ELPA Standards Report Guide

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Introduction

The English Language Proficiency Assessment (ELPA) Summative is a yearly test that measures a student's progress toward proficiency in English. It is taken by students with English learner status. ELPA Summative results are used to satisfy state and federal accountability requirements and to determine if a given student will retain or exit EL status for the coming school year.

At present, official ELPA Summative scores are reported by domain only and do not reference the standards upon which the test is based. The **ELPA Standards Report** provides a different way to look at past and future ELPA Summative data, organizing it by standard as well as domain.

The ELPA Standards Report creates an additional avenue for using ELPA Summative data to make system and program improvements. The ELPA Standards Report is best used at the district or building level; individual ELPA score reports remain the best data source for decisions at the classroom or individual student level.

Context

ELPA Summative

Federal policy requires that a state's English language proficiency test be based on its adopted English language proficiency standards and report proficiency in the four recognized domains of Reading, Writing, Listening, and Speaking. Oregon's English Language Proficiency (ELP) Standards include a wealth of detail regarding:

- Purpose and history of the standards
- Intersections and interactions with Language Arts (ELA[1]), Mathematics, and Science
- Relation to proficiency on the ELPA (broken out by grade and proficiency level)

The last point on this list forms the basis of the ELPA Standards Report. The ELPA Summative was created by extracting descriptive elements from the ten ELP Standards and sorting them by domain. This process created the ELPA Achievement Level Descriptors, which were in turn used to create test items.

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[1] See the Access to Linguistic Inclusion accordion on ODE's English Language Arts page for information about Language Arts in languages other than English.

In short, while the ELPA Summative is *aligned to* Oregon's adopted ELP standards, ELPA Summative results are *reported by* domain. The ELPA Standards report provides a new way to look at existing ELPA results: through the lens of standards as well as domains.

Retrieving the ELPA Standards Report

Gaining Access to the ADI Application

The ELPA Standards Report is retrieved from ODE's Achievement Data Insight (ADI) application. School and district personnel can use the ADI platform to privately and securely access, review, and download data collected by ODE.

Training resources regarding use and navigation of ADI can be found on the [Achievement Data Insight webpage](#).

Permissions to access ADI are governed by your [district security administrator (DSA)](#). Clicking on the ELPA Standards Report validation tile in ADI generates an email to your DSA requesting access. While approved users can access ELPA Standards Report data during the validation window, it is recommended that they wait until the validation window has closed and the data are finalized.

Viewing and Downloading the ELPA Standards Report

To view or download the ELPA Standards report:

1. [Log in](#) to ADI.

Applications

You have been granted access to the items displayed in this list. To access an application, select it from the list.

Achievement Data Insight - Oregon Department of Education

2. Click on the ELP Standards Validation tile. You will see a webpage that displays the data under a 'Summary' tab.

   a. <u>Note</u>: During the validation window, the ELP Standards Validation tile appears under the 'Open' tab. After the validation window, it appears under the 'All' tab.
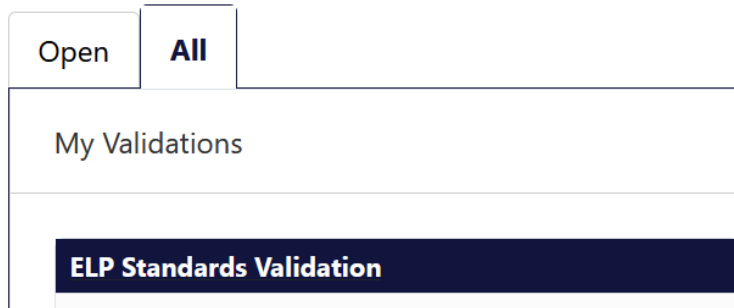
3. To filter the data, select the 'Show Filters' button below the 'Summary' tab under the desired column and enter a filter value.

   a. For example: To display only 5th graders, select 'Show Filters'. Then, under the 'Grade Group' column, enter 5 (or G5). Either hit Enter or select G5 in the drop-down menu that appears.

   b. Clear filters by selecting the crossed-out funnel button or the 'x'.
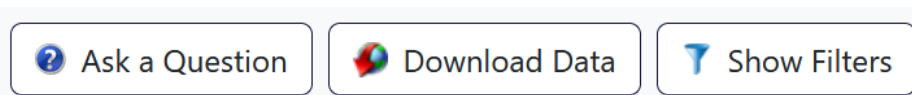
4. To download the data, select the 'Download Data' button below the 'Summary' tab. Data can be downloaded either in a CSV or as an Excel Worksheet format. You can download your entire dataset, or you can download a pre-filtered version of the dataset.

   a. Note: If you wish to filter your data after downloading, choose the Excel Worksheet version. This version has the data formatted as a table and all the usual Excel tools are available for data analysis or reorganization.

