



## Understanding ELPA21 Scores and Score Reports Webinar

<https://www.education.ne.gov/natlorigin/>

Hello and welcome to the “understanding ELPA21 scores and score reports” webinar. I’m Brooke David, Title III and ELL Assessment at the Nebraska Department of education. The purpose of this webinar is to inform ELPA21 test administrators about the 2016 ELPA21 score reports. If you have any additional questions that aren’t answers on this webinar, Terri and my contact information will be on the final slide of the Powerpoint. As always, you can find our contact information and information related to ELPA21 on our website shown here.



## Topics to Discuss

- ELPA21 Overall Score Reports
- ELPA21 Individual Student Reports (ISRs)

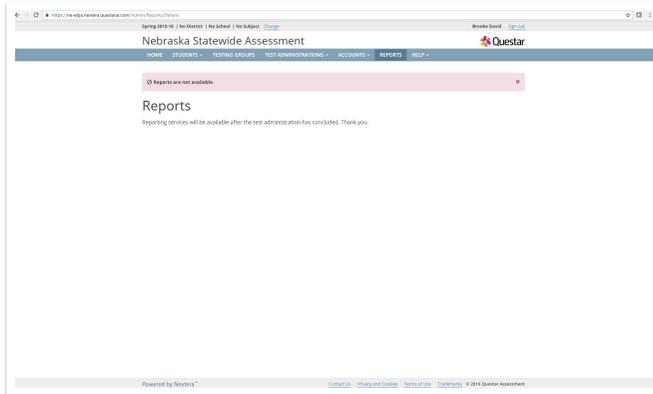
During this presentation, I will be discussing the following topics: the types of overall score reports that will be available through the Nextera administration site and the individual student reports, how they differ from the ELDA score reports, and what information will be available on the ISRs.



# Accessing Reports

- Nextera

<https://ne-elpa.nextera.questarai.com/Admin/>



## Script

- Questar , the 2015/2016 ELPA21 vendor, will be sending out a communication email soon to all DACs explaining how to access reports and ways to create custom reports. All score reports will be accessed through the Nextera administration site shown here on the screen. If you were able to access Nextera last year you can use the same credentials to access the site again. All reports will be under the “REPORTS” tab on the blue bar at the top of the page.



## Accessing Reports

- Questar
  - Contact support: 1-877-852-3552
  - Email: [ne.elpa.help@questarai.com](mailto:ne.elpa.help@questarai.com)
  - Communication coming soon!
  - Other email communication
- New users
- CDs

### Questar

- If you don't remember your password from last year, click on "forgot your password" on the log in page. If you are having trouble accessing this site, you will need to call or email the customer support desk at Questar to get help shown here on the screen.
- Please NOTE: some of you have been getting email communication about an expiring password. After talking with Questar, this seems to be an automatic email coming from Questar's secure site. This is a different site than Nextera which was used last year to do your data review. There is nothing you need to do now with this site. If you are getting this email all you need to do is to update your password. If you are having trouble with this, please contact Questar's customer service.
- For those of you who are new users to the Nextera site, you should have received an email from Questar to activate your Nextera account. Look for more information on accessing this site on the communication email from Questar.
- In addition, district data files will be burned to CDs and shipped by Questar to each District Assessment Coordinators.



## Score Reports

- Report levels
  - District
  - School
  - Classroom (testing group)
- Level of access depends on your account type

### Script:

- There are different levels of reports available to districts: the district level, the school level, and classroom level.
- Your level of access to these reports will depend on your account type in Nextera. For example, all DACs will have access to district, school and classroom reports. All building level administrators will have access to school and classroom reports.
- The classroom level reports refer to the testing groups created by Questar. If you remember, Questar assigned students to testing groups by grade. Some districts opted to create their own testing groups and those testing groups will be what is referred to as “classroom” in the Nextera reports.



## Available Reports

State	District	School	Classroom
State Summary	District Summary	School Roster	Print Student Labels
State Demographic Summary	District Demographic Summary	School Summary	Individual Student Report (ISR)
		School Demographic Summary	

Showing on the screen are the available reports at each level of reporting. Again, your access to each report will depend on your account level in Nextera. When you log in to the Nextera site, you will automatically be defaulted to your district. In order to look at the school level, you can filter by school at the top of the page. Summary reports are available at the state, district, and school level. They are all separated out by grade-level. Each report includes information about the number of students tested as well as proficiency levels. Demographic reports are also separated by grade and break down proficiency by demographics. The school roster report by grade includes proficiency determinations as well as performance levels by domain for each student. Lastly, you can print out student labels and individual student reports.

