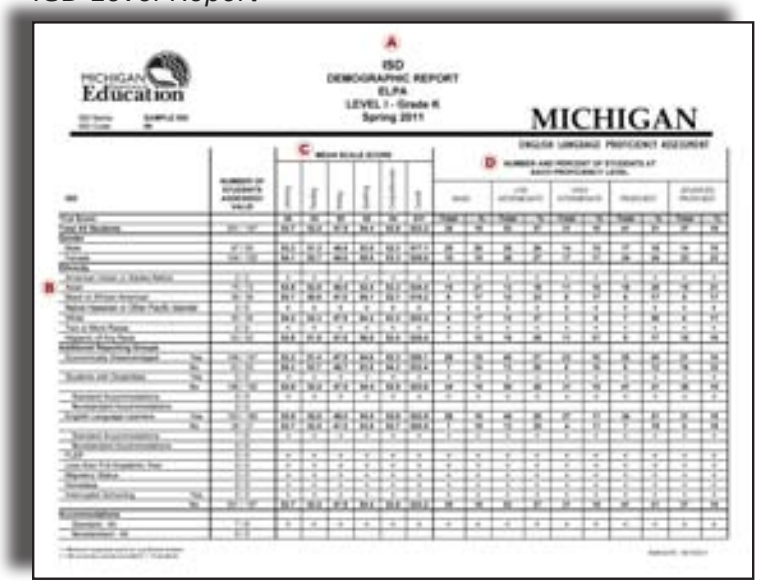
RUN DATE: 06/13/2011

School Level Report

State Level Report



ISD Level Report



District Level Report

REPORT/DATA SPECIFICATIONS

A student's results will be included in according to the following criteria:

- Student attempted one or more of the domain tests. (See scoring rules for test /domain attempt rules)
- Students marked as Nonstandard in all domains will be included in the Number of Students.
- Home-schooled students are not included in the report.
- Prohibited Behavior Students are not included in the report.
- Out-of-Level Students are not included in the report.

REPORTING RULES

Special Scenarios:

- Student who did not meet attemptedness rules for a domain:
    - Student is included in the Number of Students.
    - Student is not included in the Domain Mean Scale Score calculation for the domain(s) not attempted.
    - Student is not included in the Overall Mean Scale Score calculation.
    - Student is included in the Domain Mean Scale Score calculation for the domain(s) attempted.
    - Student is not included in the Proficiency Level Total calculation.
    - Student is not included in the Proficiency Level Percent calculation.
- Students with Nonstandard Accommodations:
    - Student is included in the Number of Students.
    - Student is not included in the Domain Mean Scale Score calculation.
    - Student is not included in the Overall Mean Scale Score calculation.
    - Student is not included in the Proficiency Level Total calculation.
    - Student is not included in the Proficiency Level Percent calculation.

REPORT SEQUENCE

The report is sorted in ascending order within each level:

State Level Report	ISD Level Report	District Level Report	School Level Report
Level	ISD Code	District Code	District Code
Grade	Level	Level	School Code
	Grade	Grade	Level
			Grade

**District, ISD, and State level reports generated only for public schools.*

PAGE BREAKS

A new page begins for each grade break.

DOMAIN SUMMARY REPORT

The intent of the Domain Report is to provide a summary description of the mean raw score for each standard and domain assessed on the ELPA, the mean scale score for each domain, and the cut score for each domain.

This report is provided at four levels:

- School
- District
- ISD
- State

The Domain Summary Report is generated for all students and may contain multiple pages to report all domains and standards. Page numbers are printed in the center at the bottom of each report page. *The sections of this report are the same at all levels.*

Section A identifies the title of the report, the level of aggregation (school, district, ISD, state), the grade level (for district, ISD, and state reports), and the assessment cycle. It also provides the district name and code, school name and code, and/or ISD code, as applicable for each level of aggregation.

