

# ALT ELPA-ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

---



BETHANY SPANGENBERG  
DIRECTOR OF ALTERNATE ASSESSMENT  
FRIDAY FOCUS WEBINAR  
NOVEMBER 3, 2023

## WELCOME TO WEBINAR #5: ALT ELPA

---

This webinar will be recorded and posted on the ADEAssessments webpage.

Please enter your First and Last Name in the Chat for tracking purposes for the live event.

We will also be capturing the chat questions. If there are questions that were frequently asked or need further clarification, ADE will compile and create an FAQ which will then be posted on the Assessments webpage under Friday Focus Webinars.

## WELCOME TO WEBINAR #5: ALT ELPA

---

- ADE Assessments Team will have 4 more webinar sessions in this series for the 2023 - 2024 school year
- These webinars will be recorded and posted on the Assessments Webpage
- This session will spotlight Alt ELPA, our Alternate English Language Proficiency Assessment for English learners with the most significant cognitive disabilities.

# AGENDA

---

Introduction to Alt ELPA

Standards

2023 Operational Field Test

Cut score approval

Reporting

Upcoming activities

# BACKGROUND OF ALT ELPA

---

## BACKGROUND

---

Federal grant to develop an alternate English language proficiency assessment over 4 years

Collaborative with 10 states and the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA

Priority to focus on the unique student population

Iterative approach that involved national experts, state stakeholders, LEA administrators, and teachers

Aligned with CCSSO Alternate ELP standards, approved to be used in AZ by the State Board of Education in January 2022

## ADDITIONAL WORK

---

Community of Practice started to engage educators and gather feedback

Pilot Alt ELPA test February – March 2022

Suite of training modules to share information and prepare for test administration

# THE STUDENTS

---

## Who takes alternate assessments?

Meet eligibility criteria as determined by the IEP Team:

- Have a significant cognitive disability characterized by a disability or multiple disabilities that impact intellectual functioning and adaptive behavior
- Is learning content linked to state content standards
- Requires extensive direct individualized instruction and substantial supports to achieve measurable gains

## Who takes Alt ELPA?

- Meet eligibility criteria above
- Has an EL status based on AZELLA Placement test
- Previous ELP test history



# ACCESSIBILITY

---

**What about students with alternate modes of communication or a sensory impairment?**

Optimal Testing Conditions

Universal Features\*

Accommodations

Embedded

Non-embedded

\*Universal features and accommodations are determined by domain. Refer to the [Accessibility Manual](#) for details.

# UNIVERSAL FEATURES

---

Domain Dependent: Some universal features may also be accommodations

Amplification

Color adjustment

Disable universal features

Keyboard navigation

Online tools: highlighter, mark items, masking, strikethrough

Replay audio

Re-record

Text-to-speech

Writing tools

Zoom

# OPTIMAL TESTING CONDITIONS

---

## For all students and all domains

Assistive Technology (AT) device  
Breaks and flexible scheduling  
Directions adjusted  
Focusing prompts and materials  
Lighting  
Magnification  
Medical device  
Navigation assistance by test administrator  
Noise buffer  
Object representations  
Positioning  
Preferred communication mode

Scratch paper and other note-taking devices  
Scribe  
Tactile graphics  
Verbal encouragement

# ACCOMMODATIONS

---

Domain Dependent

Print on demand (paper test)