Data are preliminary until the validation window has closed, at which point they become final. For the purposes of the ELPA Standards Report, "validation" does not require any action from the district. The close of the validation window instead marks the transition from preliminary to final data.

The ELPA Standards Report opens on the first Thursday in August, followed by a two-week validation window. Data are final as of the third Thursday in August.

ELPA Standards Report data are freely shareable among district personnel but are **not intended for public reporting**. The ELPA Standards Report should not be published or otherwise distributed to the public.

Interpreting the ELPA Standards Report

The ELPA Standards Report provides information in the following fields.

- **Reporting Year** (YYYYYYYY)
  - The school year whose testing information was used to generate the report.
- **School ID** (####)
  - The Institution ID of the school or district whose testing information was used to generate the report.
- **School Name**
  - The name of the school or district whose testing information was used to generate the report.
- **Institution Type** (single letter)
  - D: an Oregon public school district
  - H: high school (including charter schools)
  - S: elementary or middle school (including charter schools)
- **Grade Group** (GK or G#)
  - The grade whose testing information was used to generate this row of the report.
- **ELP Domain** (RWLS)
  - The domain concerned. Each domain is represented by its initial letter (Reading, Writing, Listening, or Speaking).
- **ELP Standard** (#)
  - The ELP standard concerned (1-10).
- **Total Students** (#)
  - The number of students who have test information meeting all prior descriptors in this list.
  - If 4 or fewer students tested, this field will display "<5".
- **Institution Estimate** (%)
  - Percent of items that we would expect students at the institution to answer correctly on an imaginary ELPA Summative test built exclusively from this domain and standard combination.
    - Example: Institution A has an Institution Estimate of 70% for Listening Standard 1. If the ELPA Summative consisted only of items testing Listening Standard 1 (no other domains and no other Listening standards), we predict that students from this institution would answer 70% of these items correctly.
  - If Total Students is <5, this field will show a star (*)

- **Institution Standard Deviation** (%)
  - This is the error range for the Institution Estimate. Apply +/- the Institution Standard Deviation to the Institution Estimate to find the range of possible student performance.
    - Example: Institution A has an Institution Estimate of 70% for Listening Standard 1, with an Institution Standard Deviation of 13.5%. This means that while we have the greatest confidence that the "true" performance for students at Institution A is near 70%, it could be as low as 56.5% or as high as 83.5%.
  - If Total Students is <5, this field will show a star (*)
- **Proficiency Estimate** (%)
  - This field estimates the required percentage of correct responses to demonstrate proficiency on an imaginary ELPA Summative test built exclusively from this domain and standard combination.
    - Example: The Listening Standard 1 column on a given report shows a Proficiency Estimate of 85.9. If the ELPA Summative consisted only of items testing Listening Standard 1 (no other domains and no other Listening standards), we predict students would have to answer 85.9% or more of those items correctly to score a level 4 (which is the score needed to contribute to a Proficient profile).
- **Proficiency Level Label** (one of three labels)
  - Compares the Institution Estimate to the Proficiency Estimate.
    - **Below**: As a whole, this group of students performed substantially below the Proficiency Estimate. Some individual students may have performed higher.
    - **At/Near**: As a whole, this group of students performed close to the Proficiency Estimate. We cannot say with confidence that this group of students performed substantially above or below the estimate (although some individual students may have done so).
    - **Above**: As a whole, this group of students performed substantially above the Proficiency Estimate. Some individual students may have performed lower.
  - If the Total Students is <5, this field will show a star (*)
- **Data as of Date** (MM/DD/YYYY)
  - The date on which the displayed data were loaded into the report. Data are current as of this date.

Data in these tables have been suppressed for 4 or fewer students. When dealing with such a small student population, individual score reports should be used instead of the ELPA Standards Report.

Recommendations for Use

The ELPA Standards Report is best used for systematic or program decisions at the building or district level. The Report should not be used to make instructional decisions at the classroom or individual student level; instead, for this level of decision-making, use individual ELPA Summative score reports.

As the report's name suggests, users will need a strong understanding of the ELP Standards to appropriately interpret and use Standards Report data. Some recommendations for getting the most out of the ELPA Standards Report follow. Use these recommendations to spark curiosity and spur investigation; do not treat them as a checklist.

Examining the Data

Review the data in tandem with existing resources.

- Consult the [ELP Standards](#) for information on what a given proficiency level means *by standard*. The most useful detail will be found in the standards as they are broken out by grade band, with descriptions of what the student knows and can do for each of the five performance levels.
- Consult the [Achievement Level Descriptors](#) for information on what a given proficiency level means *by domain*. This document "bridges the gap" between the ELP Standards and the ELPA Summative by taking performance descriptions from the standards and *reorganizing* them into the four domains of Reading, Writing, Listening, and Speaking.

Use the data to examine your program.