Section B lists the following subgroups: grade levels for the school report, schools for the district report, districts for the ISD report, and ISDs for the state report. The number of students assessed in each subgroup is also reported.

Section C shows scores related to all five separate domains for each subgroup. This report starts on the right side of the first page and entirely fills the subsequent pages. The row directly below the column heads provides the maximum points possible for each standard and domain, against which the raw scores may be compared. Each domain has a separate column indicating the mean raw score in each standard, with final columns for the mean total raw score and corresponding scale score. Note that the separate domain scores are listed in two-digit format. The Cut Score, which varies by grade level, is the minimum expected score for a proficient student in that grade. On this report, cut scores are provided in the column heads for the scale scores. The Comprehension domain is composed of reading and listening standards marked with a small diamond symbol.

Students who participated with the Braille version of the assessment are not reported on the strand level of detail since the form construct differs from this year's design. For strand level scores, please refer to the student's Individual Student Report.

Domain Summary Report (cont.)

MICHIGAN Department of Education

A

SCHOOL SUMMARY REPORT
ELPA - DOMAIN

Spring 2011

School Name: SAMPLE SCHOOL
School Code: 99999

District Name: SAMPLE DISTRICT
District Code: 99999

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

MEAN SCORES

C

		LISTENING									READING												
	No. of Students Assessed	L.1 ♦	L.2 ♦	L.3 ♦	L.4	L.5 ♦	L.6 ♦	TOTAL	SCALE SCORE	*Cut Score	R.1 ♦	R.2	R.3	R.4	R.5 ♦	R.6 ♦	R.7	R.8 ♦	R.9	R.10 ♦	TOTAL	SCALE SCORE	*Cut Score
B GRADE - 09	73	1.1	1.7	1.8	2.0	1.3	0.7	8.5	62.5	71			2.8	0.4	2.0	0.5		1.1	0.3	0.8	7.9	60.7	68
GRADE - 10	48	1.1	1.9	2.5	2.6	1.8	0.8	10.8	64.9	71			3.9	0.4	2.6	0.6		1.5	0.3	1.0	10.3	62.8	69
GRADE - 11	50	1.3	2.2	2.7	2.7	1.9	1.0	11.7	66.2	71			4.3	0.5	2.9	0.7		1.5	0.3	1.2	11.4	64.3	69
GRADE - 12	43	1.4	2.3	3.6	3.1	2.1	1.3	14.0	68.5	72			5.3	0.8	3.7	0.8		2.1	0.4	1.4	14.6	67.9	70
School Number of Students Assessed = 214																							

Continued

♦ = Contributes to Comprehension
* = Minimum expected score for a proficient student.
< = No summary scores provided if < 10 students.

Students who participated using a Braille test form are not included in the Score Distribution

Page 1 of 2

RUN DATE: 06/13/2011

School Level Report, Page 1

Domain Summary Report (cont.)

MICHIGAN Department of Education

A

SCHOOL SUMMARY REPORT
ELPA - DOMAIN

Spring 2011

School Name: SAMPLE SCHOOL
School Code: 99999

District Name: SAMPLE DISTRICT
District Code: 99999

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

MEAN SCORES		WRITING											C SPEAKING										COMP.		
	No. of Students Assessed	W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	TOTAL	SCALE SCORE	*Cut Score	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	TOTAL	SCALE SCORE	*Cut Score	TOTAL	SCALE SCORE	*Cut Score
B GRADE - 09	73		4.6				1.2		1.4	7.2	56.8	66		0.8		2.3	1.0	2.7	2.5	1.3	10.7	63.4	72	10.9	61.1	69
GRADE - 10	48		6.7				1.8		2.1	10.6	60.8	67		1.2		2.9	1.5	3.4	3.1	2.2	14.3	68.0	72	13.9	63.2	69
GRADE - 11	50		7.0				2.0		2.5	11.6	62.3	67		1.4		2.8	1.5	3.2	3.4	2.3	14.7	68.7	73	15.2	64.4	69
GRADE - 12	43		8.4				2.6		2.7	13.7	64.8	68		1.8		3.7	1.8	3.7	3.7	3.1	17.9	74.1	74	18.9	67.4	70
School Number of Students Assessed = 214																										

Students who participated using a Braille test form are not included in the Score Distribution.