Text-to-speech

Word prediction

Read aloud

Sign language presentation

Verbal description of graphics

**Remember: all accommodations must be documented in the IEP!**

# STANDARDS

---

# STANDARDS DEVELOPMENT

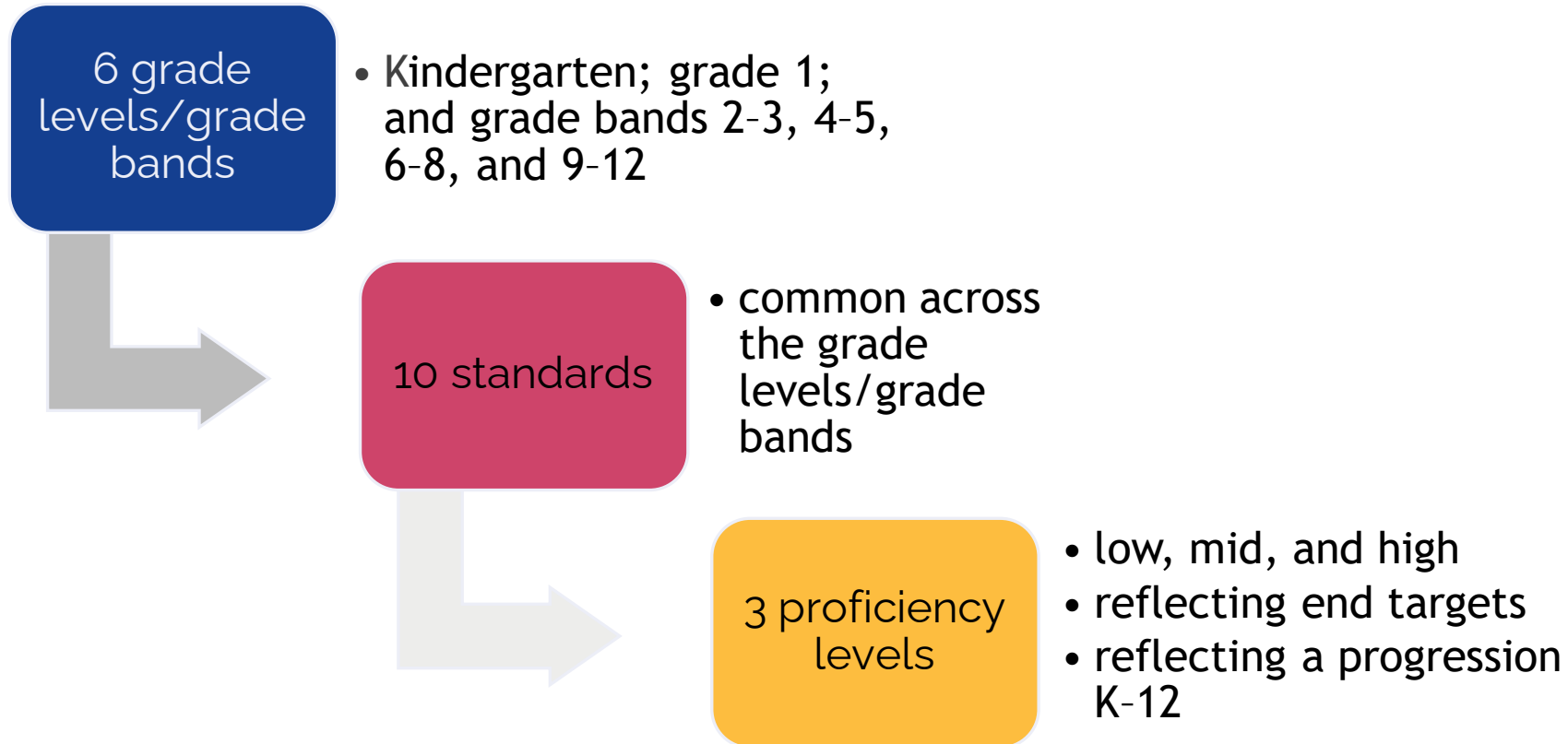
---

Were developed to

- Meet federal requirements
- Support instruction
- Reflect an understanding of the learner

# ORGANIZATION

---



# ELP STANDARDS FOR ELSCD

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, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and information texts and topics
4	construct grade appropriate oral and written claims
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
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

Standards 1 through 7 involve the language necessary for ELSCDs to engage in the central content specific practices associated with ELA and literacy, mathematics, and science. They begin with a focus on extracting meaning and then progress to engagement in these practices.

Standards 8 through 10 focus on some micro-level linguistic features and serve the other seven standards.



# DOMAIN DEFINITIONS

---

**Speaking:** the action of conveying information or expressing thoughts and feelings, or a response in a conversation.

**Writing:** process of using symbols to communicate thoughts and ideas or to convey or record information in a readable form to a particular audience and for a particular purpose.

**Listening:** receiving of language with thoughtful attention and processing sounds to understand their meaning or intent.