# Individual Student Reports (ISR)






**ELPA21 SUMMATIVE ASSESSMENT  
STUDENT REPORT  
SARAH JOHNSON**



**Sarah's Overall Proficiency Determination**

## Proficient

**Test Date:** Spring 2015-2016  
**Grade:** 4  
**Birth Date:** 07-21-2006  
**Student ID:** 999999999  
**School:** 999999-9999  
**District:** School District Name 999999

**Domain Performance Levels and Scale Scores**

Domain	Performance Level	Scale Score
Speaking	Early Advanced	XXX
Writing	Early Advanced	XXX
Listening	Advanced	XXX
Reading	Early Advanced	XXX
Comprehension	Comprehension is derived from the Listening and Reading scores. It does not have a performance level.	XXX

**Level and Proficiency Explanations**

**Performance Level**  
**Advanced (A)** - Student speaks English fluently with an emphasis on fluency.  
**Early Advanced (EA)** - Student speaks English fluently with an emphasis on fluency and an emphasis on fluency.  
**Advanced (A)** - Student speaks English fluently with an emphasis on fluency and an emphasis on fluency.  
**Early Advanced (EA)** - Student speaks English fluently with an emphasis on fluency and an emphasis on fluency.

**Proficiency Determination**  
**Proficient** - Student demonstrates an ability to use English fluently with confidence in independent practice, interpret, collaborate on, and access to grade-level content. Student demonstrates an ability to use English fluently with confidence in independent practice, interpret, collaborate on, and access to grade-level content. Student demonstrates an ability to use English fluently with confidence in independent practice, interpret, collaborate on, and access to grade-level content.

**Scale Scores**  
 Scores for individual domains have different ranges and should not be directly compared. The same, or similar, scale score on two or more domains might not result in the same performance level on those domains.



Here is what the individual student report looks like. Knowing this is difficult to see, we have attached a mock-up of the ISR to this webinar. I will go through each section of the score report now. It may be helpful to refer to the score report as I go through each section. There are some differences between the previous student report with the ELDA and the new ELPA21 student report.



## New Score Reporting for ELPA21

- ELDA
  - 4 Domain Scores
  - 1 Composite Score
  - 1 Comprehension Score
  - Domains of Reading and Writing Weighted more heavily than Speaking and Listening
- ELPA21
  - Domain Performance Levels
    - 5 Advanced
    - 4 Early Advanced
    - 3 Intermediate
    - 2 Early Intermediate
    - 1 Beginning
  - Overall Proficiency Rating
    - Proficient
    - Progressing
    - Emerging

Here are the major changes between the individual reports from ELDA and what you will receiving for ELPA21. On the ELDA student report, students received 4 separate domain scores as well as a composite score. They received a comprehension score, a combination of reading and listening. On the ELDA, reading and writing were weighted more heavily than speaking and listening. For ELPA21, students will no longer be receiving a composite score. Instead, students will have a scale score for each domain that is associated with a level of 1-5 or Beginning through Advanced. In addition, students will receive an overall proficiency rating of either proficient, progressing, or emerging based on the combination of their domain performance levels.



## Domain Performance Levels and Scale Scores

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Speaking	Early Advanced	XXX
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Reading	Early Advanced	XXX
Comprehension	Comprehension is derived from the Listening and Reading scores. It does not have a performance level.	XXX

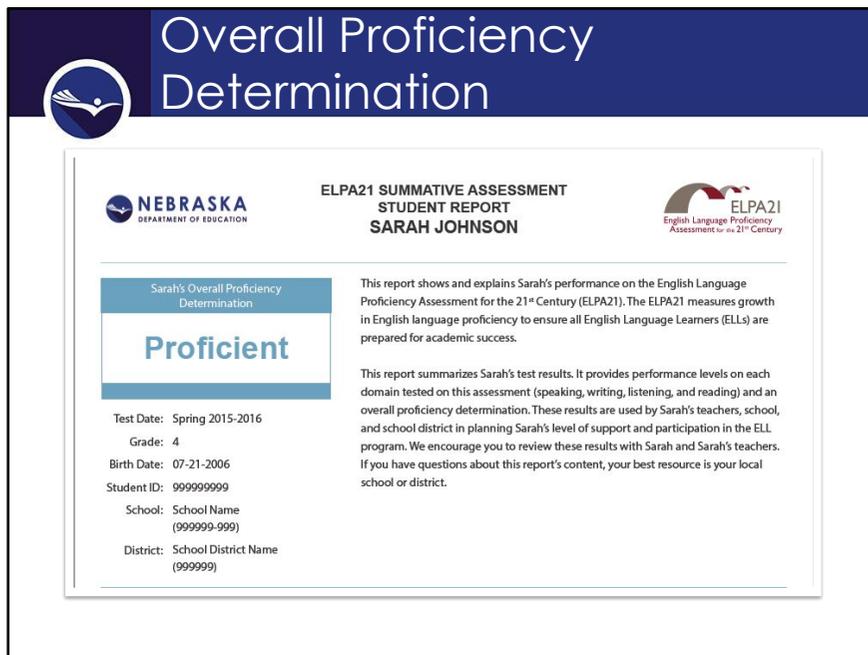
In the middle of the ISR you will see the Domain Performance levels and scale scores. Students will receive a scale score for each domain and one for comprehension, a combination of listening and reading. Then, for each domain, a performance level has been associated with each scale score. There are five performance levels: Beginning (level 1), early intermediate (level 2), Intermediate (level 3), early advanced (level 4), and advanced (level 5). Note that scale scores are different for each domain. The same, or similar, scale scores on two or more domains might not result in the same performance level on these domains.