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

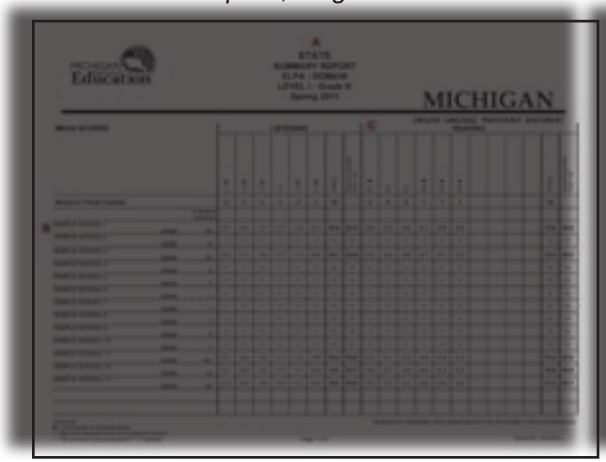
Page 2 of 2

RUN DATE: 08/13/2011

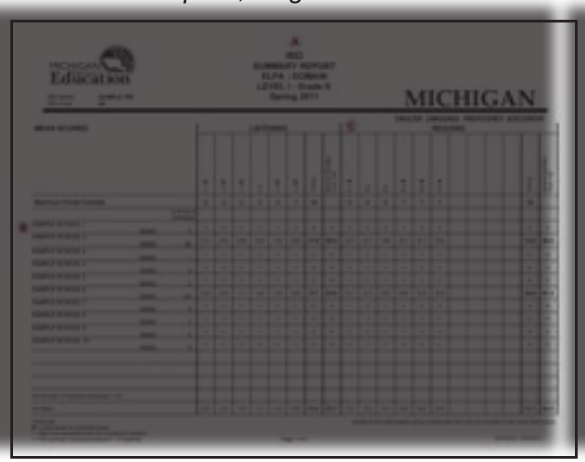
School Level Report, Page 2

Domain Summary Reports (Cont.)

