# Using ELPA21 Assessment Results to Understand Student Performance

# **Guiding Questions**



What are the Standards Level Descriptors and how do they relate to the English Language Proficiency (ELP) Standards?

How can educators use key components of ELPA21 assessment results to understand student performance?

How can educators interpret student work using the ELP Standards Level Descriptors?

### Making Use of ELPA21 Assessment Results

Measure progress toward English language proficiency

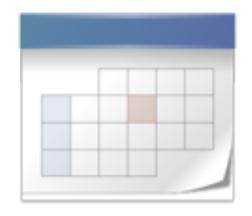
Inform program eligibility determinations

Accountability and program evaluation

### Making Use of ELPA21 Assessment Results



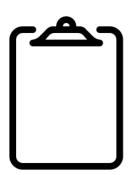
To gather information about students' language proficiency



To guide **instructional planning**—for example, by:

- determining standards of focus
- informing scaffolds and supports

### Individual Score Reports: Key Components



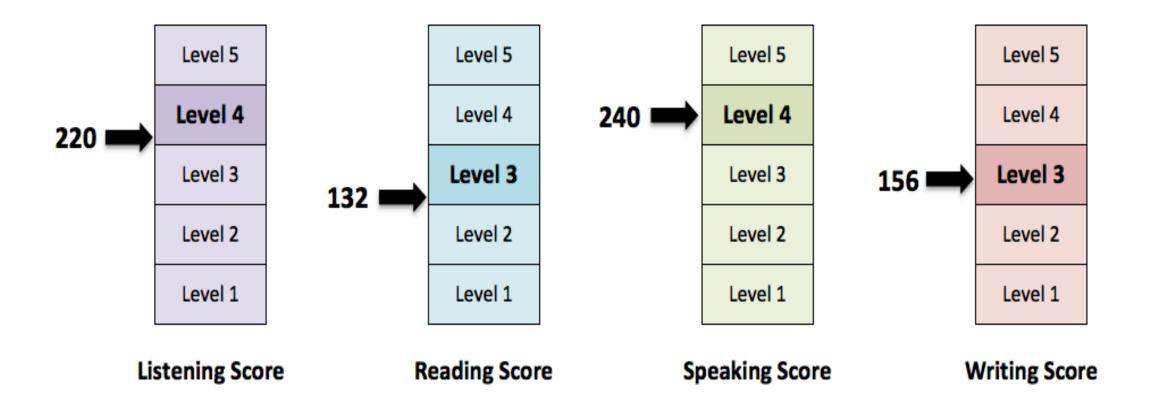


