



ARIZONA DEPARTMENT OF  
**EDUCATION**  
**ASSESSMENTS**

# ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ALT ELPA)

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DEPUTY ASSOCIATE SUPERINTENDENT OF ASSESSMENT

OCTOBER 19, 2023

# AGENDA

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- Alternate English Language Proficiency Assessment (Alt ELPA) Background
- 2022-2023 Field Test/Operational Assessment
- Approval of the Alt ELPA Cut Scores

# ALT ELPA BACKGROUND

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ALTERNATE ENGLISH LANGUAGE PROFICIENCY  
ASSESSMENT FOR STUDENTS WITH THE MOST  
SIGNIFICANT COGNITIVE DISABILITIES

## COLLABORATIVE FOR THE ALTERNATE ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY (CAAELP)

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- Arizona joined the collaborative in 2020 under the leadership of Iowa as the state lead and CRESST. A four-year grant from USDOE to develop an alternate English Language Proficiency (ELP) assessment aligned to the Council of Chief State School Officers (CCSSO) Alternate ELP Standards
- CCSSO Alternate ELP standards were approved to be used in Arizona by the State Board of Education (January 24, 2022)
- Developed a unique alternate assessment for students with the most significant cognitive disabilities
- Aligned to MSAA Eligibility Criteria

## COLLABORATIVE FOR THE ALTERNATE ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY (CAAELP) CONTINUED

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- First Alternate Assessment for English learners with the most significant cognitive disabilities for Arizona Students.
- Arizona developed a Community of Practice to engage educators and gather feedback on the development of this assessment
- Administered online and with embedded supports to about 1,000 students in Arizona

# ALIGNED TO THE CCSO ALTERNATE ENGLISH LANGUAGE PROFICIENCY STANDARDS

Table 2. Organization of the ELP Standards by Modality and Domain

Modalities*	Domains	Corresponding ELP Standards
<p><b>Receptive modalities:</b> This mode refers to the learner as a reader or listener/viewer working with “text” whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction (Phillips, 2008, p.96).</p>	Listening and Reading	1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8 determine the meaning of words and phrases in oral presentations and literary and informational text
<p><b>Productive modalities:</b> This mode places the learner as speaker and writer for a “distant” audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast (Phillips, 2008, p.96).</p>	Speaking and Writing	3 speak and write about grade-appropriate complex literary and information texts and topics
		4 construct grade appropriate oral and written claims
		7 adapt language choices to purpose, task, and audience when speaking and writing
<p><b>Interactive modalities:</b> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener, where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops (Phillips, 2008, p.96).</p>	Listening, Speaking, Reading, and Writing	2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		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

# CCSSO ALTERNATE ELP STANDARDS K AND 2-3

**ELP Standard K.1: An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational texts through grade-appropriate listening, reading, and viewing.**

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support, use a very limited set of strategies to identify a few key words from read-alouds, oral presentations, and picture books.  <i>Limited set of strategies:</i> Refers to one or two different strategies the student successfully uses regularly (e.g., matching, pointing, nodding, yes or no responses).	A student may: <ul style="list-style-type: none"> <li>match identical pictures or choose a picture of a familiar object, based on the read-aloud, oral presentation, or picture book, from a field of two pictures;</li> <li>attend to, point to, and/or identify realia, people, labeled pictures, items, shapes, etc., from the read-aloud, oral presentation, or picture book.</li> </ul>
Mid	with prompting and support, use an emerging set of strategies to identify some key words and main topics from read-alouds, oral presentations, and picture books.  <i>Emerging set of strategies:</i> Refers to one or two different strategies to show understanding of meaning (e.g., select multiple choice, put pictures in order, answer verbally with a sentence starter).	A student may: <ul style="list-style-type: none"> <li>match pictures that are related by a concept (e.g., opposites), based on the read-aloud, oral presentation, or picture book;</li> <li>label/identify key vocabulary words/items/details, from the read-aloud, oral presentation, or picture book, using realia, visuals, or a word bank of key vocabulary to give a key detail;</li> <li>answer questions from the read-aloud, oral presentation or picture book with the use of pictures cards (from a field of 3);</li> <li>answer a cloze/ fill in the blank question or use a sentence frame to give key information from the read-aloud, oral presentation, or picture book.</li> </ul>
High	with prompting and support, use an increasing range of strategies to: <ul style="list-style-type: none"> <li>answer questions about key details</li> <li>retell basic information from read-alouds, oral presentations, and picture books.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>match antonyms or synonyms (e.g., "The dog is big, show me an animal that is not big.") from the read-aloud, oral presentation, or picture book;</li> <li>put items into the correct sequence of events, based on the read-aloud, oral presentation, or picture book, when provided with a field of 3 items;</li> <li>orally complete a sentence starter based on the read-aloud, oral presentation, or picture book (e.g., "The girl is happy but the boy is _____," or "Plants need sun, _____ and _____ to grow.");</li> <li>provide a simple retell in the appropriate sequence using key vocabulary (more elaborate details may be absent) from the read-aloud, oral presentation, or picture book, when provided with visual support as well as additional cues.</li> </ul>