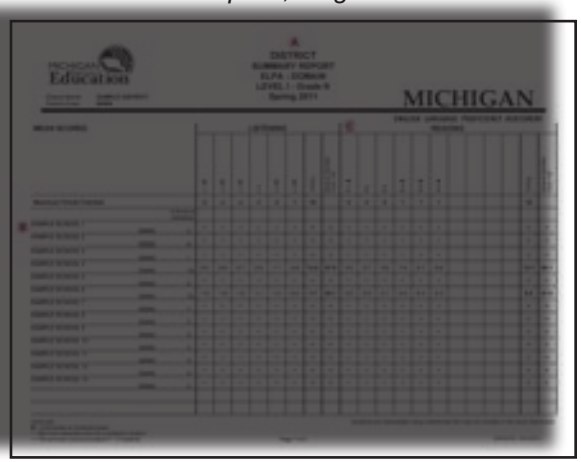
State Level Report, Page 1



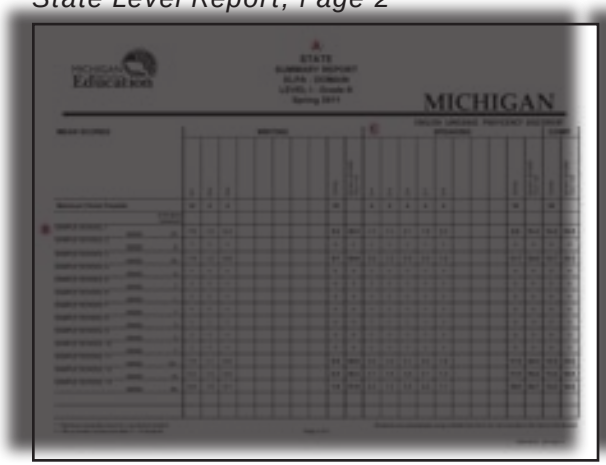
ISD Level Report, Page 1



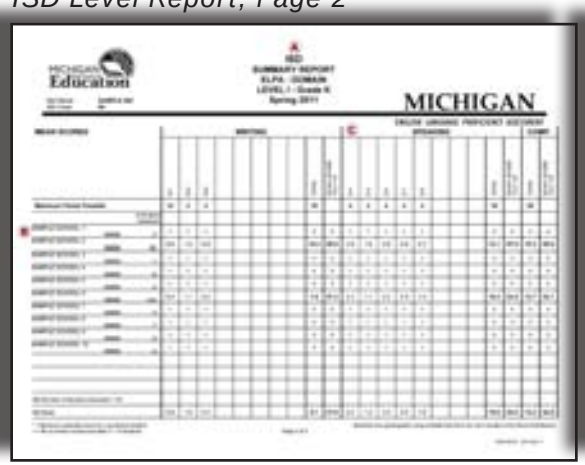
District Level Report, Page 1



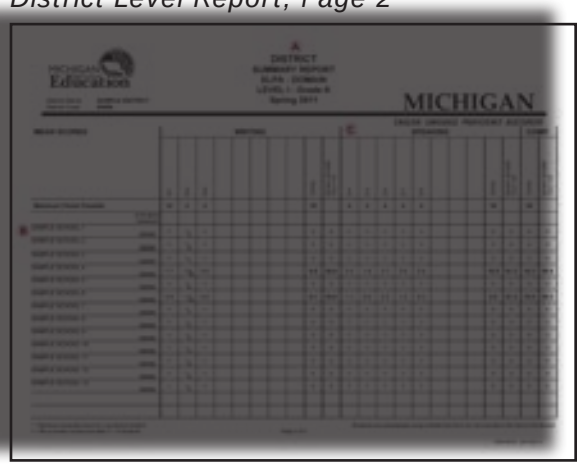
State Level Report, Page 2



ISD Level Report, Page 2



District Level Report, Page 2



Domain Summary Reports (Cont.)

REPORT/DATA SPECIFICATIONS

A student's results will be included in the overall results according to the following criteria:

- Student attempted one or more of the domain tests. (See scoring rules for test /domain attempt rules)
- Home-schooled students are not included in the report.
- Prohibited Behavior Students are not included in the report.
- Out-of-Level Students are not included in the report.

REPORTING RULES

Special Scenarios:

- Student who did not meet attemptedness rules for a domain:
    - Student is included in the Number of Students.
    - Student is not included in the Strand Mean Raw Score calculation for the domain(s) not attempted.
    - Student is not included in the Domain Total Mean Raw Score calculation for the domain(s) not attempted.
    - Student is not included in the Domain Mean Scale Score calculation for the domain(s) not attempted.
    - Student is included in the Strand Mean Raw Score calculation for the domain(s) attempted.
    - Student is included in the Domain Total Mean Raw Score calculation for the domain(s) attempted.
    - Student is included in the Domain Mean Scale Score calculation for the domain(s) attempted.
    - Student is included in the School/District/ISD/State Number of Students Assessed.
    - Student is not included in the School/District/ISD/State Mean calculation for domain(s) not attempted.
- Student with Nonstandard Accommodations:
    - Student is included in the Number of Students.
    - Student is not included in the Strand Mean Raw Score calculation for the domain(s) with Nonstandard Accommodations.
    - Student is not included in the Domain Total Mean Raw Score calculation for the domain(s) with Nonstandard Accommodations.

Domain Summary Reports (Cont.)

