

Using ELPA21 Assessment Results to Understand Student Performance

Guiding Questions

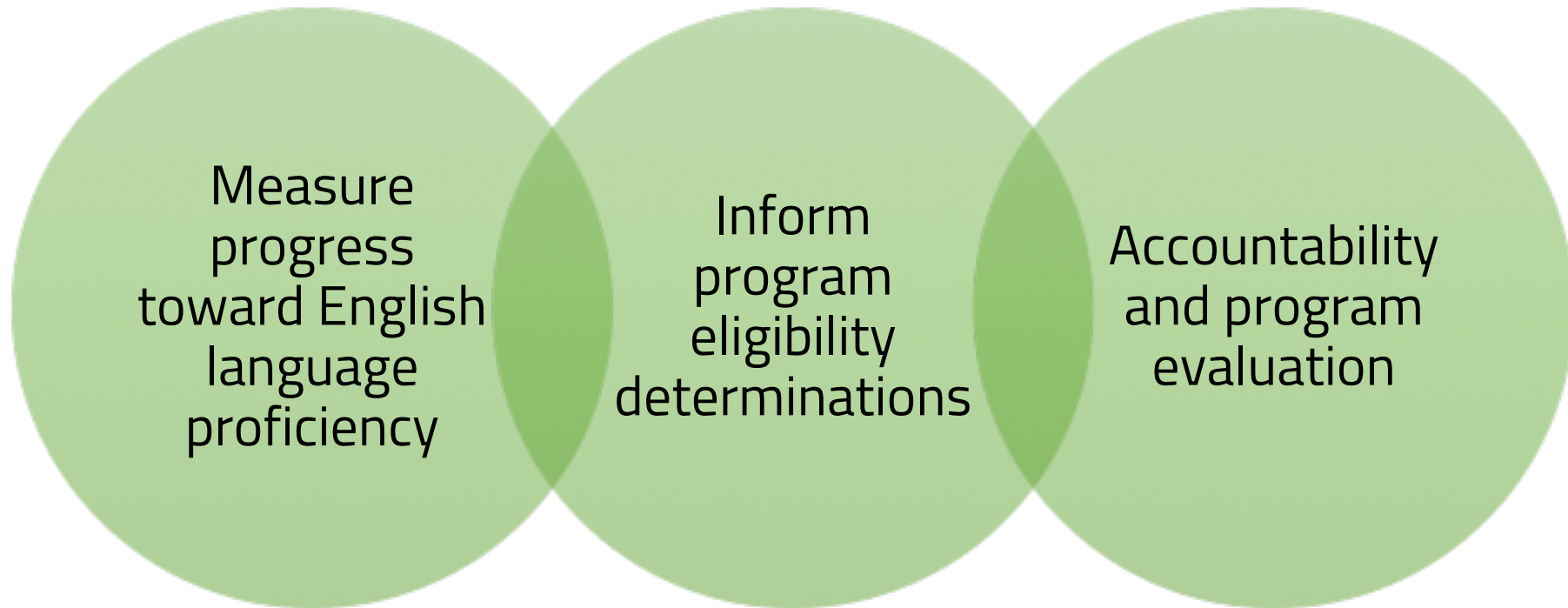


What are the Standards Level Descriptors and how do they relate to the English Language Proficiency (ELP) Standards?

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



Making Use of ELPA21 Assessment Results



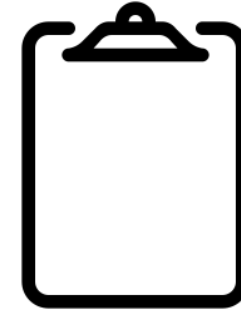
To gather information
about students'
language proficiency