1. Domain Scores

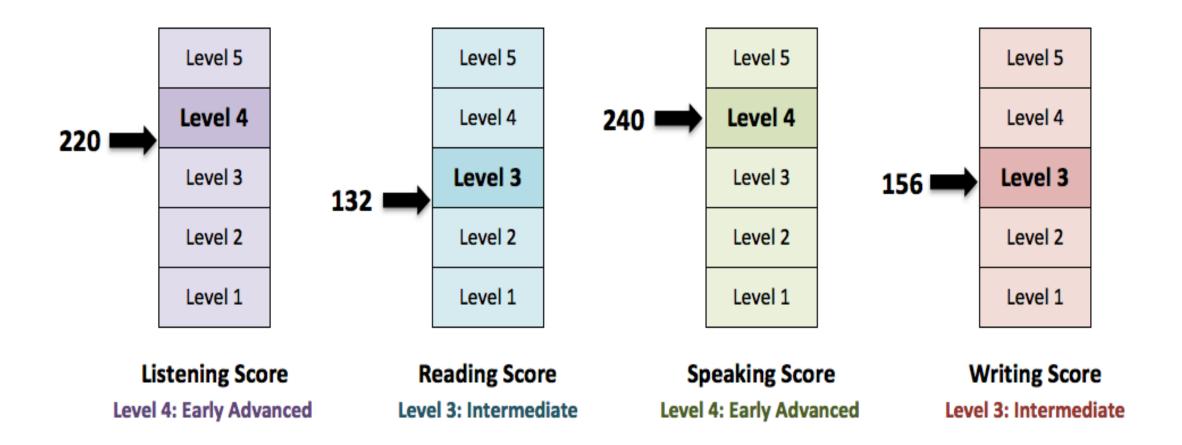
2. Performance Levels and Descriptors

3. Proficiency Determination

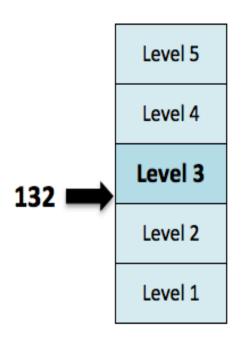
### 1. Domain Scores



### 2. Performance Levels and Descriptors



### 2. Performance Levels and Descriptors



Advanced

Early Advanced

Intermediate

Early Intermediate

Beginning

#### **Reading Score**

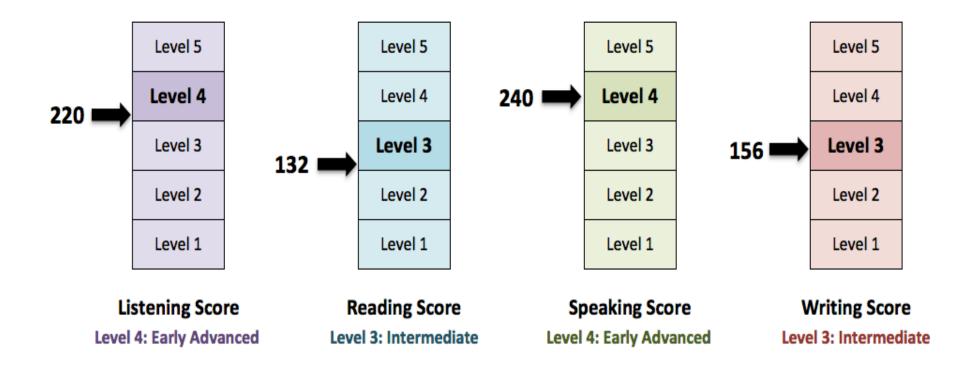
Level 3: Intermediate

Achievement Level Descriptor

When reading grade-appropriate text, a student at Level 3 is working on:

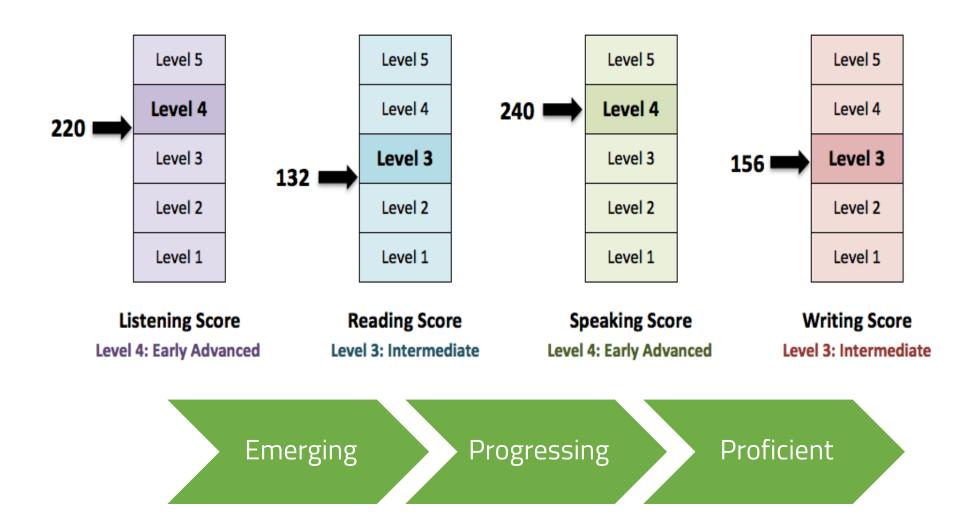
- Identifying key words, phrases, and main topics in texts and dialogues
- responding to simple questions about key details
- retelling some information, details or events
- identifying reasons an author gives to support a main point
- answering questions to help determine the meaning of some less frequently occurring words and phrases.