## Policy Definitions for Domain Levels 1-5

- High-level policy definitions describe the performance expected at each proficiency level.
- A STUDENT AT THIS LEVEL...
  - **Beginning (Level 1)** Displays **few** grade-level English language skills and will benefit from ELL Program support.
  - **Early Intermediate (Level 2)** Presents evidence of **developing** grade-level English language skills and will benefit from ELL Program support.
  - **Intermediate (Level 3)** Applies **some** grade-level English language skills and will benefit from ELL Program support.
  - **Early Advanced (Level 4)** Demonstrates English language skills **required for engagement** with grade-level academic content instruction at a level comparable to non-ELLs.
  - **Advanced (Level 5)** Exhibits **superior** English language skills, as measured by ELPA21.

At the bottom of the score report, ELPA21 has provided policy level descriptors. These are simply high-level definitions of the type of performance expected at each of the 5 performance levels.



The image shows a student report titled "Overall Proficiency Determination" for Sarah Johnson. The report is from the Nebraska Department of Education and is for the ELPA21 Summative Assessment. Sarah's overall proficiency determination is "Proficient". The report includes personal information such as test date, grade, birth date, student ID, school, and district. It also contains two paragraphs of explanatory text about the assessment and the proficiency determination.

**Overall Proficiency Determination**

**Proficient**

Test Date: Spring 2015-2016  
 Grade: 4  
 Birth Date: 07-21-2006  
 Student ID: 999999999  
 School: School Name (999999-999)  
 District: School District Name (999999)

NEBRASKA DEPARTMENT OF EDUCATION

ELPA21 SUMMATIVE ASSESSMENT STUDENT REPORT SARAH JOHNSON

English Language Proficiency Assessment for the 21<sup>st</sup> Century

This report shows and explains Sarah's performance on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21). The ELPA21 measures growth in English language proficiency to ensure all English Language Learners (ELLs) are prepared for academic success.

This report summarizes Sarah's test results. It provides performance levels on each domain tested on this assessment (speaking, writing, listening, and reading) and an overall proficiency determination. These results are used by Sarah's teachers, school, and school district in planning Sarah's level of support and participation in the ELL program. We encourage you to review these results with Sarah and Sarah's teachers. If you have questions about this report's content, your best resource is your local school or district.

In addition to performance levels, students will receive a proficiency determination at the top of the score report. Proficiency determinations are based on a combination of the 4 Domain performance levels. There are three levels of overall proficiency: Proficient, progressing, and emerging. In order to be proficient, a student must have all 4's and/or all 5's or a combination of 4s and 5s in all four domains. A student with a proficiency determination of Proficient is ready to be considered for reclassification. Refer to Rule 15 for more specifics for exiting students from ELL status.



## Proficiency Determination Policy Definitions

### **Proficient**

- Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

### **Progressing**

- Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

### **Emerging**

- Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

Here are the ELPA21 policy definitions for the three levels of proficiency which will also be located at the bottom of the ISR. Again, a combination of a student's performance level in the 4 domains will decide their proficiency determination. And as mentioned before, in order for a student to be considered for reclassification, he or she must show Proficient on their score report. Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile at level 4 or higher in all domains.



## Translated Templates Available

Individual Student Reports (ISRs) will have matching templates in these languages:

- Arabic
- Cantonese
- Karen
- Korean
- Traditional Chinese
- Simplified Chinese
- Marshallese
- Russian
- Somali
- Spanish
- Vietnamese

Translations for the individual student reports are available in 11 languages. You will see there are gender-specific translations for some languages. You can also access these translations in the Nextera site by going to the HELP tab and looking under support documentation. These are general translations that can be attached to the ISR. They can be filled in with student's scores and proficiency determinations or left blank.



## UCLA-CRESST

ELPA21 is moving from the grant-funded stage to a permanent home at UCLA (CRESST is the research arm of UCLA on standards and testing)

- Nebraska will be a member of the consortium
- UCLA-CRESST will manage the product and services for the summative assessment
- There may be a new vendor for SY 2016-17

The grant-funded stage of ELPA21 is over and ELPA21 has moved to UCLA-CRESST. Nebraska will be a member of this consortium and work is progressing in supporting the Spring 2017 summative assessment. There is a possibility that there will be a new vendor, for the spring 2017 summative assessment. Information regarding a new vendor and spring assessment will be forthcoming as soon as it is available.



## Contact Information

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Please feel free to contact Terri Schuster or me, Brooke David, regarding any questions related to the ELPA21 and score reports that many not have been addressed on this webinar. Again, if you are having trouble with the Nextera site, you will need to contact Questar directly. Thank you for taking the time to listen and thank you for all you do in making this assessment possible.