ALT ELPA-ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

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AGENDA

Introduction to Alt ELPA

Standards and Sample Items

2024 Results

Alt ELPA Screener

Reporting

Resources

Upcoming activities

INTRODUCTION TO ALT ELPA

BACKGROUND

Federal grant to develop an alternate English language proficiency assessment over 4 years

Collaborative with 10 states and the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA

Priority to focus on the unique student population

Iterative approach that involved national experts, state stakeholders, LEA administrators, and teachers

Aligned with CCSSO Alternate ELP standards, approved to be used in AZ by the State Board of Education in January 2022

ADDITIONAL WORK

Community of Practice started to engage educators and gather feedback

Pilot Alt ELPA test February – March 2022

Suite of training modules to share information and prepare for test administration

THE STUDENTS

Who takes alternate assessments?

Meet eligibility criteria as determined by the IEP Team:

- Have a significant cognitive disability characterized by a disability or multiple disabilities that impact intellectual functioning and adaptive behavior
- Is learning content linked to state content standards
- Requires extensive direct individualized instruction and substantial supports to achieve measurable gains

Who takes Alt ELPA?

- Meet eligibility criteria above
- Has an EL status (on AZELLA Placement test or Alt ELPA Screener)
- Recent ELP test history

ACCESSIBILITY

What about students with alternate modes of communication or a sensory impairment?

Optimal Testing Conditions
Universal Features*
Accommodations
Embedded
Non-embedded
*Universal features and accommodations are determined by domain. Refer to the <u>Accessibility Manual</u> for details.

UNIVERSAL FEATURES

Domain Dependent: Some universal features may also be accommodations

Amplification

Color adjustment

Disable universal features

Keyboard navigation

Online tools: highlighter, mark items, masking, strikethrough

Replay audio

Re-record

Text-to-speech

Writing tools

Zoom

OPTIMAL TESTING CONDITIONS

For all students and all domains

Assistive Technology (AT) device
Breaks and flexible scheduling
Directions adjusted
Focusing prompts and materials
Lighting
Magnification
Medical device
Navigation assistance by test administrator
Noise buffer
Object representations
Positioning
Preferred communication mode

Scratch paper and other note-taking devices
Scribe
Tactile graphics
Verbal encouragement

ACCOMMODATIONS

Domain Dependent

Print on demand (paper test)
Text-to-speech
Word prediction
Read aloud
Sign language presentation
Verbal description of graphics

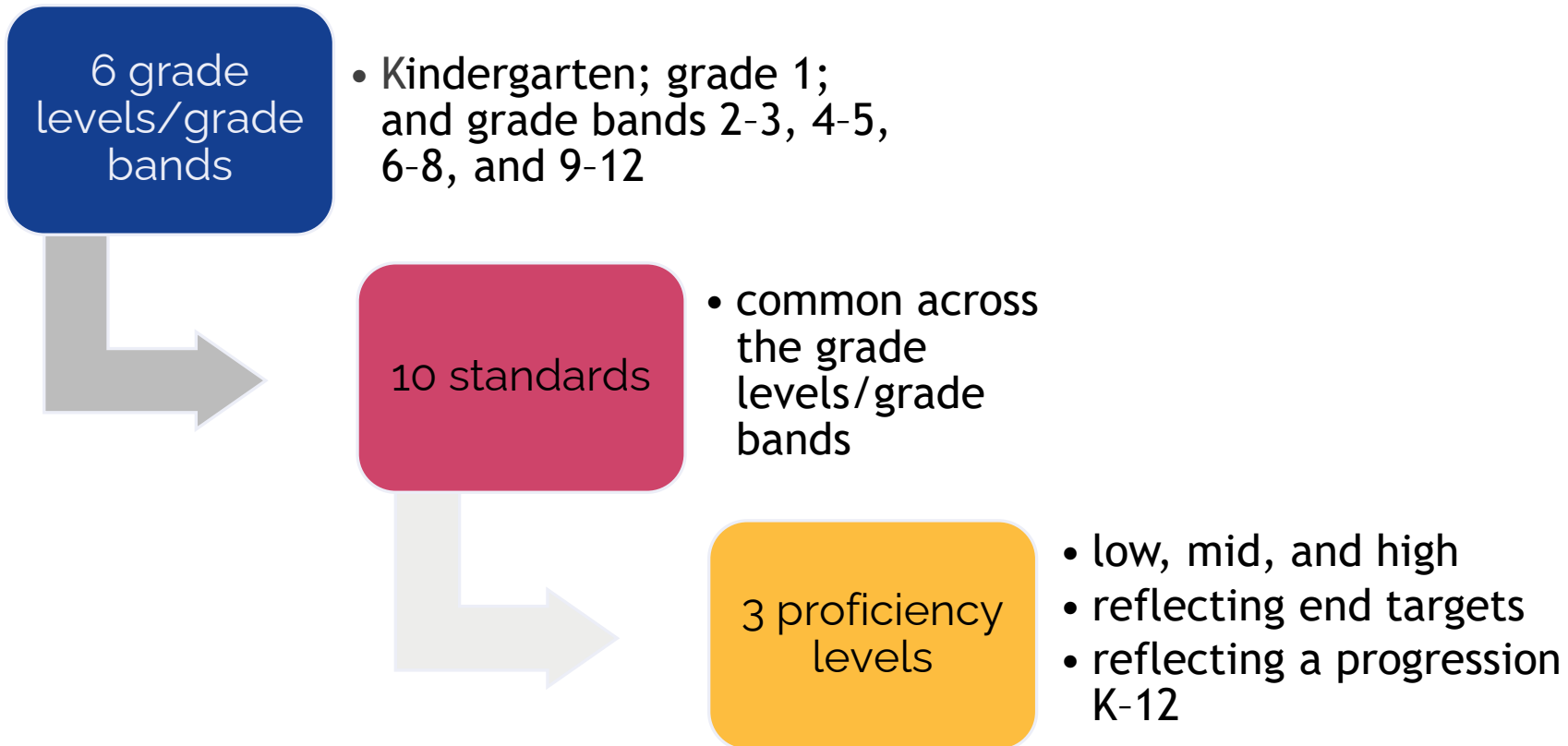**Remember: all accommodations must be documented in the IEP!**