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

- determining standards of focus
- informing scaffolds and supports

Individual Score Reports: Key Components

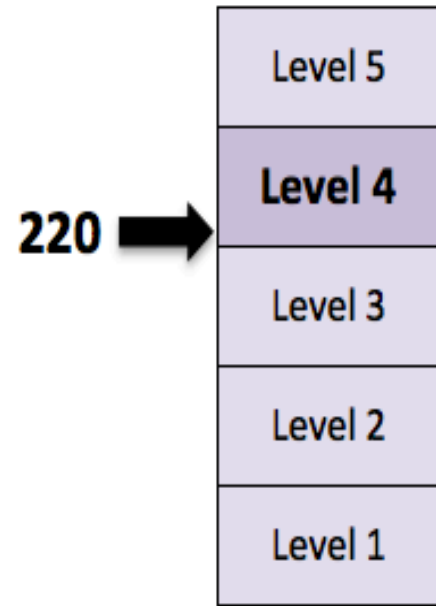


1. Domain
Scores

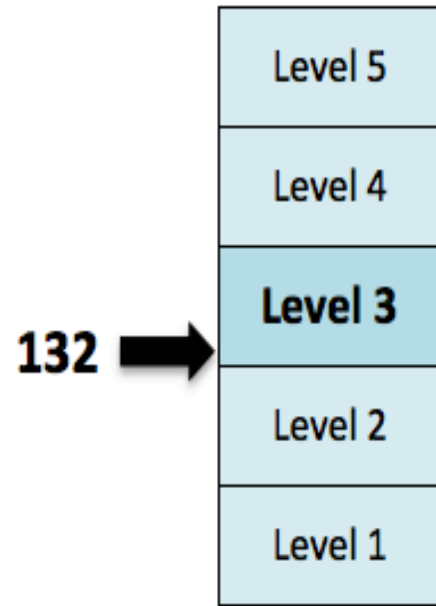
2. Performance
Levels and
Descriptors

3. Proficiency
Determination