**Reading:** process of recognizing and understanding or making meaning from symbols, letters, or words.

# DOMAINS AND MODALITIES

---

Modalities	Domains	Standards
Receptive	Listening and Reading	1, 8
Productive	Speaking and Writing	3, 4, 7
Interactive	Listening, Speaking, Reading, and Writing	2, 5, 6

The Alt ELPA reports out by modalities.

# PROFICIENCY DESCRIPTORS

---

- The ten standards are common across every grade level/grade band.
- Additional details about language are provided in the proficiency descriptors (low, mid, high) for each standard and grade level/grade band.
- The proficiency descriptors articulate the English language proficiency knowledge, skills, and abilities expected of students at each level (low, mid, high) for a given standard and grade/grade band.

# EXAMPLE

- Standard 6 for Grade Band 2–3
- ***An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing***

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Low	<ul style="list-style-type: none"> <li>analyze and critique the arguments of others orally and in writing</li> </ul>	<p>A student may</p> <ul style="list-style-type: none"> <li>Identify the main idea of a presentation.</li> </ul>
Mid	<p>with prompting and support</p> <ul style="list-style-type: none"> <li>Identify a reason an author or a speaker gives to support the main point of a familiar topic.</li> </ul>	<p>A student may</p> <ul style="list-style-type: none"> <li>Respond to questions such as, “Show me how you know this?”</li> <li>Point to a frequently occurring word/phrase that supports the main idea.</li> <li>Determine why the speaker/author likes or dislikes their main point.</li> </ul>
High	<p>with prompting and support:</p> <ul style="list-style-type: none"> <li>Tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.</li> </ul>	<p>A student may</p> <ul style="list-style-type: none"> <li>Respond to simple wh- questions (e.g., What does the speaker/author want to happen? Why does the speaker/author want ...?)</li> <li>Respond to questions such as, Why was Joe sad? Why are fire drills important? Why does the policeman say to stop at a red light?</li> </ul>

# SAMPLE ITEMS

---

# SAMPLE TEST ITEMS GRADE 4 LISTENING



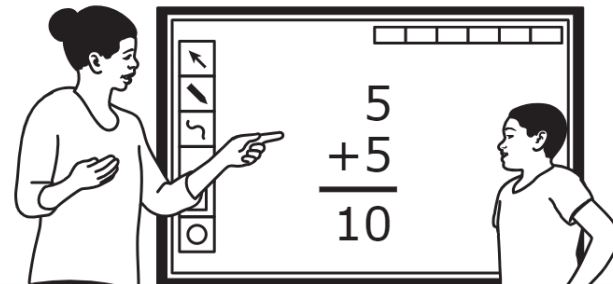
Listen to the student giving a speech on why he wants to become a teacher. Then answer the questions.

## 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.



# 2023 OPERATIONAL FIELD TEST

---

## OPERATIONAL FIELD TEST

---

Over 900 students participated in Arizona's first alternate ELP assessment

Embedded standard setting

Reporting opened on October 23

Sending hard copies of Individual Student Reports



## CUT SCORE APPROVAL

---

After any standard setting, the cut scores need to be approved.

Cut scores for Alt ELPA were approved by Superintendent Horne on September 15.

Future reports will be available much sooner so that LEAs can plan for instructional models and notify parents.

# REPORTING

---

# ALT ELPA REPORTING

---

Reporting portal is in the Cambium portal (where you log into TIDE)

District test coordinators have access to district, school, and student reports.

[Quick Guide to Understanding Reports](#)

Three overall proficiency levels: Emerging, Progressing, Proficient

Four modality and domain proficiency levels: Beginning, Intermediate, Early Advanced, Advanced

# STUDENT REPORT

Last, First

Student ID: 000000000 | Student DOB: 1/1/2018 | Enrolled Grade: KG  
Date Taken: 1/31/2023

Kindergarten Alt ELPA 2022-2023

Demo Dist 9999  
Demo School 2

Overall Scale Score: 207±52	Comprehension Scale Score: Not Attempted	Proficiency Determination: Progressing
-----------------------------	--	--

Overall score, comprehension score, and proficiency determination at the top followed by descriptions of proficiency determination

