

Screeners Enhancements for Entering Kinders



ELPA21 at CRESST | UCLA

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About the ELPA21 Dynamic Screener

- Collaboratively designed, research-based English language proficiency assessment
- Based on next-generation ELP standards that measure the academic language demands of rigorous college and career-ready standards.
- Uses the same expectations (performance standards) as the ELPA21 summative so that entering students are held to current, on-grade expectations.

Purpose of Presentation

1. Stakeholders expressed concern that the ELPA21 Screener identified too many entering Kindergarten students as Progressing, and that some of these students could be considered proficient. We are responding to those concerns.
2. We are asking states to consider a recommendation that we expand our expectations of students entering Kindergarten and reflect that in the screener.

Expectations for Grade K Students

- Kindergarten is a critical year in building language foundations for all students
 - both English learners and non-ELs typically see growth in language skills
- Most students do not have significant writing or reading skills prior to Kindergarten instruction.
- Some students can enter Kindergarten without on-grade skills for reading and writing and still meet grade level expectations by other measurements, such as a Kindergarten Readiness Assessment.

Expectations and Time of Year

States may choose to hold different expectations for Kindergarten students at certain times of the school year. Not all states use both options.

- Kindergarten Screener: A student is proficient when they attain scores of 4s and 5s in all non-exempt domains.
- Future K Screener: A student is proficient if Listening and Speaking are levels 4/5 and Reading and Writing are levels 3, 4, or 5.
 - This option typically is used for students registering prior to the school year and in the early part of the school year.

Concerns Expressed About the Screener

Our stakeholders shared concerns that

- Proficiency rates appear to be low for Kindergarten students as compared to prior screeners.
- Kindergarten students enter school without formal instruction, and on-grade-level standards and tasks may be too demanding before school begins or early in the year.
- Students who appear to be proficient in English did not test as Proficient on the screener.

2019-2010 Nebraska Data

Grade	Student Count	Performance Distribution
Future Kindergarten Screener	2608	<p>33% 65% 2%</p>
Kindergarten Screener	59	<p>39% 58% 3%</p>
Grade 1 Screener	278	<p>50% 46% 4%</p>
Grade 2 Screener	191	<p>46% 42% 12%</p>
Grade 3 Screener	172	<p>45% 45% 10%</p>
Grade 4 Screener	184	<p>45% 38% 17%</p>
Grade 5 Screener	142	<p>42% 41% 17%</p>

2019-2010 Nebraska Data (continued)

Grade	Student Count	Performance Distribution
Grade 6 Screener	71	<p>46% 45% 8%</p>
Grade 7 Screener	59	<p>61% 32% 7%</p>
Grade 8 Screener	72	<p>51% 44% 4%</p>
Grade 9 Screener	128	<p>66% 30% 4%</p>
Grade 10 Screener	87	<p>61% 37% 2%</p>
Grade 11 Screener	45	<p>40% 56% 4%</p>
Grade 12 Screener	40	<p>43% 53% 5%</p>

Adjusting Expectations for Proficiency

- ELPA21 has researched outcomes, based on longitudinal data, for entering Kindergarten students who participated in the SY 2017-18 and SY 2018-19 Screener.
- Our research indicates we can adjust the expectation for how some Kindergarten students demonstrate proficiency.
- On the following slides, we share our research, the framing question for consideration about Kindergarten students and their ELP.
- We also share two options for implementation and describe their impacts.

Questions for Research

- Are we measuring reasonable beginning-of-year expectations in listening, reading, speaking, and writing?
- Do we expect entering Kindergarten students to have reading and writing skills when they start formal schooling?
 - If yes, at what level?
- At what point in the school year is it appropriate to expect students to achieve Level 4 in all domains as Proficient?

Approaches We Considered

We developed multiple approaches to considering Proficiency for Kindergarten students. We compared our two current approaches (K and Future K) with seven other options.

We explored these additional options through research, feasibility, and discussions with states. One had the strongest research-based evidence.

- **Min 3 (all 4 domains): minimum level 3 in all non-exempt domains**

Research We Performed

- Comparison of student performance on Screener and Summative
- Analysis of teachers ratings of Kindergarten student proficiency for students screened
- Analysis of student proficiency and growth by time of year when screened

What the Research Showed

1. Students who register early for Kindergarten and who achieve profiles that do not meet the standard proficient definition (minimum level 4 in all domains) but are minimum level 3 in all domains
 - Are likely to be classified as proficient on the subsequent Kindergarten ELPA21 summative
 - Perform well on other statewide measures, such as early literacy assessments

What the Research Showed

2. Students' performance in writing should not be ignored.
3. Students with performance in levels 1 or 2 for any domain should not be considered proficient.
4. Attention should be paid to when the test is administered (e.g., whether student is screener before school year, during the fall, during or after the period in which the annual/summative test is administered).