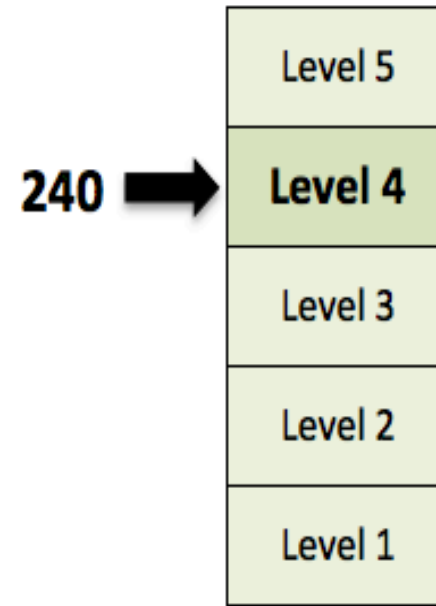
1. Domain Scores



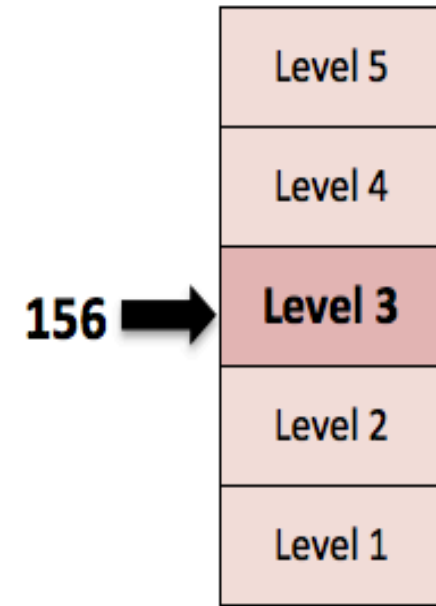
Listening Score



Reading Score



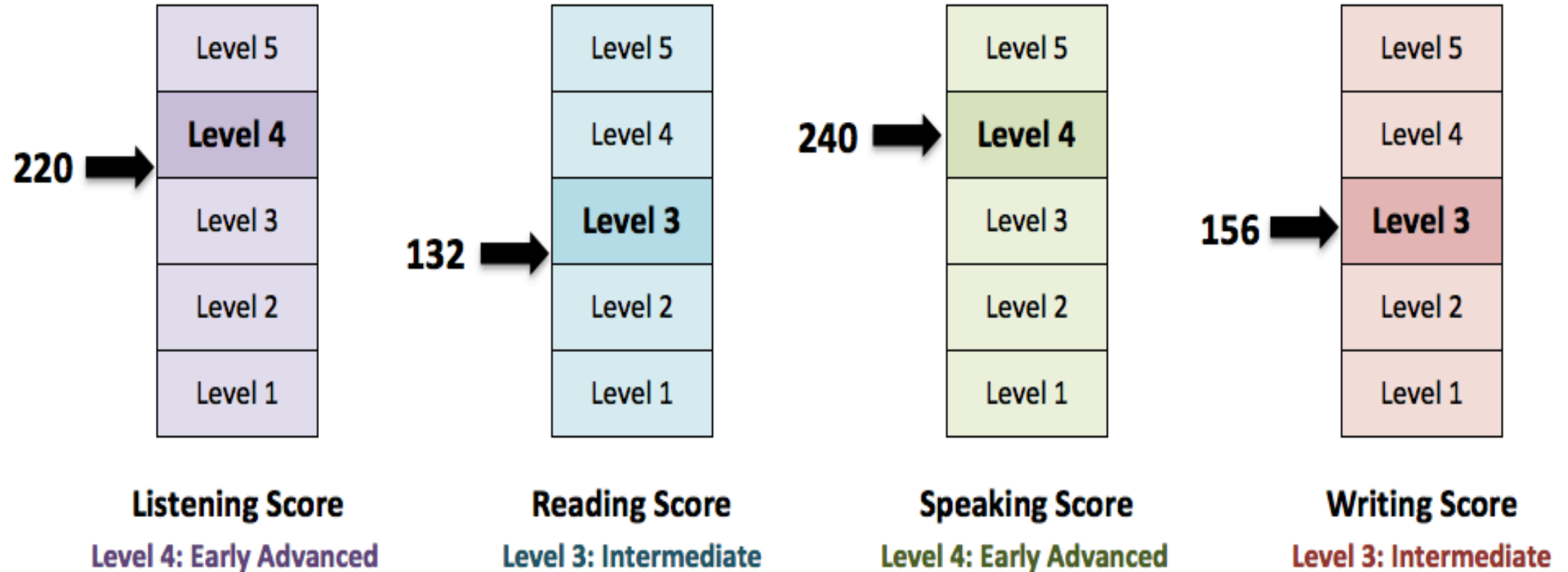
Speaking Score



Writing Score

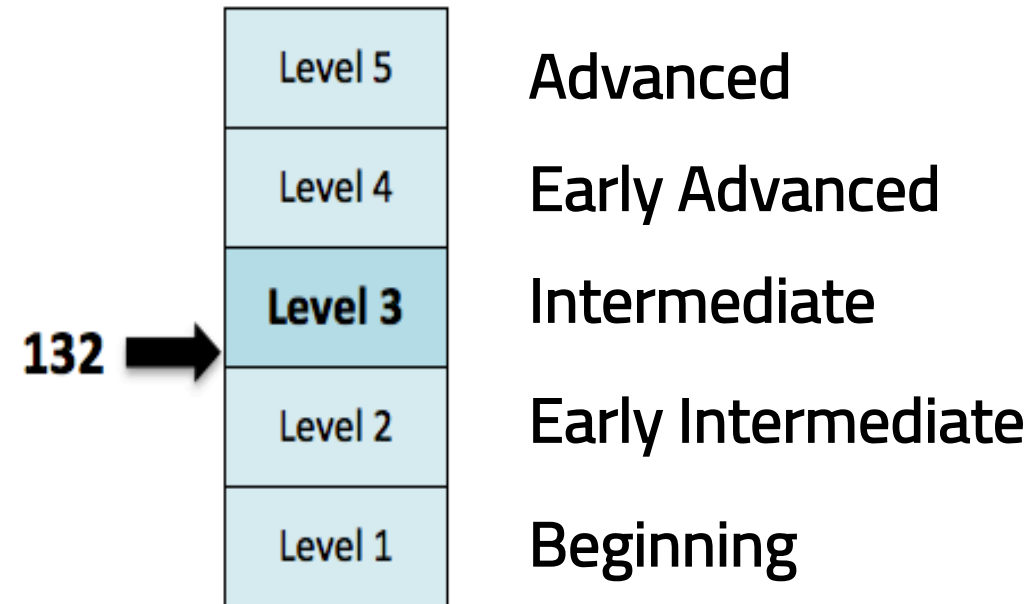
Note: Images are graphic depictions and not intended to represent actual score reports.