### 2. Performance Levels and Descriptors

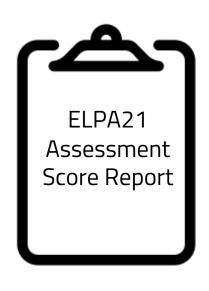


Profile	Rule	
4343	No domain score falls below Level 3	

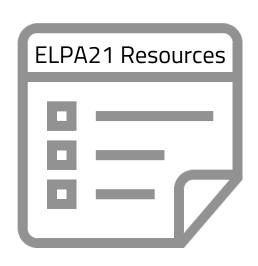
### 3. Proficiency Determinations



### Connecting Back to Standards Performance Level Descriptors







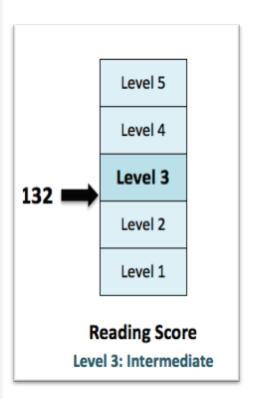
Assessment Results:
Organized by <u>Domain</u>
(Reading, Writing,
Speaking, Listening)

Level Descriptors:
Organized by <u>standard</u>
(1-10)

### Using Achievement Level Indicators (ALIs) to Understand ELPA21 Assessment Results

#### Reading—ELPA21 Achievement Level Indicators—Grade 1

The learner can:  • (1) identify a few key words in read-alongs • (2) respond to simple yes/no and some whquestions about familiar topics • (5) gather and label information from  • (1) identify key words and phrases in read-alongs of simple texts • (1) identify main topics, answer questions about key details, and retell some key details or events from read-alongs, about familiar topics • (5) gather and label information from  • (1) identify main topics and ask and answer questions about key details or events from read-alongs and simple texts • (1) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar sopics • (5) gather information and summarize some key • (5) gather and summarize • (1) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar stories or episodes of stories in written texts and read-alongs • (2) answer questions about a variety of topics and texts
<ul> <li>(1) identify a few key words in read-alongs words in read-alongs</li> <li>(2) respond to simple yes/no and some whquestions about familiar topics</li> <li>(5) gather and label</li> <li>(1) identify key words and phrases in read-alongs of simple texts</li> <li>(1) identify main topics, and ask and answer questions about key details, and retell some key details in vitten texts and read-alongs; retell familiar topics</li> <li>(1) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar topics</li> <li>(2) answer simple questions about a sund answer questions about an alongs and simple texts</li> <li>(3) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar topics or episodes of stories in written texts and read-alongs</li> <li>(3) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar topics or episodes of stories in written texts and read-alongs</li> <li>(4) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar topics</li> <li>(5) gather and label</li> <li>(6) gather information and</li> <li>(7) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar topics</li> <li>(8) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar topics</li> <li>(8) identify main topics</li> <li>(9) identify main topics</li> <li>(1) identify main topics</li> <li>(1) identify main topics</li> <li>(1) identify main topics</li> </ul>
provided sources  (8) recognize the meaning of a few frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events  (8) determine the meaning of frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events  (8) determine the meaning of frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events  (8) determine the meaning of some less frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events  (8) determine the meaning of some less frequently occurring words and phrases in simple texts and read-alongs about familiar topics, experiences, or events  (8) determine the meaning of less common words, phrases, and simple idiomatic expressions in written texts about a variety of topics and texts  (5) gather, summarize, and answer questions about information from provided sources  (6) identify appropriate reason an author gives to support the main point  (8) determine the meaning of less common words, phrases, and simple idiomatic expressions in written texts about a variety of topics and texts  (6) identify appropriate reason an author gives to support the main point  (8) determine the meaning of less common words, phrases, and simple idiomatic expressions in written texts about a variety of topics, experiences, or events