TAC Feedback

At our May 2020 TAC Meeting, TAC Members

- were supportive of approaches allowing for state discretion
- preferred allowing discretion in definition because there is variation across states in models of instruction
- encouraged caution in any lowering of expectations for proficiency
- encouraged careful consideration of how changes in proficiency expectation over the course of the year would be communicated

TAC Feedback

- were supportive of approaches to utilize secondary evidence concerning students' English proficiency for students whose initial placement is most uncertain
- encouraged collection of additional data concerning teacher perceptions of students' readiness
- encouraged studies examining performance of students whose first/only language is English
- encouraged examination of alignment between ELP standards, Kindergarten curriculum, and language demands

Conclusion

It appears reasonable to allow students with domain levels as low as 3 to be considered proficient.

If states vote to adopt this change, ELPA21 and Cambium have developed two options to implement the expanded proficiency definition for entering Kindergarten students. Those two options are detailed on the slides that follow.

Two Options

States are asked to select one of the following options to implement the change.

These changes reflect adjustments to how the test is delivered, scored, and reported. We call these changes “enhancements”.

The selected enhancement will “go live” on the SY 2021-22 Screener (effective August 2021).

Two Options

Option 1: “3333 Enhancement”

Adjust the definition of Proficiency for entering Kinder students to include all profiles with a min. of level 3 in all nonexempt domains.

- States could determine at which times of the school year to make this version of the screener available.

Two Options

Option 2: “Add a Category Enhancement”

Add a new proficiency category (between Progressing and Proficient) that indicates students who achieved a profile with minimum level 3 (but not the standard proficient definition of minimum level 4).

- States could decide whether to treat such students as proficient and whether to require monitoring.

Impact on Proficiency Profiles

- Both proposals identify the same profiles as proficient. What varies is how each approach will be implemented.
- On the following table, students profiles shown in blue are currently considered proficient.
 - First column: profiles that are considered proficient in the K definition.
 - States using the Future Kinder definition consider profiles shown in blue proficient (for students who are taking the screener months in advance of enrollment).
- Under the proposal, entering Kinder students would be considered proficient if their domain scores fall above the green line.

Description	# prof	domain levels				domains				Standard Rule			Current Future K			Min 3 (4 Domains)			New Category		
		0	1-2	3	4-5	R	W	L	S	# prof	Label	Place	# prof	Label	Place	# prof	Label	Place	# prof	Label	Place
all 5s	1	0	0	0	4	5	5	5	5	16	Prf	IFEP	32	Prf	IFEP	81	Prf	IFEP	16	A	IFEP
one, two, or three 4s; rest 5s	14	0	0	0	4	4-5	4-5	4-5	4-5												
all 4s	1	0	0	0	4	4	4	4	4												
three 4s/5s, one 3	8	0	0	1	3	3	4-5	4-5	4-5	593	Prg	EL	557	Prg	EL	81	Prf	IFEP	65	B	IFEP/EL + M
	8	0	0	1	3	4-5	3	4-5	4-5												
	8	0	0	1	3	4-5	4-5	3	4-5												
two 4s/5s, two 3s	4	0	0	2	2	3	3	4-5	4-5	593	Prg	EL	557	Prg	EL	81	Prf	IFEP	65	B	IFEP/EL + M
	4	0	0	2	2	3	4-5	3	4-5												
	4	0	0	2	2	3	4-5	4-5	3												
	4	0	0	2	2	4-5	3	3	4-5												
	4	0	0	2	2	4-5	4-5	3	3												
one 4/5, three 3s	2	0	0	3	1	4-5	3	3	3	593	Prg	EL	557	Prg	EL	81	Prf	IFEP	65	B	IFEP/EL + M
	2	0	0	3	1	3	4-5	3	3												
	2	0	0	3	1	3	3	4-5	3												
	2	0	0	3	1	3	3	3	4-5												
all 3s	1	0	0	4	0	3	3	3	3	593	Prg	EL	557	Prg	EL	81	Prf	IFEP	65	B	IFEP/EL + M
one, two, or three 1/2s; rest 3/4/5s	528	0	1-3	1-3	1-5	1-5	1-5	1-5													
all 2s	1	0	4	0	0	2	2	2	2												
one, two, or three 1s; rest 2s	14	0	4	0	0	1-2	1-2	1-2	1-2	16	Emr	EL	16	Emr	EL	16	Emr	EL	16	D	EL
all 1s	1	0	4	0	0	1	1	1	1												
all 0s	1	1	0	0	0	0	0	0	0	1	PND	EL	1	PND	EL	1	PND	EL	1	PND	EL
TOTAL	626	©2020 THE REGENTS OF THE UNIVERSITY OF CALIFORNIA. CONTACT ELP@Z1 FOR PERMISSION TO USE THIS RESOURCE.								626				626				626			