2. Performance Levels and Descriptors



Note: Images are graphic depictions and not intended to represent actual score reports.

2. Performance Levels and Descriptors



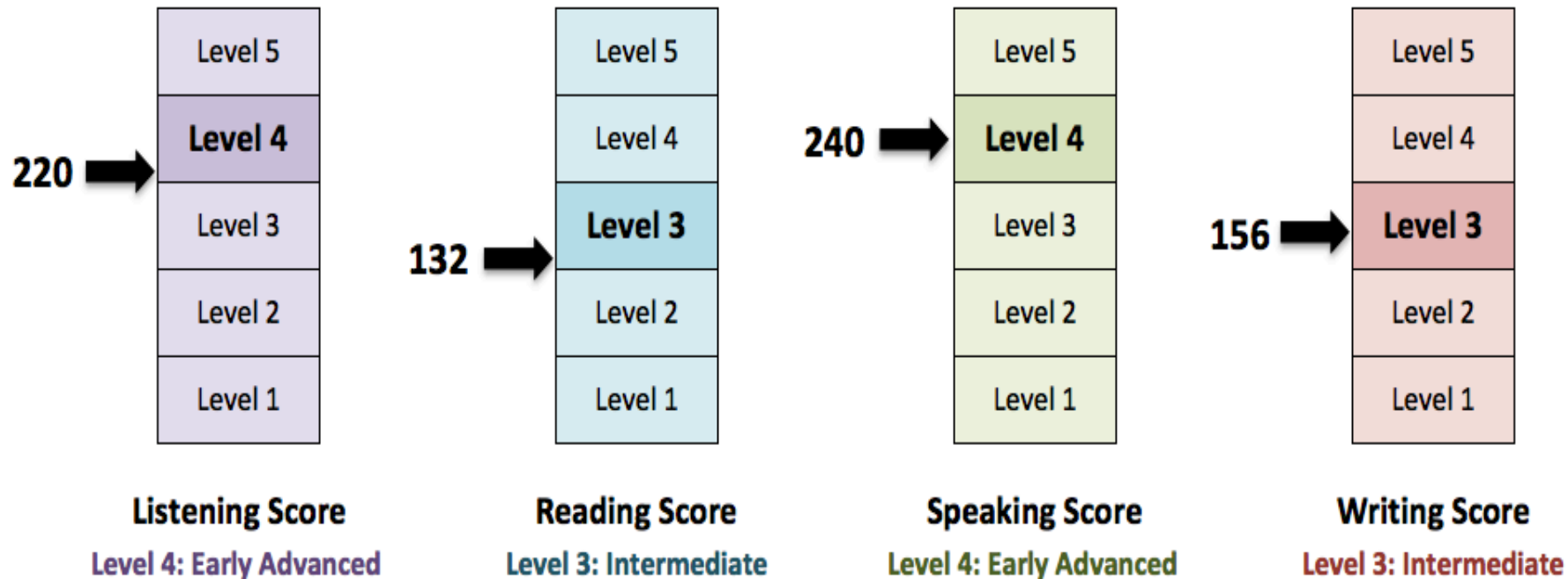
Reading Score
Level 3: Intermediate

**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.

Note: Images are graphic depictions and not intended to represent actual score reports.