#### **English Language Proficiency Standards: At A Glance**

Updated December 22, 2014





These English Language Proficiency standards illuminate the social and academic uses of language inherent in — and needed to fully access — the new, language-rich college-and-career-ready content standards. The standards articulate these language dimensions and target uses in progressions that teachers, parents and students themselves can understand and act together on to foster beginning level English language learners (ELLs) "inclusion readiness," identify intermediate level ELLs' "challenge zone," and recognize more advanced level ELLs' readiness for removal of specialized scaffolds and supports.<sup>1</sup>

The ELP standards focus on the "shift from how language and literacy instruction has often been approached both in mainstream English Language Arts (ELA) and in separate courses for

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ELP Standards: At A Glance...5

#### **Grade Band 9-12**

ELP Standards: At A Glance...6

Reading—ELPA2	21 Achievement Lo	4
The learner can:  • (1) identify a few key words in read-alongs • (2) respond to simple yes/no and some whom questions about familiar topics • (5) gather and label information from provided sources • (8) recognize the meaning of a few frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events  The learner can:  • (1) identify key words and phrases in read-alongs of simple texts • (2) respond to simple yes/no and wh- questions about familiar topics • (5) gather information from provided sources • (6) identify a reason an author gives to support main point • (8) determine the mear of frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events	The learner can:  • (1) identify main topics, answer questions about key details, and retell some key details or events from readalongs and simple texts • (2) answer simple questions about familiar topics • (5) gather and summarize information from provided sources • (6) identify one or two reasons an author gives to support the main point • (8) determine the meanin of some less frequently occurring words and phr in simple texts and readal simple texts and r	(2) answer questions and variety of topics and     (5) gather, summarianswer questions a information from a sources     (6) identify reason gives to support to the less common work as idio.

Click here to download ALI resources

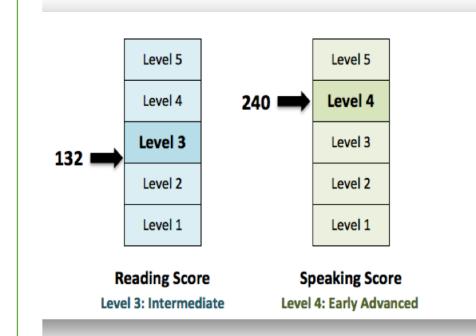
### Grade 1: English Language Proficiency (ELP) Standards At A Glance

