WELCOME TO WEBINAR #5: ALT ELPA

This webinar will be recorded and posted on the ADE Assessments 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

<table>
<thead>
<tr>
<th>Assistive Technology (AT) device</th>
<th>Scratch paper and other note-taking devices</th>
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</thead>
<tbody>
<tr>
<td>Breaks and flexible scheduling</td>
<td>Scribe</td>
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<tr>
<td>Directions adjusted</td>
<td>Tactile graphics</td>
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<td>Focusing prompts and materials</td>
<td>Verbal encouragement</td>
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<tr>
<td>Lighting</td>
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<td>Magnification</td>
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<td>Medical device</td>
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<td>Navigation assistance by test administrator</td>
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<td>Noise buffer</td>
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<td>Object representations</td>
<td></td>
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<tr>
<td>Positioning</td>
<td></td>
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<tr>
<td>Preferred communication mode</td>
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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

- 6 grade levels/grade bands
  - Kindergarten; grade 1; and grade bands 2-3, 4-5, 6-8, and 9-12

- 10 standards
  - common across the grade levels/grade bands

- 3 proficiency levels
  - low, mid, and high
  - reflecting end targets
  - reflecting a progression K-12
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

<table>
<thead>
<tr>
<th>Modalities</th>
<th>Domains</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive</td>
<td>Listening and Reading</td>
<td>1, 8</td>
</tr>
<tr>
<td>Productive</td>
<td>Speaking and Writing</td>
<td>3, 4, 7</td>
</tr>
<tr>
<td>Interactive</td>
<td>Listening, Speaking, Reading, and Writing</td>
<td>2, 5, 6</td>
</tr>
</tbody>
</table>

The Alt ELPA reports out by modalities.
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.
<table>
<thead>
<tr>
<th>ELP Level</th>
<th>Proficiency Descriptors</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>An English learner with significant cognitive disabilities can: • analyze and critique the arguments of others orally and in writing</td>
<td>A student may • Identify the main idea of a presentation.</td>
</tr>
<tr>
<td>Mid</td>
<td>with prompting and support • Identify a reason an author or a speaker gives to support the main point of a familiar topic.</td>
<td>A student may • Respond to questions such as, “Show me how you know this?” • Point to a frequently occurring word/phrase that supports the main idea. • Determine why the speaker/author likes or dislikes their main point.</td>
</tr>
<tr>
<td>High</td>
<td>with prompting and support: • Tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.</td>
<td>A student may • Respond to simple wh- questions (e.g., What does the speaker/author want to happen? Why does the speaker/author want ...?) • 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?</td>
</tr>
</tbody>
</table>
SAMPLE ITEMS
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.

https://login3.cambiumtds.com/student_core/V27/Pages/LoginShell.aspx?c=Arizona_PT&a=Student
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
Overall score, comprehension score, and proficiency determination at the top followed by descriptions of proficiency determination
### PROFICIENCY DETERMINATION

<table>
<thead>
<tr>
<th>Proficiency Determination</th>
<th>Definition</th>
<th>Profiles</th>
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<tbody>
<tr>
<td>Emerging</td>
<td>Students show a level of English language proficiency reflected in alternate ELPA standards that <strong>significantly</strong> limits participation in the grade-appropriate classroom activities...</td>
<td>Level 1 in both modalities</td>
</tr>
<tr>
<td>Progressing</td>
<td>Students show a level of English language proficiency reflected in alternate ELPA standards that <strong>moderately</strong> limits participation in the grade-appropriate classroom activities...</td>
<td>Above level 1 and below level 3 in at least one modality</td>
</tr>
<tr>
<td>Proficient</td>
<td>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...</td>
<td>Level 3 or higher in both modalities</td>
</tr>
</tbody>
</table>
Student reports also have proficiency levels in each modality and domain. Performance descriptions are included.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scale Score</th>
<th>Performance</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modality: Productive (Speaking and Writing)</td>
<td>33±5</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>1a. Domain: Speaking</td>
<td>N/A</td>
<td>3</td>
<td>Students in Level 3 with increasingly independent control, prompting, and support can:</td>
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<td></td>
<td></td>
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<td>- Communicate simple information or feelings about familiar and novel topics, experiences, or events</td>
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<td>- Identify a feeling or opinion about a familiar topic</td>
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<td>- Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences</td>
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<td></td>
<td>- Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom</td>
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<tr>
<td>1b. Domain: Writing</td>
<td>N/A</td>
<td>1</td>
<td>Students in Level 1 with limited control, prompting, and support can:</td>
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<td>- Communicate simple information, including feelings, about a familiar topic or experience</td>
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<tr>
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<td></td>
<td>- Respond to simple yes/no questions about familiar topics</td>
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<td></td>
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<td></td>
<td>- Recognize information from experience or from a provided source</td>
</tr>
<tr>
<td>2. Modality: Receptive (Listening and Reading)</td>
<td>16±3</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2a. Domain: Listening</td>
<td>N/A</td>
<td>1</td>
<td>Students in Level 1 typically can show comprehension by:</td>
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<tr>
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<td>- Identifying a few key words from read-alouds and oral presentations</td>
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<td>- Recognizing the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events</td>
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<td></td>
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<td></td>
<td>- Listening with limited participation in short conversations</td>
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<td></td>
<td>- Responding to simple yes/no questions about familiar topics</td>
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<td></td>
<td></td>
<td>- Recognizing information from experience or from a provided source</td>
</tr>
<tr>
<td>2b. Domain: Reading</td>
<td>N/A</td>
<td>1</td>
<td>Students in Level 1 typically can show comprehension by:</td>
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<td>- Identifying a few key words in picture books or simple written text (e.g., labeled pictures)</td>
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<td>- Recognizing the meaning of a few frequently occurring words in simple written texts about familiar topics, experiences, or events</td>
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<td></td>
<td></td>
<td></td>
<td>- Responding to simple yes/no questions about familiar topics</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Recognizing information from experience or from a provided source</td>
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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