- Student with Nonstandard Accommodations (cont.):
  - Student is included in the Number of Students.
  - Student is not included in the Domain Mean Scale Score calculation for the domain(s) with Nonstandard Accommodations.
  - Student is included in the Strand Mean Raw Score calculation for the domain(s) without Nonstandard Accommodations.
  - Student is included in the Domain Total Mean Raw Score calculation for the domain(s) without Nonstandard Accommodations.
  - Student is included in the Domain Mean Scale Score calculation for the domain(s) without Nonstandard Accommodations.
  - Student is included in the School/District/ISD/State Number of Students Assessed.
  - Student is not included in the School/District/ISD/State Mean calculation for domain(s) with Nonstandard Accommodations.
  - Student is included in the School/District/ISD/State Mean calculation for domain(s) without Nonstandard Accommodations.
- Student is Braille (form = 9)
  - Student score is included in the number of students.
  - Student score is not included in the standard score, domain total, scale score, and cut score figures.

REPORT SEQUENCE

The report is sorted in ascending order within each level:

State Level Report	ISD Level Report	District Level Report	School Level Report
Level	ISD Code	District Code	District Code
Grade	Level	Level	School Code
District Name	Grade	Grade	Level
	District Name	School Name	Grade

**District, ISD, and State level reports generated only for public schools.*

Domain Summary Reports (Cont.)

PAGE BREAKS

State, ISD, and District Domain Summary Reports:

- A new page begins for each grade break.

School Domain Summary Report

- A new page begins for each break in school.

OVERALL SUMMARY REPORT

The Overall Summary Report provides a summary description of the mean scale scores and percentages of students at each proficiency level.

This report is provided at four levels:

- School
- District
- ISD
- State

The Overall Summary Report is generated for all students and may contain multiple pages to report all subgroups. Page numbers are printed in the center at the bottom of each report page.

Section A identifies the title of the report, the level of aggregation (school, district, ISD, state), the grade level (for district, ISD, and state reports), and the assessment cycle. It also provides the district name and code, school name and code, and/or ISD code, as applicable for each level of aggregation.