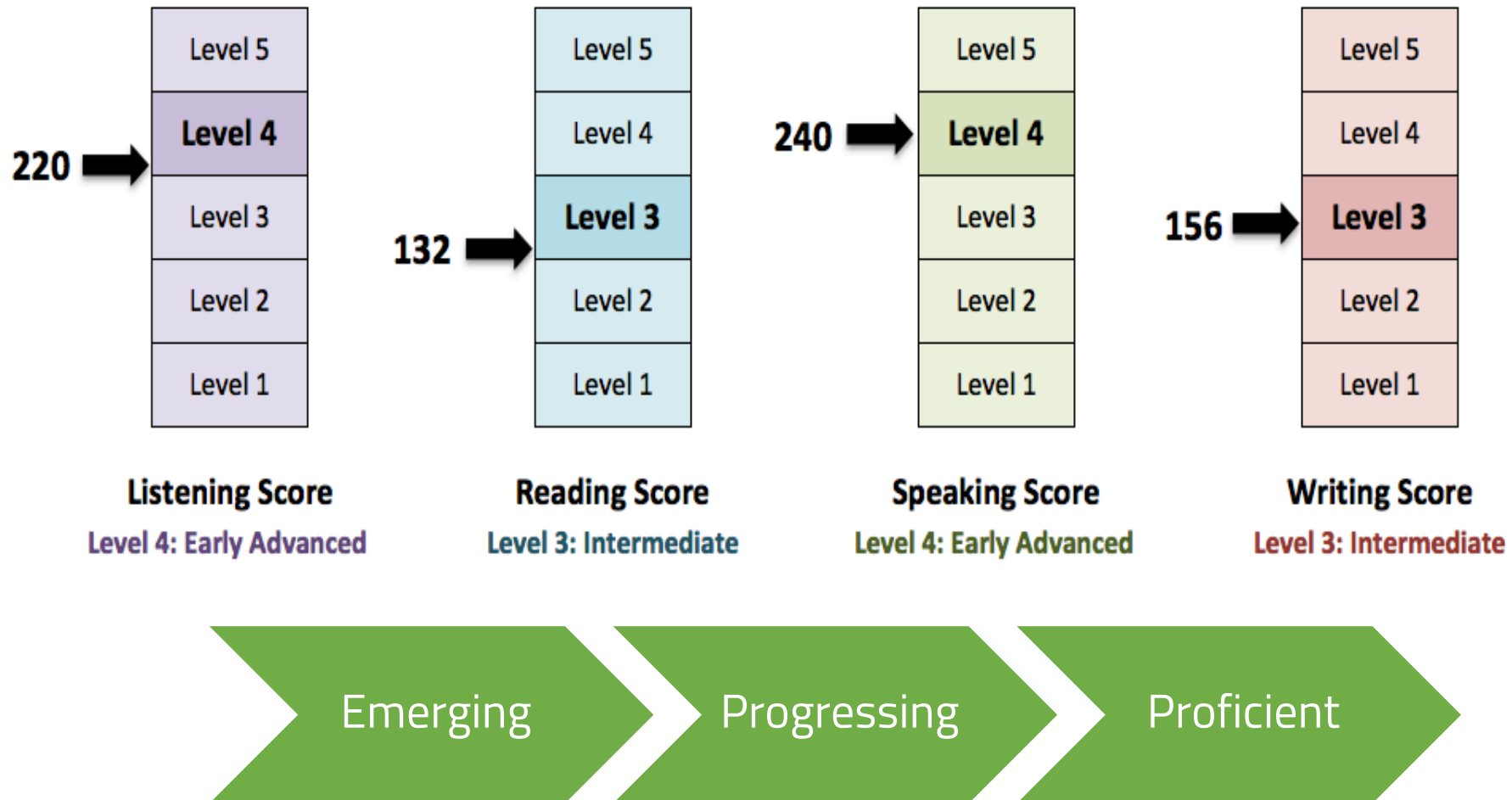
2. Performance Levels and Descriptors



| Profile | Rule |
|---------|-------------------------------------|
| 4343 | No domain score falls below Level 3 |