	ELP Standard								
		By the end of each English Innoversity							
	An ELL can	with prompting and so		Level 2	Ligisii language	proficiency level, an ELL can	ficiency level, an ELL can		
	1	Uncluding context and	d and an area	use all emerging set of	Level 3	Level 4			
	construct meaning	from aids), use a very limite	Visual	strategies to:	use a developing set of strate	egies use an increasion	Level 5		
	oral presentations	and strategies	ed set of	<ul> <li>identify key words and</li> </ul>	10.	use an increasing range of strate	egies use a wide range of strategies to:		
7	The large and information	• identify a few key w	ords.	phrases	<ul> <li>identify main topics,</li> </ul>	identify main topics	or strategies to:		
	text through grade-	1	oras		answer questions about ke	ask and answers	identify main topics		
	appropriate listenin	R.			uetalis	and driswer questions about	• ask and answer questions about		
	reading, and viewin	from read-alouds pict		_	<ul> <li>retell some key details or e</li> </ul>	increasing number of key det	ails details details		
		books, and oral present	ture	from read-alouds, simple			<ul> <li>retell stories, including key detail</li> </ul>		
		oral present	tations.	written texts, and oral	from read-aloud texts, simple				
	An ELL can			presentations.	written texts, and oral	from read-alouds, written texts, a oral presentations.	from read-alouds, written texts, and		
		<ul> <li>listen to short conver-</li> </ul>	sations	• participata :	presentations.	presentations.	oral presentations.		
	participate in grade-	respond to simple ve	e/no	<ul> <li>participate in short conversations</li> </ul>	participate in short discussion				
	appropriate oral and	and some wh- question		take turns	conversations, and short wri				
	written exchanges of	1		• respond to size at	exchanges	tten conversations, and written	participate in extended discussion		
•	information, ideas, ar	. 1	- 1	<ul> <li>respond to simple yes/no ar wh- questions</li> </ul>	follow rules for discussion	exchanges	conversations, and written		
	analyses, responding	d	- 1	wir questions	ask and answer simple quest	follow rules for discussion	exchanges		
	peer audions	to shout 6	- 1		and the simple quest	ask and answer questions	<ul> <li>follow rules for discussion</li> </ul>		
	peer, audience, or rea comments and questi	der about familiar topics.	la	about familiar topics.	1	<ul> <li>respond to the comments of and</li> </ul>	<ul> <li>ask and answer questions</li> </ul>		
	An Ell com	ons.	Ι,	copics.	about familiar topics.		• build on the comments of others		
	An ELL can		$\rightarrow$		1-57-03.	about a variety of topics and texts.	Contribute his or her own		
		1	- 1			texts.	about a variety of topics and texts.		
	speak and write about	<ul> <li>communicate simple</li> </ul>	- 1			using simple senter	The sense.		
m	grade-appropriate	information or feelings	١.	communicate simple	• deliver share	using simple sentences and drawing or illustrations,	including a few descriptive details,		
ij	complex its	or reenings	- 1	messages	deliver short simple oral	<ul> <li>deliver short simple oral</li> </ul>			
	complex literary and	1	- 1		presentations	presentations	<ul> <li>deliver oral presentations</li> </ul>		
	informational texts and topics.		I		<ul> <li>compose short written texts</li> </ul>	compose written texts	compose written texts		
	topics.	experiences.	ab	out familiar topics,	about familia	written texts			
	1	1	ex	periences, or events.	about familiar topics, stories,	about a variety of texts, topics,	1		
	An Ell		- 1		experiences, or events.	experiences, or events.	about a variety of texts, topics,		
	An ELL can	<ul> <li>express a preference or</li> </ul>	-		1	or events.	experiences, or events.		
	construct.	opinion	• e	express an opinion	• avance		, and and		
	construct grade-	1	- 1		express an opinion	<ul> <li>express opinions</li> </ul>			
4	appropriate oral and	1	- 1		give a reason for the opinion	give a reason for the opinion	<ul> <li>express opinions</li> </ul>		
7	written claims and	1	- 1		1	are a reason for the opinion	introduce the topic		
	support them with	about familiar topics or			I	1	give a reason for the opinion		
	reasoning and evidence.	experiences.	abo	ut familiar topics,	about for its	1	provide a sense of closure		
	1	1	expe	eriences, or events.	about familiar stories, experiences, or events.	about a variety of texts topics,	1		
_		1	- 1		or events.	experiences, and events.	about a variety of texts, topics,		
	An ELL can	with prompting and support				and events.	experiences, or events.		
	l	from adults,	with	prompting and support		1	or events.		
	conduct research and	<ul> <li>participate in shared</li> </ul>	irom	adults.	with prompting and support from	with promotion			
	evaluate and	research projects	• pa	rticipate in shared research	dulits,	with prompting and support from adults.	with prompting and support from		
?	communicate findings to	gather information	Pit	ojects	participate in shared research	addits,	adults,		
i	answer questions or solve	label information	• gat	ther information	projects	<ul> <li>participate in shared research projects</li> </ul>	participate in shared research		
- 1	problems.	- Indination	• sur	mmarize some key	gather information	gather information	projects in shared research		
- 1		1	info	ormation	<ul> <li>summarize information</li> </ul>	Summarize information	gather information		
- 1		from provided sources	Ι.	1		summarize information     answer a question	summarize information		
- 1		showing limited control.	from p	provided sources	from provided	- duestion	answer a question		
$\dashv$	A. Ett	and a second of	showin	0.000 0.000	rom provided sources	from provided sources	decarioti		
- 1	An ELL can	[Standard introduced at Level			showing developing control.	showing increasingly independent	from provided sources		
-		2.]	with pr	rompting and support,		control.	showing independent control.		
1	analyze and critique the	1	• iden	tify a reason an author	ld- or		, and control,		
- 1	arguments of others orally	l	a spe	eaker gives to support a	identify one or two reasons an	• identify			
-	and in writing.		point	t.	author or a speaker gives to	identify reasons an author or a	identify appropriate reasons an		
- [7	An ELL can	ISAI	1	1	support the main point.	speaker gives to support the main	author or a species		
~		[Standard introduced at Level	[Standa	rd introduced at Level		polit.	author or a speaker gives to support the main point.		
-	adapt language choices to	3.]	3.]		show a developing awareness of		man point.		
-	ourpose, task, and		1 ",		tile difference between	show awareness of differences			
a			I	1	appropriate language for the	Detween informal "plantage of	shift appropriately between informal     "playground as a first fir		
a	Judience when and		I	1	playground and language for the	and language appropriate to			
a	udience when speaking					the classroom	appropriate to the classes		
a	nudience when speaking and writing.		I	1	classroom.		to the classroom most of		
a	udience when speaking				classroom.	use some words learned the	appropriate to the classroom most of the time		
a	udience when speaking				classroom.	use some words learned the	use words learned through		
a	udience when speaking			'	classroom.		the time     use words learned through conversations, reading, and being read to.		