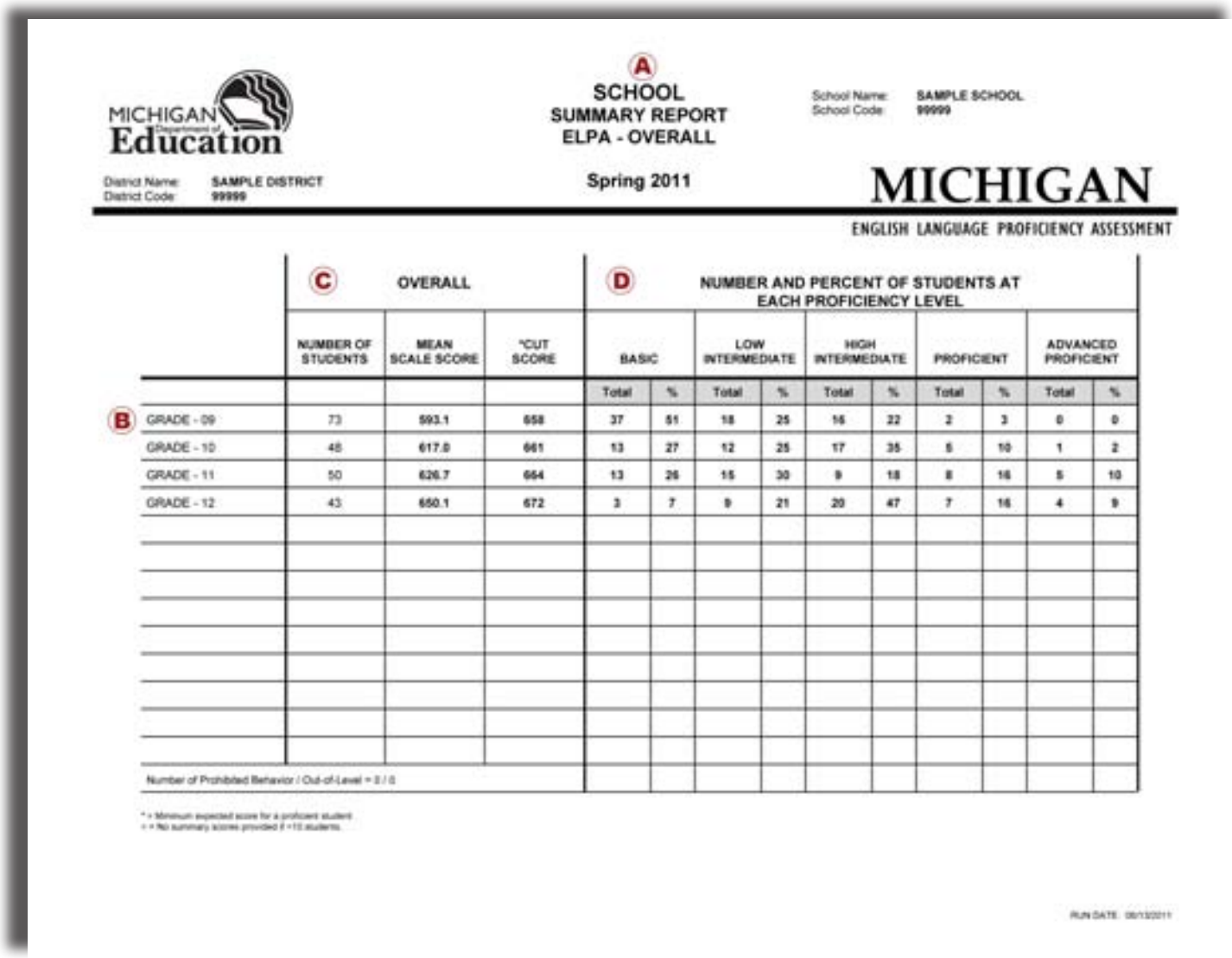
Section B lists the following subgroups:

- Grade levels for the School level report
- Individual schools for the District level report
- Individual districts for the ISD report, and
- ISDs for the state report

Section C reports the overall number of students assessed, the mean scale score, and the cut score for each subgroup. The cut score, which varies by grade level, is the minimum expected score for a proficient student in that grade.

Section D provides the percentage of students at each of the five proficiency levels (Advanced Proficient, Proficient, High Intermediate, Low Intermediate and Basic) for each subgroup.

Overall Summary Report (cont.)