# PROFICIENCY DETERMINATION

Proficiency Determination	Definition	Profiles
Emerging	Students show a level of English language proficiency reflected in alternate ELPA standards that <b>significantly</b> limits participation in the grade-appropriate classroom activities...	Level 1 in both modalities
Progressing	Students show a level of English language proficiency reflected in alternate ELPA standards that <b>moderately</b> limits participation in the grade-appropriate classroom activities...	Above level 1 and below level 3 in at least one modality
Proficient	Students show a level of English language proficiency reflected in alternate ELPA standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities...	Level 3 or higher in both modalities

# MODALITY AND DOMAIN

Student reports also have proficiency levels in each modality and domain. Performance descriptions are included.

How Did Your Child Perform on Different Areas of the Test?

1 Beginning 2 Intermediate 3 Early Advanced 4 Advanced

Domain	Scale Score	Performance	Performance Description
1. Modality: Productive (Speaking and Writing)	33±5	2	Productive Level 2: The Productive modality measures English language performance in Speaking and Writing. Students in Level 2 demonstrate Productive performance reflected in the Alternate ELP standards that moderately limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
1a. Domain: Speaking	N/A	3	Students in Level 3 with increasingly independent control, prompting, and support can: <ul style="list-style-type: none"> <li>Communicate simple information or feelings about familiar and novel topics, experiences, or events</li> <li>Identify a feeling or opinion about a familiar topic</li> <li>Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences</li> <li>Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom</li> </ul>
1b. Domain: Writing	N/A	1	Students in Level 1 with limited control, prompting, and support can: <ul style="list-style-type: none"> <li>Communicate simple information, including feelings, about a familiar topic or experience</li> <li>Respond to simple yes/no questions about familiar topics</li> <li>Recognize information from experience or from a provided source</li> </ul>
2. Modality: Receptive (Listening and Reading)	16±3	1	Receptive Level 1: The Receptive modality measures English language performance in Listening and Reading. Students in Level 1 demonstrate Receptive performance reflected in the Alternate ELP standards that significantly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
2a. Domain: Listening	N/A	1	Students in Level 1 typically can show comprehension by: <ul style="list-style-type: none"> <li>Identifying a few key words from read-alouds and oral presentations</li> <li>Recognizing the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events</li> <li>Listening with limited participation in short conversations</li> <li>Responding to simple yes/no questions about familiar topics</li> <li>Recognizing information from experience or from a provided source</li> </ul>
2b. Domain: Reading	N/A	1	Students in Level 1 typically can show comprehension by: <ul style="list-style-type: none"> <li>Identifying a few key words in picture books or simple written text (e.g., labeled pictures)</li> <li>Recognizing the meaning of a few frequently occurring words in simple written texts about familiar topics, experiences, or events</li> <li>Responding to simple yes/no questions about familiar topics</li> <li>Recognizing information from experience or from a provided source</li> </ul>

# RESOURCES

---

# FORMS

---

Parent Notification and Consent Form – Alt ELPA – Do not modify

Notification of Reclassification – Can modify as needed

Two-year monitoring form – Can modify as needed

Follow the same processes you do for students who take AZELLA!



## WEBSITES

### **ADE Alt ELPA**

<https://www.azed.gov/assessment/altelpa>

### **Cambium Portal**

<https://az.portal.cambiumast.com/resources>

# UPCOMING

---

# LOGISTICS

---

- Registration in the Student Selector Application through November 30.
- Communication goes to the Alternate Assessment Test Coordinator.
- Alternate Assessment Test Coordinator Handbook
- Test administrator and test coordinator training available end of November or early December
- No accommodations requests
- One-on-one administration with an observer required for scoring items on the speaking test
- Test administration window January 30 – March 15, 2024

# REGISTRATION COMMUNICATION

---

- AZELLA platform is set up to upload all students.
- Students who are eligible for alternate assessments will usually be uploaded to AZELLA (PAN).
- Alternate Assessment Test Coordinators and AZELLA Test Coordinators must communicate student lists with each other.
- Do not administer AZELLA to students who are eligible for Alt ELPA!

QUESTIONS?

---



# THANK YOU!

**For questions, please contact us at:**

**AlternateAssessment@azed.gov**