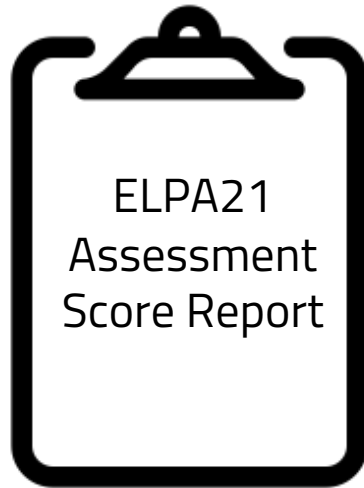
Note: Images are graphic depictions and not intended to represent actual score reports.

3. Proficiency Determinations

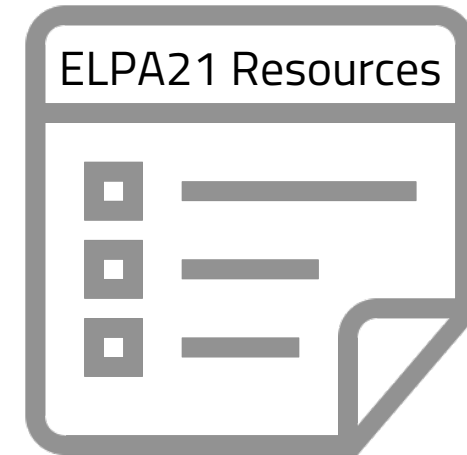
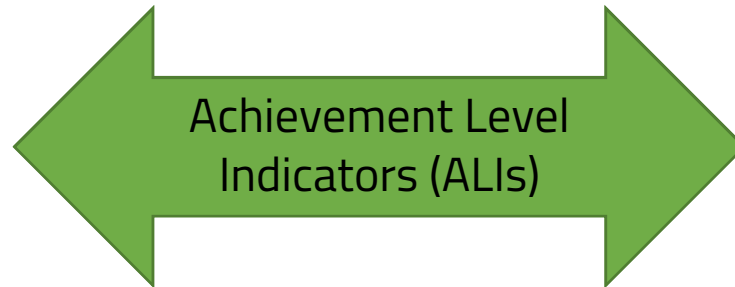


Note: Images are graphic depictions and not intended to represent actual score reports.

Connecting Back to Standards Performance Level Descriptors



Assessment Results:
Organized by Domain
(Reading, Writing,
Speaking, Listening)



Level Descriptors:
Organized by standard
(1-10)

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

Reading—ELPA21 Achievement Level Indicators—Grade 1

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|
| <p>The learner can:</p> <ul style="list-style-type: none"> • (1) identify a few key words in read-alongs • (2) respond to simple yes/no and some wh- 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 | <p>The learner can:</p> <ul style="list-style-type: none"> • (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 and summarize some key information from provided sources • (6) identify a reason an author gives to support the main point • (8) determine the meaning of frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events | <p>The learner can:</p> <ul style="list-style-type: none"> • (1) identify main topics, answer questions about key details, and retell some key details or events from read-alongs 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 meaning of some less frequently occurring words and phrases in simple texts and read-alongs about familiar topics, experiences, or events | <p>The learner can:</p> <ul style="list-style-type: none"> • (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 • (5) gather, summarize, and answer questions about information from provided sources • (6) identify reasons 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 | <p>The learner can:</p> <ul style="list-style-type: none"> • (1) identify main topics and ask and answer questions about key details in written texts and read-alongs; retell stories in written text and read-alongs, including key details • (2) answer questions about a variety of topics and texts • (5) gather, summarize, and answer questions about information from provided sources • (6) identify appropriate reasons an author gives to support the main point • (8) determine or clarify the meaning of words, phrases, and idiomatic expressions in written texts about a variety of topics, experiences, or events |

