ELPA21

English Language Proficiency Assessment
for the 21st Century

An Equity-Focused Approach to TSI/ATSI School Improvement Learning Community - Collecting and organizing data

Facilitator:

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Region 11 Comprehensive Center

The Nebraska Department of Education

October 15, 2020

Who are you?

Please change your Zoom profile to include your name and primary affiliation using one of the following options:

- ❑ District
- ❑ ESU
- ❑ NDE
- ❑ School
- ❑ Other

Session Overview

Objectives

- Participants will become familiar with the English language proficiency (ELP) standards and English language arts (ELA) standards, and understand potential applications to English learners (ELs) who are economically disadvantaged and ELs with disabilities.

- Participants will identify how to use the ELP screener and summative assessments and ELA summative assessments to best support English learners (including ELs who are economically disadvantaged and EL students with disabilities).

- Participants will apply their learning through an intersession activity where fictitious student profiles are examined.
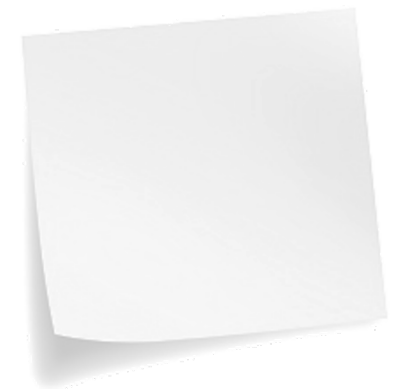
Ice Breaker

Think, Write, Pair, Share

What do you hope to gain from this session today?

- Write your response on a sticky note or scratch paper.

Breakout

- Introduce yourself (Name, Role, District/Districts or schools served)
- If you were a make and model of a car (based on your personality) what would you be?
- Share your "session goal"

Standards: English Language Proficiency (ELP) Standards and English Language Arts (ELA)
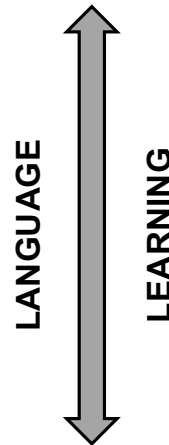
What are the ELP standards and how do they support learning for English language and academic language development for the student subgroups?

How can the ELA standards be used to leverage data to improve academic language for student subgroups?
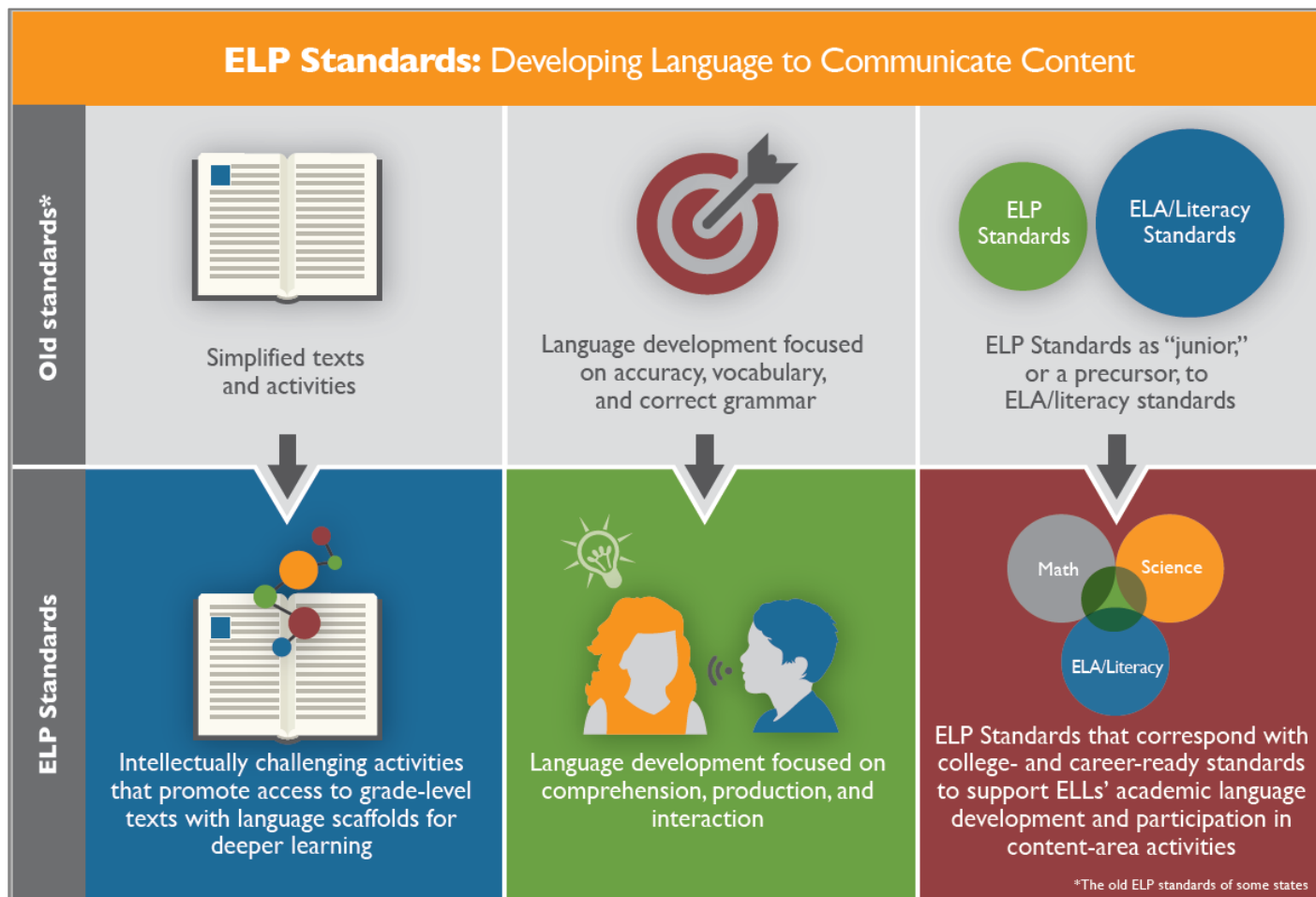
ELP STANDARDS