#### 3rade 1: English Language Proficiency (ELP) Standards At A Glance

	By the end of	each English language profic	ch English language proficiency level, an ELL can				
Level 1	Level 2	Level 3	Level 4	Г			
n prompting and support luding context and visual i), use a very limited set of tegies to:	use an emerging set of strategies to:  • identify key words and phrases	use a developing set of strategies to:  • identify main topics, • answer questions about key	use an increasing range of strategies to:  identify main topics  ask and answer questions about an	us			
Jentify a few key words	ршазез	details  retell some key details or events	increasing number of key details  retell familiar stories or episodes of stories				
m read-alouds, picture oks, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-aloud texts, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations.	fro			
sten to short conversations espond to simple yes/no nd some wh- questions	participate in short conversations     take turns     respond to simple yes/no and wh- questions	participate in short discussions, conversations, and short written exchanges     follow rules for discussion     ask and answer simple questions	participate in discussions, conversations, and written exchanges     follow rules for discussion     ask and answer questions     respond to the comments of others	:			
ut familiar topics.	about familiar topics.	about familiar topics.	make comments of his or her own about a variety of topics and texts.	ab			
ommunicate simple oformation or feelings	communicate simple messages	deliver short simple oral presentations     compose short written texts	using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts	in			

### ELP Standards Level Descriptors



# Performance on ELPA21 Assessment

### **Guiding Question**



How can educators use key components of ELPA21 assessment results to understand student performance?

#### Resources

- Achievement Level Indicators (ALIs) by grade level
- English Language Proficiency Standards: At A Glance
- Mini-Glossary

## Reflection Activity



- Imagine a student who scored at a Level \_\_\_ (1-5) in the domain of \_\_\_ (Reading, Writing, Speaking, or Listening):
- What standards might you focus on in order to support this student's learning?
- What knowledge and skills do you want this student to be able to demonstrate?
- What other sources of information would you also use to gain a fuller understanding of this student's progress toward proficiency?