Implementation Considerations

- ELPA21 states need to agree on one option for all eight states.
 - Cambium can offer favorable pricing if all states use the same option/ enhancement.
 - Modifying multiple test delivery platforms and reporting configurations is costly to the consortium.
 - States using the primary option would be charged for deviations due to loss of cost efficiencies.

Implementation Considerations

- States can individually determine the time of year to use the chosen option.
 - State have discretion. Each state can determine the optimal time to convert to an “on-year” proficiency definition of minimum 4 in all non-exempt domains.

Implementation Considerations

- Any definition or rule will produce some misclassifications.
 - States could consider adopting procedures to identify and correct cases of likely misclassification, particularly for students whose performance is near the proficient expectations.
- States and schools may have implementation considerations not covered by these slides, such as communication and training needed to implement the change.

Option 1: “3333 Enhancement”

Rationale and Implementation Considerations

Rationale

- Entering Kinder students with minimum domain level 3 demonstrate strong English language skills.
- Many students in this group may not require ELD services—particularly those students who are screened in the spring and summer prior to Kindergarten.

Implementation Considerations

- The 3333 Enhancement would replace the existing “Future Kinder” test form.
 - States can suppress the test form (not offer it at all).
 - States can determine what time(s) of year to offer it.
- Just as in states using Future K test form now, “Proficient” scores describe different groups at different times.
 - Depending on the time of year the student is screened, “Proficient” has different meanings and different expectations.

Option 2: “Add a Category Enhancement”

Rationale and Implementation Considerations

Rationale

- A new category would allow for a distinction between those who do not meet the regular Kinder standard but might be considered initially fluent/proficient.
- This category would appear between our current Progressing and Proficient categories.

Rationale

- States could determine whether (or during what periods of the year) students in the added proficiency category should be classified as English learner or initially fluent/proficient.
- In addition to providing basis for placement, the new category could signal recommendation for further evidence gathering (e.g., during a provisional period) by a school/district.

Implementation Considerations

- New category would require creation of a new label and descriptor (with necessary translations).
 - Since the new category might be treated as signaling proficiency (in some time and in some places), it might be prudent to rename current “Proficient” category (Min 4).
 - Since new category would be “carved out” of the “Progressing” category (at least one domain below 4; at least one domain above 2), it also might be prudent to rename current “Progressing” category.

Implementation Considerations

- This choice uses a single test for throughout the year.
 - It would eliminate the current Future Kinder version (4433) and all states would use this updated version.
 - Once again, if a subset of states chose to continue with the current configuration of having a Future Kinder version and a Kinder version, it will introduce pricing risks and consistency risks for the implementation.

Implementation Considerations

- If the states begin to diverge from consistent use of the ELPA21 scoring rules (i.e., decide to report differently because they might choose to pursue that option), the interpretation of data (as a group of states) could become compromised as comparability across states would be at risk.

Two Options

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- States could decide whether to treat such students as proficient and whether to require monitoring.

Timeline for decision

Date	Milestone
June 15, 2020	ELPA21 Research to recommend any raw score adjustments/threshold changes for Option 1; deadline for additional inputs regarding Option 2
July 15, 2020	ELPA21 Assessment Implementation to review the results from Research and sign off on any lengthening of Step Two for Option 1
July – August, 2020	Assessment Design team begins drafting the new proficiency label name, the updated Progressing and Proficient descriptors and the new proficiency level descriptor (in order to prepare if Option 2 is chosen)
August-September, 2020	States work with stakeholders and provide feedback and questions to ELPA21
October, 2020	Finalization of input period and official decision making begins
November 2, 2020	Deadline for decision from Governing Board regarding how to proceed
November-Dec 2020	White paper published; talking points provided to states; updated timeline provided; one-sheet communication provided to states about the change(s)
January 29, 2021	All new materials due to Cambium for the August 2021 launch; must be completely final
August 2, 2021	Screeener “goes live” with change(s) implemented



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