Language Functions

LANGUAGE ↕ LEARNING

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, analyses, responding to peer, audience, or reader comments and questions

3. Speak and write about grade-appropriate complex literary and informational texts and topics

4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence

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

Language Features or Forms

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

Handout 1

ELP Standards: The Paradigm Shift

ELP Standards: Developing Language to Communicate Content

Old standards*		
Simplified texts and activities	Language development focused on accuracy, vocabulary, and correct grammar	ELP Standards as "junior," or a precursor, to ELA/literacy standards
ELP Standards		
Intellectually challenging activities that promote access to grade-level texts with language scaffolds for deeper learning	Language development focused on comprehension, production, and interaction	ELP Standards that correspond with college- and career-ready standards to support ELLs' academic language development and participation in content-area activities

*The old ELP standards of some states

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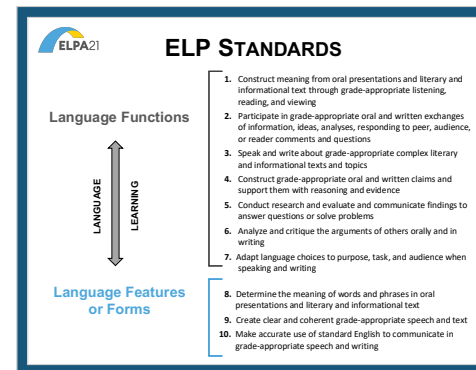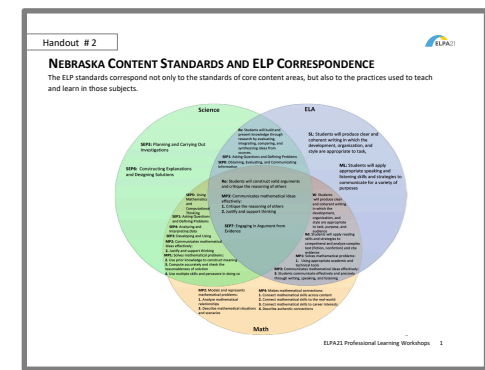
Matching Standards: Individual Reflection

The ELP standards also align to content standards at each grade level. Review the Relationships and Convergences Handout and the corresponding standards in each content area…

- Choose a couple of standards in one of the content areas.

- Match some of the ELP standards to the different content standards educators might be implementing in your state.

Refer to your ELP Standards handout &
Content Standards Handout

Handout 1

Handout 2

Matching Standards: Key Takeaway

- What's one key take away from this activity?