**ELP Standard 2-3.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.**

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: <ul style="list-style-type: none"> <li>communicate simple information about familiar texts, topics, experiences, or events.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>provide one word or picture to complete sentence, using sentence frames. For example:               <ul style="list-style-type: none"> <li>How does the _____ in the story feel?</li> <li>What word tells _____?</li> <li>Which picture shows _____?</li> </ul> </li> </ul>
Mid	with prompting and support: <ul style="list-style-type: none"> <li>communicate simple information.</li> <li>compose simple written text about familiar texts, topics, experiences, or events.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>relate what he or she has read, using sentence starters or pictures, and adding short phrases to show understanding of the text. For example:               <ul style="list-style-type: none"> <li>In the story, Tom feels sad because _____</li> <li>The ball is _____</li> </ul> </li> <li>tell about the main events or important topics from the text, with prompting and support.</li> <li>dictate information to a scribe to produce written text (e.g., Do you like/not like the story/text?).</li> </ul>
High	with prompting and support: <ul style="list-style-type: none"> <li>deliver short presentations or information.</li> <li>compose written text about familiar texts, topics, experiences, or events.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>respond to questions such as: Do you like/not like the story?</li> <li>provide reasons for his/her opinion.</li> <li>provide details to support the main idea/main topic, for example, what is this story about?</li> <li>dictate information to a scribe to produce written text.</li> </ul>

<https://www.azed.gov/sites/default/files/2022/07/02-20190215-CAAELP-K-12-ELP-Standards-for-ELs-with-significant-cognitive-disabilities%20%282%29.pdf>

# CCSSO ELP STANDARDS GRADES 6-8 AND 9-12

## ELP Standard 6-8.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: <ul style="list-style-type: none"> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>identify classroom, community, family, and other familiar words presented on word cards.</li> </ul>
Mid	with prompting and support: <ul style="list-style-type: none"> <li>use language appropriate for a task and audience.</li> <li>use some frequently occurring general academic and content-specific words and phrases showing developing control in speech and writing.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>identify the missing word in a fact statement (e.g., "the earth _____ around the sun," with choices like "runs," "looks," and "revolves.")</li> <li>Identify word categories such as science lab tools, school supplies, furniture, transportation.</li> <li>use all classroom, community, family, and other familiar words correctly in context.</li> <li>select appropriate vocabulary based on who he or she is talking to.</li> </ul>
High	with prompting and support: <ul style="list-style-type: none"> <li>use language appropriate for a purpose, task, and audience.</li> <li>use an increasing number of general academic and content-specific words and phrases showing increasing control in speech and writing.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>select appropriate vocabulary when writing a letter to the principal versus writing a text to a friend.</li> <li>use sentences in letters but not when making a word list of supplies needed for a science project.</li> <li>provide list of words that belong to a specific word category (e.g., school supplies, transportation).</li> </ul>