STANDARDS

STANDARDS DEVELOPMENT

Were developed to
- Meet federal requirements
- Support instruction
- Reflect an understanding of the learner

ORGANIZATION

6 grade levels/grade bands
- Kindergarten; grade 1; and grade bands 2–3, 4–5, 6–8, and 9–12

10 standards
- common across the grade levels/grade bands

3 proficiency levels
- low, mid, and high
- reflecting end targets
- reflecting a progression K–12

ELP STANDARDS FOR ELSCD

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and information texts and topics
4	construct grade appropriate oral and written claims
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 through 7 involve the language necessary for ELSCDs to engage in the central content specific practices associated with ELA and literacy, mathematics, and science. They begin with a focus on extracting meaning and then progress to engagement in these practices.

Standards 8 through 10 focus on some micro-level linguistic features and serve the other seven standards.

DOMAIN DEFINITIONS

Speaking: the action of conveying information or expressing thoughts and feelings, or a response in a conversation.

Writing: process of using symbols to communicate thoughts and ideas or to convey or record information in a readable form to a particular audience and for a particular purpose.

Listening: receiving of language with thoughtful attention and processing sounds to understand their meaning or intent.

Reading: process of recognizing and understanding or making meaning from symbols, letters, or words.

DOMAINS AND MODALITIES

Modalities	Domains	Standards
Receptive	Listening and Reading	1, 8
Productive	Speaking and Writing	3, 4, 7
Interactive	Listening, Speaking, Reading, and Writing	2, 5, 6

The Alt ELPA reports out by modalities.

PROFICIENCY DESCRIPTORS

- The ten standards are common across every grade level/grade band.
- Additional details about language are provided in the proficiency descriptors (low, mid, high) for each standard and grade level/grade band.
- The proficiency descriptors articulate the English language proficiency knowledge, skills, and abilities expected of students at each level (low, mid, high) for a given standard and grade/grade band.

EXAMPLE

- Standard 6 for Grade Band 2–3
- *An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing*

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	• analyze and critique the arguments of others orally and in writing	A student may • Identify the main idea of a presentation.
Mid	with prompting and support • Identify a reason an author or a speaker gives to support the main point of a familiar topic.	A student may • Respond to questions such as, "Show me how you know this?" • Point to a frequently occurring word/phrase that supports the main idea. • Determine why the speaker/author likes or dislikes their main point.
High	with prompting and support: • Tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.	A student may • Respond to simple wh- questions (e.g., What does the speaker/author want to happen? Why does the speaker/author want …?) • Respond to questions such as, Why was Joe sad? Why are fire drills important? Why does the policeman say to stop at a red light?

# SAMPLE ITEMS

SAMPLE TEST ITEMS GRADE 4 LISTENING

Listen to the student giving a speech on why he wants to become a teacher. Then answer the questions.

Why I Want to Become a Teacher

My name is Tom. I want to be a teacher when I am older. Teachers have important jobs at schools. They help students learn by explaining and answering questions. Teachers make a difference in their students' lives.

Teachers smile and are happy. Teachers get to know their students. They make their classrooms fun for learning.

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$
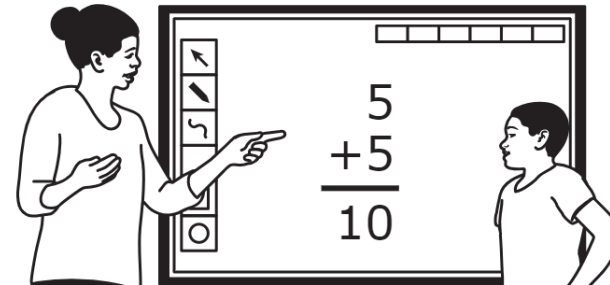
2024 ALT ELPA RESULTS

2024 DATA

1277 students participating

Most common special education categories: Autism, MIID, MOID, SID, DD

126 overall proficiency (9.9% reclassification)

Approximately 8% had Early Stopping Rule applied

ALT ELPA SCREENER

ALT ELPA SCREENER

Available starting August 1, 2024, through May 9, 2025

For students who have a response other than English on the home language survey

Must be eligible for alternate assessments

Must be tested within the same timelines as the AZELLA Placement

REPORTING

ALT ELPA SUMMATIVE REPORTING

Reporting portal is in the Cambium portal (where you log into TIDE)

District test coordinators have access to district, school, and student reports.