- Approach the report from a standpoint of curiosity (i.e. as a starting place rather than a summative evaluation).
- Consider how the data can be used as a springboard to examine which elements of your program are working well and which merit further scrutiny.
- Use individual score reports to make instructional decisions at the individual or classroom level, or for testing populations of 4 or fewer students.

Examine program elements related to the standard under consideration.

- Example: Grade 2-3 performance in Standard 3 ("speak and write about grade-appropriate complex literary and informational texts and topics") might spark curiosity about the texts covered in a given grade band.
    - Are these texts grade-appropriate?
    - Are they complex?
    - Are students exposed to both literary and informational texts?
    - Are students being asked to both speak and write about these texts?
    - And beyond the language of the standard: How do or could these (or additional) texts empower multilingual learners?
    - How can these (or additional) texts be used to leverage existing cultural or linguistic knowledge?

Look for links to other content areas (and not just ELA).

- Example: Grade 6-8 performance in Standard 3 might spark curiosity about alignment between ELD and ELA instruction.
    - How and when do students receive instruction about ELA standard SL.2 ("Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate")?
    - How successful is this instruction with all students?
    - What about students with current or former EL status?
- Example: Similar questions might be asked about Science standards relating to the practices "Constructing explanations and designing solutions" and "Obtaining, evaluating, and communicating information".
    - How are the different domains (reading, writing, listening, and speaking) incorporated in science lessons?
    - What opportunities do or could students have to write or verbally present explanations?
    - How do or could science lessons support bridging across multiple languages?

Interpret that data through what you know about your local context.

- Think about features of your program, or recent actions you have taken, that might be relevant to these data. For example, your district may have recently made changes to your middle grades literacy program, or you may have adopted new curriculum.
- Think about unique characteristics or recent changes in your student population that inform how you view these data. For example, you may happen to know that all Grade 4 students with EL status in your district were newly enrolled in the testing year, and

therefore their performance cannot be used to make inferences about the district's service program in Grades K-3.

Cross-reference with other data sources.

- Consider comparing performance data on the ELPA Standards Report with data from [cross-sectional target reports](#) in ELA, Math, and Science.

Taking Action

Establish clear, specific objectives.

- Use the data to think about where you will focus your efforts, and to what end. Do you want to…
    - Improve coverage of a standard across the board?
    - Concentrate on honing skills that move students from level 3 performance to level 4 performance?
    - Ensure a strong foundation of basic skills upon which future years can build?
- You know your local context best. The ELPA Standards Report is one of many data sources that you may use to inform your decisions.

Be ambitious but also pragmatic.

- Of the actions you could pursue…
    - Which are likely to make the biggest difference for students?
    - Where can you do the best job, given the available resources?
    - Which actions are urgent?
    - If you can't do everything, what is best saved for the future?

Think about the entire spectrum of performance.

- Which content or skills might you be over- or under-teaching?
- Where do report data suggest areas of strength worth developing and extending?
- When you identify areas of improvement, think also about *why* improvement is needed.

Involve content area teachers (and not just ELA).

- It's everyone's responsibility to provide appropriate education to students with EL status. Use data from the ELPA Standards Report to think about the opportunities afforded students to read, write, listen, and speak across the curriculum.
    - What kinds of instructional, assessment, and feedback strategies are district educators in all content areas aware of and using to help all their students, including students with EL status, access challenging grade-level content and improve their command of academic English?

- o Where do (or can) educators throughout the district collaborate with colleagues in all content areas (not just ELD) to mutually reinforce the previously mentioned effective instructional, assessment, and feedback strategies?

Look for ways to involve students in their own learning.

- Students at all grade levels can benefit from appropriate and accessible explanations of how they are being assessed. The ELP standards, Achievement Level Descriptors, and similar materials were written with adults in mind, and these materials do use some specialized vocabulary. However, the ten ELP standards can be reformulated in "student friendly" language to let students know exactly which of their skills are being measured and what proficiency looks like. The grade-by-grade breakdown tables in the ELP standards document may be especially adaptable to this purpose.
- With increasing understanding, students may come to feel that they are in the "driver's seat" and that assessment data are *their* data as well, which they actively use to examine their own learning as they progress towards English language proficiency.

Remember that the goal is English proficiency; the ELPA Summative is an indicator.

- Focus on providing appropriate, effective language development services first and foremost. EL status exists to ensure that students can access challenging grade-level content delivered in English and are prepared for success in school and life. Proficient performance on the ELPA Summative is an indicator of the likelihood that students are meeting or will meet this goal—not an end in and of itself. Put another way, ELD services are not reducible to a study session for the ELPA Summative.

Contacts and Assistance

For help with…	…please contact…
Navigating Achievement Data Insight and retrieving the ELPA Standards Report	Your Regional ESD Partner
ELPA testing	Ben Wolcott, ELPA Specialist
Title III; EL identification; reporting EL status; English language development instruction and service delivery	Kim Miller, Title III Specialist