Handout 1

Handout 2

The Instructional Shifts

"**The Standards**" = Shifts + Standards

Overarching messages around the changes in instructional materials, assessment, and practice necessary for students to master not only the CCR-aligned Standards, but to ultimately be prepared for success in college and careers
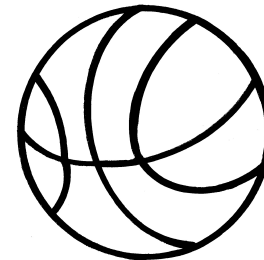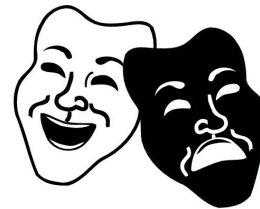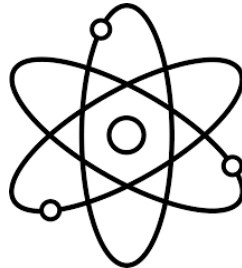
Ever hear the saying…

Can't see the forest for the trees?

ELA Standards

- Expectations for all Nebraska students

- Flexible and Asset-driven
  - Not an exhaustive list of what teachers are expected to teach
  - Written with the understanding that students learn and process instruction at their own pace

- "Standards are the end. Curriculum is the means." (Foundation for Excellence in Education, 2013)

K-12 Comprehensive English Language Arts Standards

Reading — Students will learn and apply reading skills and strategies to comprehend text.

Writing — Students will learn and apply writing skills and strategies to communicate.
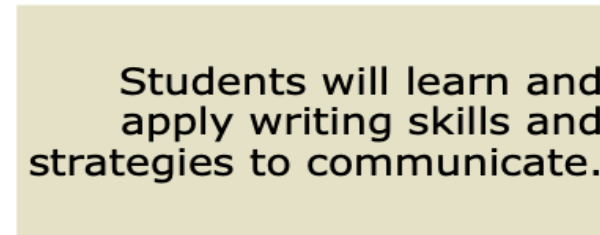
Speaking | Listening — Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

Multiple Literacies — Students will apply information fluency and practice digital citizenship.
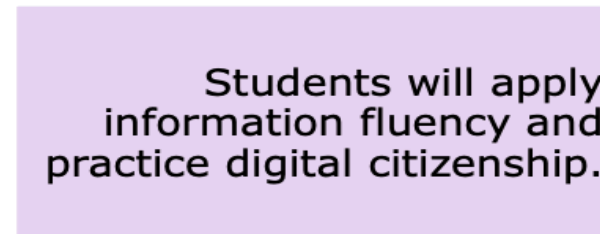
The Literacy Instructional Shifts

1. **Complexity**: Regular practice with complex text and its academic language

2. **Evidence**: Reading, writing, and speaking grounded in evidence from text, both literary and informational

3. **Knowledge**: Building knowledge through content-rich nonfiction

ELP Standards: Breakout

- How do the ELP and ELA standards enhance training to support planning and delivery of content instruction?

- What data is being collected related to ELP and ELA standard implementation? (Think about the 4 types of data)

- What school processes are in place to support ED students since there are no standards developed specifically to address this subpopulation?

ELP Standards: Developing Language to Communicate Content

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ELP Standards

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Language development focused on comprehension, production, and interaction

ELP Standards that correspond with college- and career-ready standards to support ELLs' academic language development and participation in content-area activities

*The old ELP standards of some states

Handout 3

ELPA21 & Content Assessments

Purpose of ELP Assessments

- ELP Assessments are used to measure students':

  ✓ Reading, writing, speaking, and listening skills in English

- ELP Assessments have 2 main purposes:

  ✓ Identification and placement of English learners

  ✓ Tracking annual progress and growth of English learners

Types of ELP Assessments

ELPA21 offers a suite of ELP assessments that incorporates the latest understanding of language development to provide concise instruments to support students and educators.

ELPA21 Screener

- This assessment is used to identify English learners who are eligible for services.

ELPA21 Summative

- This assessment is given annually to track the progress and growth of the four domains for identified English learners, as well as identify which ELs could be considered for exiting the program.

Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)
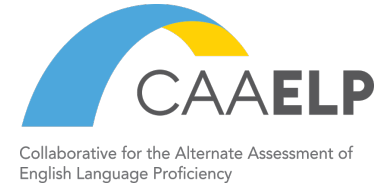
- Funded in the 2019 CGSA Program by US Department of Education

- Awarded $7,767,502 M to develop alternate summative assessment for English learners with the most significant cognitive disabilities.

- Proposed by Iowa and ten partner states; CRESST is Project Management Partner

- Period of Performance: October 2019 – September 2023

- Goal 1: to develop an *alternate summative assessment* of English language proficiency (Alt-ELPA), based on alternate performance expectations for English language development, to be administered to English Learners with *significant cognitive disabilities* (ELSCDs)

- Goal 2: to deliver resonant *professional learning* about the standards, instruction, and assessment of ELSCDs

- Goal 3: to develop and launch a *sustainable program* to maintain the assessment and practices.

Three Forms of Assessment

Pre-Assessment Screener	Formative Assessment	Summative Assessment
Who are my students?	What do my students know/ need to know?	What have my students learned?
ELPA21 Screener • Identification • Given once upon initial enrollment • Serves as a baseline for the student's English proficiency	• Designed and given by the teacher(s) • Guides daily instruction • Tracks the ongoing language progression, rather than a fixed score from one point in time (screener, last year's summative)	ELPA21 Summative • Given annually to measure the student's growth in English proficiency • Determines if a student can be considered for exit • Reported to the public under ESSA

Nebraska Student-Centered Assessment System

- Holistic view of students
- Preparation for success in postsecondary, career, and civic life
- Guided by the 6 AQuESTT tenets:
  - Educational Opportunities and Access
  - Transitions
  - Positive Partnerships, Relationships, and Success
  - Educator Effectiveness
  - Student Achievement and Growth
  - Postsecondary, Career, and Civic Readiness

NSCAS NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

This school year, the Nebraska Department of Education (NDE) begins the development and implementation of Nebraska's Student-Centered Assessment System or NSCAS. NSCAS is a statewide assessment system that embodies Nebraska's holistic view of students.

It aims to provide educators with multiple types of assessment for instructional purposes throughout the year. The system and its supports provide valuable information to schools and districts as they prepare students for success in postsecondary education, career, and civic life.

Four Core Components of NSCAS:

Formative Assessment
- **What:** Checks for student understanding during instruction
- **When:** As needed, daily in the classroom throughout the year
- **Why:** To help teachers address student learning needs in-the-moment

Interim Assessment
- **What:** Assessments administered at different intervals between instruction
- **When:** Given periodically (typically fall/winter/spring)
- **Why:** To help educators better understand student learning needs and determine growth toward learning goals

Summative Assessment

NSCAS Summative – Grades 3 – 8
- **What:** A new statewide computer-adaptive assessment for English language arts and math for grades 3 – 8 and science for grades 5 and 8
- **When:** Annually in the spring
- **Why:** Measure student performance against Nebraska's content area standards, identify student learning needs, maximize classroom time

NSCAS ACT – Grade 11
- **What:** A college entrance exam that is the summative assessment at the high school level
- **When:** Administered for free annually in the spring for all high school juniors
- **Why:** Meeting expectations on the ACT indicates college readiness in Nebraska students

Professional Learning
- **What:** Districts, schools, and NDE provide a variety of professional learning opportunities to teachers to support them in using assessment results to inform instruction
- **When:** According to each district's schedule
- **Why:** To support educators – and by extension parents – in their use of assessment data to accelerate student learning at all levels

NEBRASKA DEPARTMENT OF EDUCATION

Collecting and Organizing Data

Type of Assessment	Pre-Assessment Screener	Formative Assessment	Summative Assessment
Purpose of Assessment	Who are my students?	What do my students know/ need to know?	What have my students learned?
What assessments do you use?			
How is the data used?			

Continuous School Improvement: Breakout Discussion

In your breakout groups discuss the following:

- How does the data from the ELP Assessment fit into the Continuous School Improvement framework?

- What additional information do you need about your English learners?

    - What about..

        - ✓ Students with Disabilities?
        - ✓ Economically Disadvantaged?

- How do you know if what you are doing for English learners is working?

    - What about..

        - ✓ Students with Disabilities?
        - ✓ Economically Disadvantaged?