Quick Guide to Understanding Reports

Three overall proficiency levels: Emerging, Progressing, Proficient

Modality: Productive (Speaking and Writing) and Receptive (Listening and Reading)

Domain proficiency levels: Beginning, Intermediate, Early Advanced, Advanced

STUDENT REPORT

Last, First

Student ID: 000000000 │ Student DOB: 1/1/2018 │ Enrolled Grade: KG

Date Taken: 1/31/2023

Kindergarten Alt ELPA 2022-2023

Demo Dist 9999

Demo School 2

Overall Scale Score: 207±52　　　**Comprehension Scale Score:** Not Attempted　　　**Proficiency Determination:** Progressing

Overall score, comprehension score, and proficiency determination at the top followed by descriptions of proficiency determination

PROFICIENCY DETERMINATION

Proficiency Determination	Definition	Profiles
Emerging	Students show a level of English language proficiency reflected in alternate ELPA standards that **significantly** limits participation in the grade-appropriate classroom activities…	Level 1 in both modalities
Progressing	Students show a level of English language proficiency reflected in alternate ELPA standards that **moderately** limits participation in the grade-appropriate classroom activities…	Above level 1 and below level 3 in at least one modality
Proficient	Students show a level of English language proficiency reflected in alternate ELPA standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities…	Level 3 or higher in both modalities

MODALITY AND DOMAIN

Student reports also have proficiency levels in each modality and domain. Performance descriptions are included.

How Did Your Child Perform on Different Areas of the Test?

① Beginning ② Intermediate ③ Early Advanced ④ Advanced

Domain	Scale Score	Performance	Performance Description
1. Modality: Productive (Speaking and Writing)	33±5	②	Productive Level 2: The Productive modality measures English language performance in Speaking and Writing. Students in Level 2 demonstrate Productive performance reflected in the Alternate ELP standards that moderately limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
1a. Domain: Speaking	N/A	③	Students in Level 3 with increasingly independent control, prompting, and support can: • Communicate simple information or feelings about familiar and novel topics, experiences, or events • Identify a feeling or opinion about a familiar topic • Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences • Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom
1b. Domain: Writing	N/A	①	Students in Level 1 with limited control, prompting, and support can: • Communicate simple information, including feelings, about a familiar topic or experience • Respond to simple yes/no questions about familiar topics • Recognize information from experience or from a provided source
2. Modality: Receptive (Listening and Reading)	16±3	①	Receptive Level 1: The Receptive modality measures English language performance in Listening and Reading. Students in Level 1 demonstrate Receptive performance reflected in the Alternate ELP standards that significantly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
2a. Domain: Listening	N/A	①	Students in Level 1 typically can show comprehension by: • Identifying a few key words from read-alouds and oral presentations • Recognizing the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events • Listening with limited participation in short conversations • Responding to simple yes/no questions about familiar topics • Recognizing information from experience or from a provided source
2b. Domain: Reading	N/A	①	Students in Level 1 typically can show comprehension by: • Identifying a few key words in picture books or simple written text (e.g., labeled pictures) • Recognizing the meaning of a few frequently occurring words in simple written texts about familiar topics, experiences, or events • Responding to simple yes/no questions about familiar topics • Recognizing information from experience or from a provided source

ALT ELPA SCREENER REPORTING

Reporting portal is in the Cambium portal (where you log into TIDE) usually within 24 hours

Available reports are the same as the Alt ELPA Summative

Results populated on EL reports in ADEConnect monthly

RESOURCES

FORMS

Parental Notification and Consent Form - Alt ELPA – Do not modify

Notification of Reclassification – Can modify as needed

Two-year monitoring form – Can modify as needed

*Annual Progress-Monitoring Form for English Learners – Coming Soon

Follow the same processes you do for students who take AZELLA!

WEBSITES

ADE Alt ELPA

https://www.azed.gov/assessment/altelpa

Cambium Portal

https://az.portal.cambiumast.com/resources

UPCOMING

LOGISTICS

- Registration in the Student Selector Application completed November 30.
- Communication goes to the Alternate Assessment Test Coordinator.
- Alternate Assessment Test Coordinator Handbook
- Test administrator and test coordinator training now available
- No accommodations requests
- One-on-one administration with an observer required for scoring items on the speaking test
- Alt ELPA Summative test administration window January 27 – March 14, 2025

REGISTRATION COMMUNICATION

- AZELLA platform is set up to upload all students.
- Students who are eligible for alternate assessments will usually be uploaded to AZELLA (PAN).
- Alternate Assessment Test Coordinators and AZELLA Test Coordinators must communicate student lists with each other.
- Do not administer AZELLA to students who are eligible for Alt ELPA!

QUESTIONS?

THANK YOU!

For questions, please contact us at:

AlternateAssessment@azed.gov