MICHIGAN Department of Education

District Name: SAMPLE DISTRICT
District Code: 99999

(A) SCHOOL SUMMARY REPORT
ELPA - OVERALL

Spring 2011

School Name: SAMPLE SCHOOL
School Code: 99999

MICHIGAN
ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

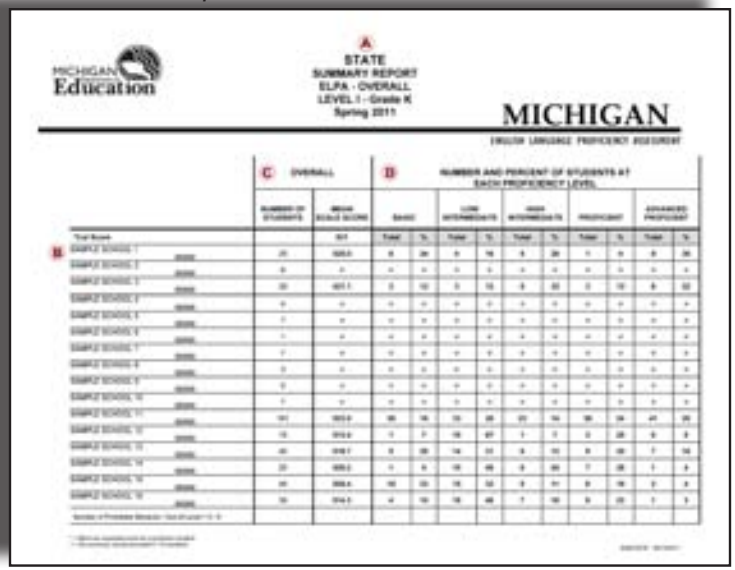
	(C) OVERALL			(D) NUMBER AND PERCENT OF STUDENTS AT EACH PROFICIENCY LEVEL									
	NUMBER OF STUDENTS	MEAN SCALE SCORE	*CUT SCORE	BASIC		LOW INTERMEDIATE		HIGH INTERMEDIATE		PROFICIENT		ADVANCED PROFICIENT	
				Total	%	Total	%	Total	%	Total	%	Total	%
(B) GRADE - 09	73	593.1	658	37	51	18	25	16	22	2	3	0	0
GRADE - 10	48	617.0	661	13	27	12	25	17	35	5	10	1	2
GRADE - 11	50	626.7	664	13	26	15	30	9	18	8	16	5	10
GRADE - 12	43	650.1	672	3	7	9	21	20	47	7	16	4	9
Number of Prohibited Behavior / Out-of-Level = 0 / 0													

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

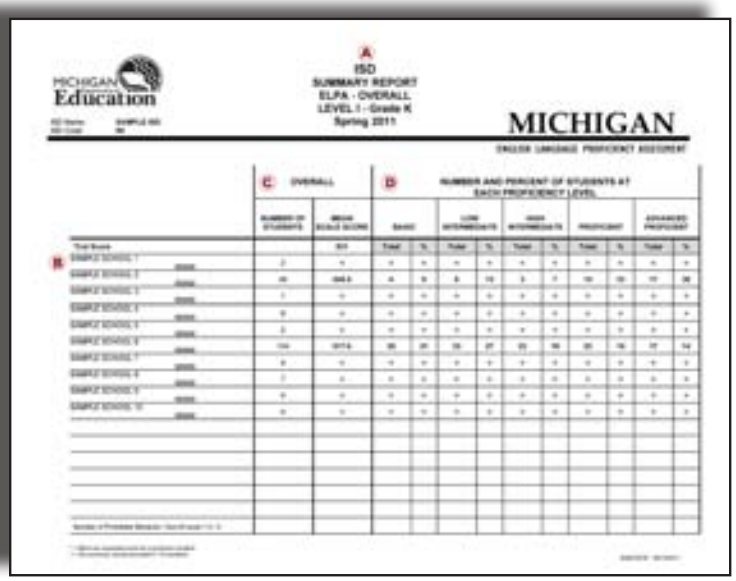
RUN DATE: 06/13/2011

Overall Summary Report (cont.)

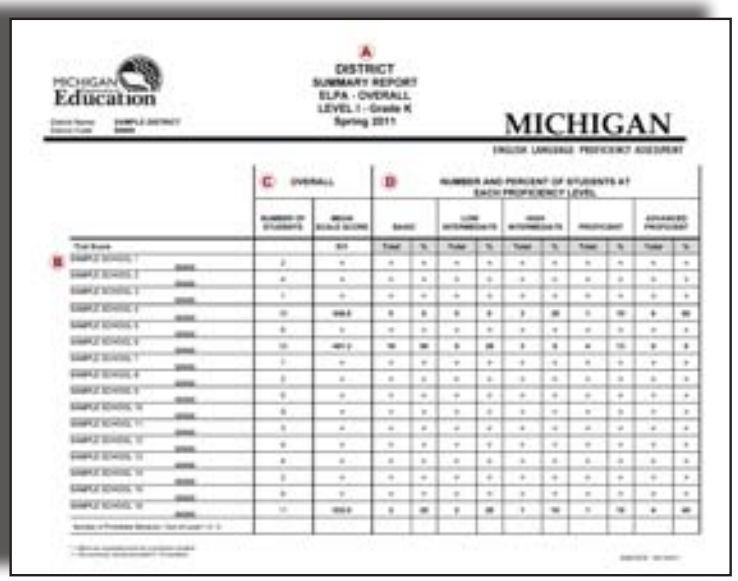
State Level Report



ISD Level Report



District Level Report



Overall Summary Report (cont.)