4TH EDITION

DATA ANALYSIS FOR CONTINUOUS SCHOOL IMPROVEMENT

VICTORIA L. BERNHARDT, PH.D.
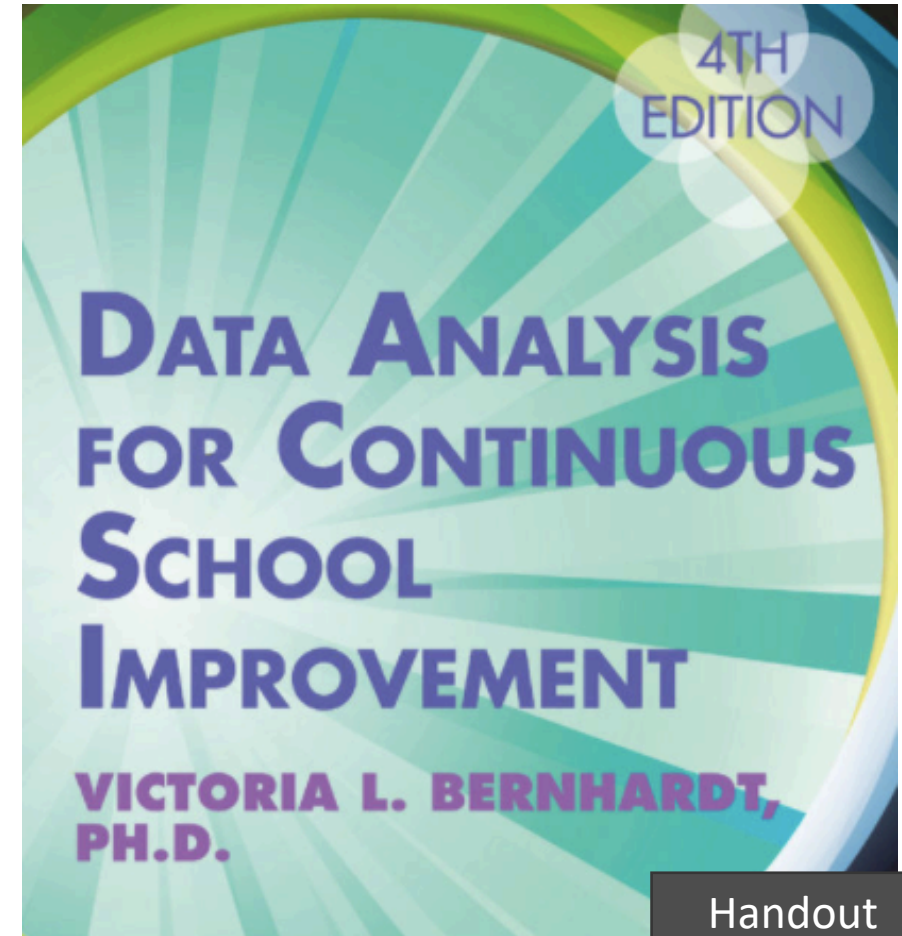
Handout 5

Intersession Activity

Student Profiles – Intersession Activity

Please find the **Student Profiles for** your intersession activity .

Select a student profile and review the information about your student.

Answer the questions on the handout at the bottom of your Student page.

Student Profile

Name: Amari Hasani

Grade: 1

Migrant Status: No

Language: Kikongo, Swahili, French

Years in US School: 2

ELP Status: Progressing (L:2, S: 1, R: 1, W:1)

Amari is a very active child. She has difficulty being still in class and because of this was referred for special education. She spends about 50% of her day in a self contained classroom. She attends PE and music with her class, but is rarely in the classroom for content lessons. She receives ELD services from a paraeducator who is with her in her classroom for 30 minutes each day.

Amari has not taken any state content tests. She can say most of the letter names and write letters, but she struggles to read words in English. Amari often uses a French-speaking classmate to communicate with the teacher or her peers.

Amari's family came to the United States seeking asylum from genocide in their home country. The family has been living in the US for 2 years. Amari lives with her mother, maternal aunt and uncle and five cousins.

Grade 1 Score Ranges for ELPA21 annual assessment

Level	Reading	Writing	Listening	Speaking
5	629 or above	641 or above	594 or above	619 or above
4	584-628	613-640	549-593	593-618
3	515-583	548-612	467-548	577-592
2	479-514	498-547	435-466	528-576
1	478 or below	497 or below	434 or below	527 or below

Handout 6

ELPA21 | Thank you!

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Contact Us!

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