## ELP Standard 9-12.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	with prompting and support: <ul style="list-style-type: none"> <li>express an opinion about a familiar topic.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>choose between two literary texts and state why it was chosen.</li> <li>identify the topic of an informational text and state why that is the topic.</li> <li>select words that represent favorite subjects in school.</li> </ul>
Mid	with prompting and support: <ul style="list-style-type: none"> <li>provide information</li> <li>provide one or two reasons or facts to support the information about a familiar topic.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>provide two facts that support a claim (e.g., eggs are good for you; soda is bad for you).</li> <li>select two phrases among several that provide reasons to support a claim.</li> <li>identify the reasons an author gives for a claim in an informational text.</li> </ul>
High	with prompting and support: <ul style="list-style-type: none"> <li>provide information</li> <li>provide a few reasons or facts to support the information about a familiar topic.</li> </ul>	A student may: <ul style="list-style-type: none"> <li>identify a favorite literary text and state several reasons for that choice.</li> <li>describe several facts that support a claim (recycling is important).</li> <li>respond to questions about an author's opinion (e.g., did the author water pollution is a big or small problem?) and support those answers with facts.</li> <li>collect data on how peers get to school and create sentences that describe the data collected.</li> <li>create visuals outlining facts and reasons to support claims about a topic the student chooses.</li> </ul>



# ALT ELPA WEBPAGE



## Alt ELPA

The Alt ELPA is an alternate English language proficiency assessment designed for English learners with the most significant cognitive disabilities. The assessment was developed under a federal grant with partners from the Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA and nine other states.

Students must be determined eligible for alternate assessment by the IEP team. More information on eligibility determination is available on the MSAA website. Eligible students in Grades K-12 will take the reassessment in late winter.

The Alt ELPA takes into consideration the diverse communication experiences of English learners with the most significant cognitive disabilities. The alternate ELP standards support these students as they learn critical English language knowledge, skills, and communicative competence. Guided by these standards, the Alt ELPA equips educators to support students in gaining English proficiency and ultimately becoming college- and career-ready.

For more information and to sign up for the newsletter, please visit [altelpa.org](http://altelpa.org).

Alt ELPA Info

Sign Up - Alt ELPA Newsletter

### Testing Dates

February 1, 2023 - March 17, 2023

### Cambium

[Cambium Portal](#)

[Resources](#)

### Foundational Documents

[Theory of Action](#)

### For Teachers

- [Accommodations Manual](#)
- [Standards](#)
- [Glossary](#)
- [Eligibility Determination](#)
- [Alt ELPA Training](#)
- [Alt ELPA Test](#)
- [CAAELP-Alt ELPA Pre Administration Tasks](#)
- [CAAELP-Alt ELPA Pre Administration Tasks \(PPT\)](#)

### For Parents

- [Parent Glossary - English](#)
- [Parent Glossary - Spanish](#)

# ELIGIBILITY CRITERIA

## Alternate Assessment Participation Guidelines and Annual Eligibility Determination

The Arizona Department of Education offers an alternate assessment based on alternate achievement standards in compliance with the U.S. Department of Education's federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an alternate assessment. All students must participate in state assessments. IEP teams should consider the testing cycles that will occur during the student's IEP year and include suitable instructional time before administration windows. For example, an IEP team that determines eligibility before the close of the Student Selector Application in the fall has carefully considered the instructional time prior to test administration. An IEP team making the determination in the spring is documenting the preparation for the assessment during the following school year.

### Arizona's Alternate Assessments:

ELA and Mathematics Grades 3 - 8 and 11 – Multi-State Alternate Assessment (MSAA)

Science Grades 5, 8, and 11 – Science Alternate Assessment through MSAA

English Language Proficiency Grades K-12 for English learners with the most significant cognitive disabilities – Alt ELPA

IEP Teams will discuss and determine participation and eligibility using the Alternate Assessment Participation Decision Documents. A student will be eligible in all areas (ELA, Mathematics and Science) where grades overlap. For an English learner with the most significant cognitive disabilities, they must meet the criteria for eligibility to take both the MSAA and Alt ELPA, even if they are in a grade that is not tested using the MSAA.

Student Name \_\_\_\_\_ District ID \_\_\_\_\_ SSID \_\_\_\_\_

Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Case Manager \_\_\_\_\_

Grade	ELA/Math	Science	Alt ELPA
K			X
1			X
2			X
3	X		X
4	X		X
5	X	X	X
6	X		X
7	X		X
8	X	X	X
9			X
10			X
11	X	X	X
12			X

Note: The IEP team must complete the parent notification of alternate assessment participation on page 4.