REPORT/DATA SPECIFICATIONS

A student's results will be included in the overall results according to the following criteria:

- Student attempted one or more of the domain tests. (See scoring rules for test /domain attempt rules)
- Student is marked as Nonstandard in all domains.
- Home-schooled students are not included in the report.
- Prohibited Behavior and Out-of-Level student counts are included in a line item on the reports.

REPORTING RULES

Special Scenarios:

- Student who did not meet attemptedness rules for a domain:
    - Student is included in the Number of Students.
    - Student is not included in the Mean Scale Score calculation.
    - Student is not included in the Proficiency Level Total calculation.
    - Student is not included in the Proficiency Level Percent calculation.
- Students with Nonstandard Accommodations:
    - Student is included in the Number of Students.
    - Student is not included in the Mean Scale Score calculation.
    - Student is not included in the Proficiency Level Total calculation.
    - Student is not included in the Proficiency Level Percent calculation.
- Students marked as Prohibited Behavior
    - Student is not included in the Number of Students.
    - Summary line item on the report containing the count of students with Prohibited Behavior.
    - Student is not included in the Mean Scale Score calculation.
    - Student is not included in the Proficiency Level Total calculation.
    - Student is not included in the Proficiency Level Percent calculation.

Overall Summary Report (cont.)

SPECIAL SCENARIOS:

- Students tested Out-of-Level
  - Student is not included in the Number of Students.
  - Summary line item on the report containing the count of students who tested Out-of-Level.
  - Student is not included in the Mean Scale Score calculation.
  - Student is not included in the Proficiency Level Total calculation.
  - Student is not included in the Proficiency Level Percent calculation.

REPORT SEQUENCE

The report is sorted in ascending order within each level:

State Level Report*	ISD Level Report*	District Level Report*	School Level Report
Level	ISD Code	District Code	School Code
Grade	Level	Level	Level
District Name	Grade	Grade	Grade
	District Name	School Name	

**District, ISD, and State level reports generated only for public schools.*

PAGE BREAKS

For the following report levels, the report will page break on each change in grade: State, ISD, and District Overall Summary Reports.

For the School Overall Summary Report, the report will page break on each change in school.

ACRONYMS/GLOSSARY

AYP: Adequate Yearly Progress

AESWD: All Except Students with Disabilities

BAA: Bureau of Assessment and Accountability

CA-60: Refers to the cumulative student record folder.

CR: Constructed Response

DOB: Date of Birth

ED: Economically Disadvantaged

ELL: English Language Learner

FLEP: Formerly Limited English Proficient

GLCE: Grade Level Content Expectation

GPCM: Generalized Partial Credit Model

HSCE: High School Content Expectation

IRT: Item Response Theory

ISD: Intermediate School District

LEP: Limited English Proficient

MC: Multiple Choice

MDE: Michigan Department of Education

MEAP: Michigan Educational Assessment Program

ELPA: English Language Proficiency Assessment

MSDS: Michigan Student Database System

NCRC: National Career Readiness Certificate

SBE: State Board of Education

SWD: Students with Disabilities

UIC: Unique Identification Code

Contact Information

The Bureau of Assessment and Accountability (BAA) welcomes your comments and suggestions. We are committed to providing Michigan educators, parents, and other stakeholders an assessment program of the highest quality and reliability. Administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document.

If you have questions after reviewing this Guide to Reports, or need additional information about ELPA administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities, please contact the Michigan Department of Education, Bureau of Assessment and Accountability, using the contact information that follows.

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Significant and meaningful improvement in the academic performance of all students/children with major emphasis on the persistently lowest achieving schools and students.