132



Level 5

Level 4

Level 3

Level 2

Level 1

Reading Score

Level 3: Intermediate

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.¹

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 ELLs, such as English Language Development (ELD).” Teachers of all disciplines will be

Table of Contents

Kindergarten

ELP Standards: At A Glance...1

Grade 1

ELP Standards: At A Glance...2

Grade Band 2-3

ELP Standards: At A Glance...3

Grade Band 4-5

ELP Standards: At A Glance...4

Grade Band 6-8

ELP Standards: At A Glance...5

Grade Band 9-12

ELP Standards: At A Glance...6

Reading—ELPA21 Achievement Level Indicators

| 1 | 2 | 3 | 4 |
|---|---|--|--|
| The learner can: | The learner can: | The learner can: | The learner can: |
| <ul style="list-style-type: none"> (1) identify a few key words in read-alongs (2) respond to simple yes/no and some wh-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 | <ul style="list-style-type: none"> (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 and summarize some key information from provided sources (6) identify a reason an author gives to support the main point (8) determine the meaning of frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events | <ul style="list-style-type: none"> (1) identify main topics, answer questions about key details, and retell some key details or events from read-alongs 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 meaning of some less frequently occurring words and phrases in simple texts and read-alongs about familiar topics, experiences, or events | <ul style="list-style-type: none"> (1) identify main topics and answer questions about increasing number of key details in written texts read-alongs; retell familiar stories or episodes of written texts and read-alongs (2) answer questions about variety of topics and experiences (5) gather, summarize, answer questions about information from provided sources (6) identify reasons an author gives to support the main point (8) determine the meaning of less common words and simple idiomatic expressions in read-alongs about a variety of topics, experiences, or events |

Click here to download ALI resources

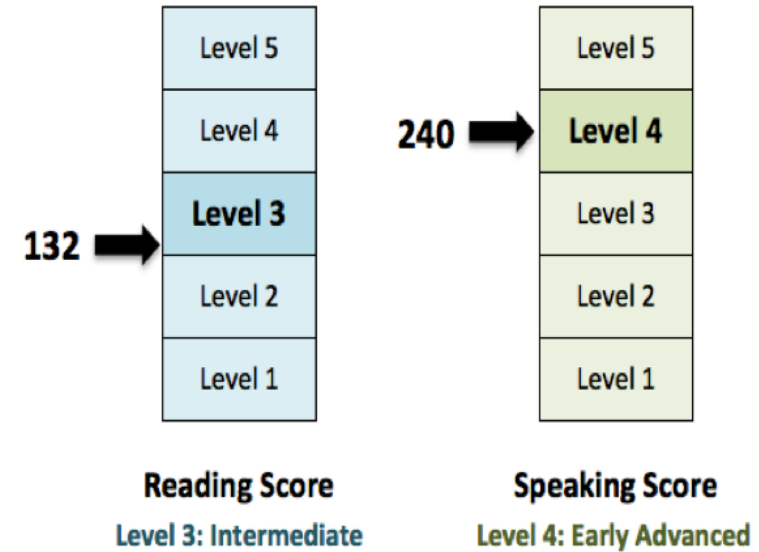
Grade 1: English Language Proficiency (ELP) Standards At A Glance