Alternate assessments are not administered at the student's grade level for this school year and the student is not an English learner.

## Alternate English Language Proficiency Assessment Participation Decision Documentation

The following definition serves as the basis for the Alt ELPA participation guidelines. English learners with the most significant cognitive disabilities are students

- who are not proficient in the English language and may have been identified as needing English language development services;
- who meet the federal definition of an English learner (ESEA §8101(20)\*);
- who meet the state definition for having a most significant cognitive disability; and
- whose Individualized Education Program (IEP) teams have determined an alternate assessment is appropriate for the student.

\*English learner – The term "English learner," when used with respect to an individual, means an individual — (A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

**Note:** A student using American Sign Language as a means of communication is not considered an English learner for the purpose of participation in English Language Proficiency Assessments.

### Eligibility Determinate for the Alternate English Language Proficiency Assessment (Alt ELPA)

- The student has been identified as needing English language development services
- The student meets the federal definition of an English learner
- The student is eligible for alternate content assessments (MSAA)

[https://www.azed.gov/sites/default/files/2020/10/Alternate%20Assessment%20Eligibility\\_May%202022.pdf](https://www.azed.gov/sites/default/files/2020/10/Alternate%20Assessment%20Eligibility_May%202022.pdf)



# 2022-2023 FIELD TEST/OPERATIONAL ASSESSMENT

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ALTERNATE ENGLISH LANGUAGE PROFICIENCY  
ASSESSMENT FOR STUDENTS WITH THE MOST  
SIGNIFICANT COGNITIVE DISABILITIES



# PILOT, FIELD TESTING, AND OPERATIONAL ASSESSMENT

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- In 2022 Arizona educators and other ALT ELPA State educators participated in a Pilot Alt ELPA Test (February- March 2022)
- Arizona educators participated in state Communities of Practice and two All States Community of Practices
- In 2022-2023 Alt ELPA was an Operational/Field Test
  - Arizona had approximately 1,000 students participate in Grades K-12
  - An operational/field test permits results to be used and does not require students to be double tested

# SAMPLE TEST ITEMS GRADE 4 LISTENING



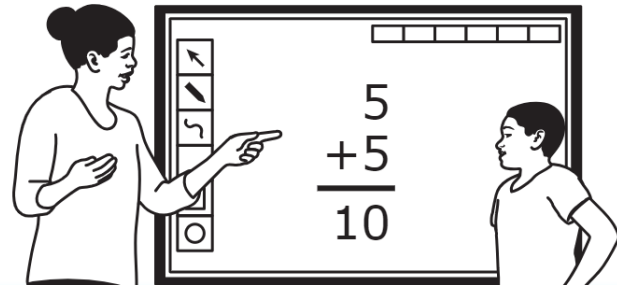
**Listen to the student giving a speech on why he wants to become a teacher. Then answer the questions.**

## **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.



# SAMPLE ITEMS: GRADE 4 LISTENING

When I am a teacher I will have desks in my classroom. I will have many books for students to read. I will teach my students math and I will get them excited about reading. This will make me very happy.

Next



1

I will take time to help students if they have a problem. For example, I will tell students it is okay to ask for help during and after school. I love learning and I will help my students learn too.

I am excited to be a teacher when I am older.

GUEST, GUEST

What does Tom want to be when he is older?



a writer



a teacher



a painter

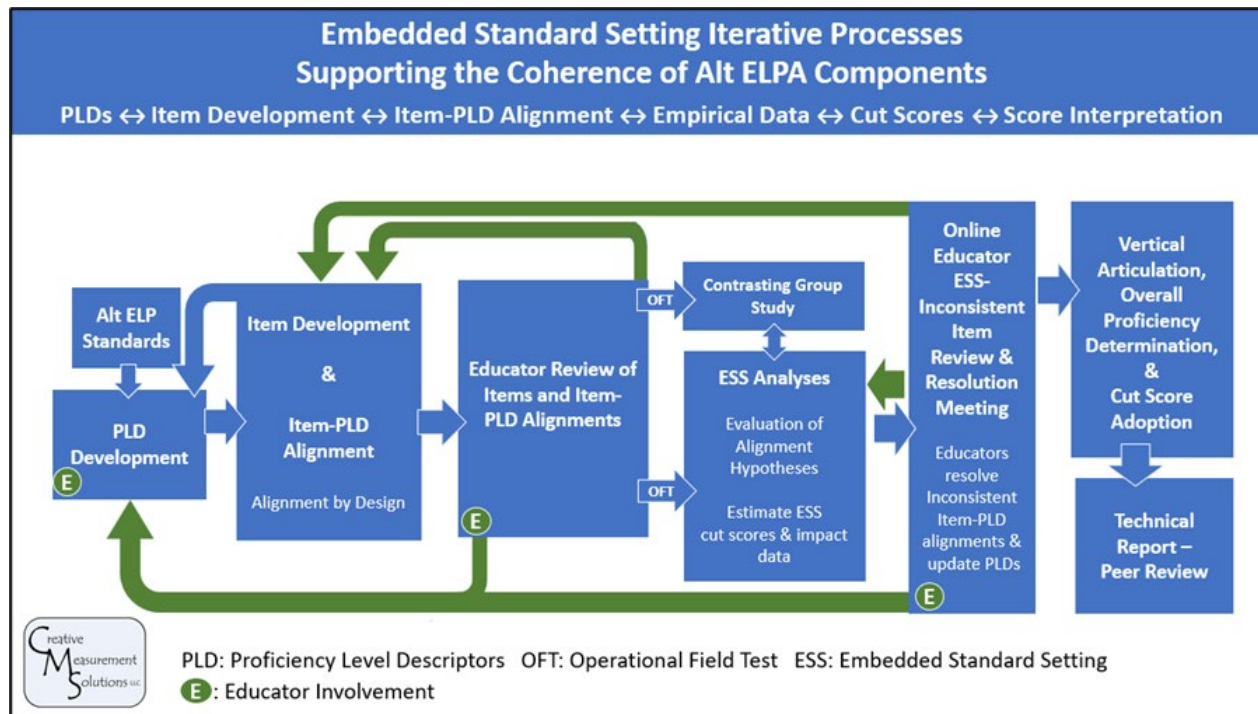


# APPROVAL OF ALT ELPA CUT SCORES

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ALTERNATE ENGLISH LANGUAGE PROFICIENCY  
ASSESSMENT FOR STUDENTS WITH THE MOST  
SIGNIFICANT COGNITIVE DISABILITIES

# EMBEDDED STANDARD SETTING METHOD





# OVERALL PROFICIENCY DETERMINATION BASED ON MODALITY

Proficiency Determination	Definition	Profiles
Emerging	Students show a level of English language proficiency reflected in the Alternate ELP standards that significantly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 1 in all modalities. Students scoring Emerging on the Alt ELPA are eligible for ongoing program support.	Level 1 in both modalities
Progressing	Students show a level of English language proficiency reflected in the Alternate ELP standards that moderately limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining above Level 1 and below level 3 in at least one modality. Students scoring Progressing on the Alt ELPA are eligible for ongoing program support.	Above Level 1 and below Level 3 in at least one modality
Proficient	Students show a level of English language proficiency reflected in the Alternate ELP standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 3 or higher in all modalities. Once Proficient on Alt ELPA, students may be considered for reclassification.	Level 3 or higher in both modalities

# NEXT STEPS

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ALTERNATE ENGLISH LANGUAGE PROFICIENCY  
ASSESSMENT FOR STUDENTS WITH SIGNIFICANT  
COGNITIVE DISABILITIES

## DATA AND REPORTS

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Once Alt ELPA States have approved recommended cuts:

- ✓ Reports will be generated and provided to LEA. Permissioned access to the Vendor (Cambium) Reporting Portal will be available in late fall. This is due to the standard setting requirements. In the future results will be available much earlier
- ✓ Student meeting proficiency on this assessment are able to reclassify and contribute to the State Reclassification Rate
- ✓ The Assessment Unit has been working with Accountability to update on timelines and when we can expect data

QUESTIONS?

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THANK YOU!

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