| ELP Standard | | By the end of each English language proficiency level, an ELL can . . . | | | | |
|--------------|--|--|---|--|---|--|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 1.1 | An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds, picture books, and oral presentations. | use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations. | use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations. | use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations. | use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations. |
| 1.2 | An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | • listen to short conversations • respond to simple yes/no and some wh- questions about familiar topics. | • participate in short conversations • take turns • respond to simple yes/no and wh- questions about familiar topics. | • participate in short discussions, conversations, and short written exchanges • follow rules for discussion • ask and answer simple questions about familiar topics. | • participate in discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • respond to the comments of others • make comments of his or her own about a variety of topics and texts. | • participate in extended discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • build on the comments of others • contribute his or her own comments about a variety of topics and texts. |
| 1.3 | An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. | • communicate simple information or feelings about familiar topics or experiences. | • communicate simple messages about familiar topics, experiences, or events. | • deliver short simple oral presentations • compose short written texts about familiar topics, stories, experiences, or events. | using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events. | including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events. |
| 1.4 | An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. | • express a preference or opinion about familiar topics or experiences. | • express an opinion about familiar topics, experiences, or events. | • express an opinion • give a reason for the opinion about familiar stories, experiences, or events. | • express opinions • give a reason for the opinion about a variety of texts topics, experiences, and events. | • express opinions • introduce the topic • give a reason for the opinion • provide a sense of closure about a variety of texts, topics, experiences, or events. |
| 1.5 | An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. | with prompting and support from adults, • participate in shared research projects • gather information • label information from provided sources showing limited control. | with prompting and support from adults, • participate in shared research projects • gather information • summarize some key information from provided sources showing emerging control. | with prompting and support from adults, • participate in shared research projects • gather information • summarize information from provided sources showing developing control. | with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasingly independent control. | with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control. |
| 1.6 | An ELL can . . . analyze and critique the arguments of others orally and in writing. | [Standard introduced at Level 2.] | with prompting and support, • identify a reason an author or a speaker gives to support a point. | • identify one or two reasons an author or a speaker gives to support the main point. | • identify reasons an author or a speaker gives to support the main point. | • identify appropriate reasons an author or a speaker gives to support the main point. |
| 1.7 | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. | [Standard introduced at Level 3.] | [Standard introduced at Level 3.] | • show a developing awareness of the difference between appropriate language for the playground and language for the classroom. | • show awareness of differences between informal "playground speech" and language appropriate to the classroom • use some words learned through conversations, reading, and being read to. | • shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to. |

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

| By the end of each English language proficiency level, an ELL can . . . | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | |
| <ul style="list-style-type: none"> • use prompting and support including context and visual aids; use a very limited set of strategies to: identify a few key words | <ul style="list-style-type: none"> • use an emerging set of strategies to: identify key words and phrases | <ul style="list-style-type: none"> • use a developing set of strategies to: identify main topics, answer questions about key details, retell some key details or events | <ul style="list-style-type: none"> • use an increasing range of strategies to: identify main topics, ask and answer questions about an increasing number of key details, retell familiar stories or episodes of stories | <ul style="list-style-type: none"> • use |
| <ul style="list-style-type: none"> • from read-alouds, picture books, and oral presentations. | <ul style="list-style-type: none"> • from read-alouds, simple written texts, and oral presentations. | <ul style="list-style-type: none"> • from read-aloud texts, simple written texts, and oral presentations. | <ul style="list-style-type: none"> • from read-alouds, written texts, and oral presentations. | <ul style="list-style-type: none"> • fri or |
| <ul style="list-style-type: none"> • listen to short conversations, respond to simple yes/no and some wh- questions | <ul style="list-style-type: none"> • participate in short conversations, take turns, respond to simple yes/no and wh- questions | <ul style="list-style-type: none"> • participate in short discussions, conversations, and short written exchanges, follow rules for discussion, ask and answer simple questions | <ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges, follow rules for discussion, ask and answer questions, respond to the comments of others, make comments of his or her own about a variety of topics and texts. | <ul style="list-style-type: none"> • |
| <ul style="list-style-type: none"> • about familiar topics. | <ul style="list-style-type: none"> • about familiar topics. | <ul style="list-style-type: none"> • about familiar topics. | | <ul style="list-style-type: none"> • at |
| <ul style="list-style-type: none"> • communicate simple information or feelings | <ul style="list-style-type: none"> • communicate simple messages | <ul style="list-style-type: none"> • deliver short simple oral presentations, compose short written texts | <ul style="list-style-type: none"> • using simple sentences and drawings or illustrations, deliver short simple oral presentations, compose written texts | <ul style="list-style-type: none"> • 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?