

Score Report Webinar Glossary

Term	Definition	Source
Achievement Level Descriptor (ALD)	ALDs describe performance on the ELPA21 assessment as determined by the process of standard setting. ALDs are distinct from Achievement Level Indicators (ALIs), which describe expectations for English language proficiency as described by the ELP Standards.	https://www.education.n.e.gov/NATLORIGIN/ELPA21.html
Achievement Level Indicator (ALI)	ALIs describe expectations for English language proficiency as described by the ELP Standards. ALIs are distinct from Achievement Level Descriptors (ALDs), which describe performance on the ELPA21 assessment as determined by the process of standard setting.	Found in Webinar Documents
Domain Scores	On the ELPA21 assessment score report, a numeric scale score describes performance on the four domains of listening, reading, speaking, and writing.	See ISR in webinar documents
English Language Proficiency (ELP)	As defined by the CCSSO, Proficiency Level Descriptors for English Language Proficiency (ELP) Standards, ELP is “a socially constructed notion of the ability or capacity of individuals to use language for specific purposes” (CCSSO, 2012, p. 107). Also referred to by some as English language development (ELD). Multiple pathways to ELP are possible, but the end goal for students’ progress in acquiring English is to ensure full participation of ELLs in school contexts.	(CCSSO, 2012, p. 107)
English Language Proficiency (ELP) Standards	The ELP Standards address the types of language proficiency that ELLs need to develop as they engage in content-area practices.	https://www.education.n.e.gov/NATLORIGIN/ELPSstandards.html
ELP Standards Level Descriptors	Often referred to as “PLDs,” these descriptors provide guidance about what a student’s performance should look like within one of the five ELP levels, 1-5. Sometimes referred to as “proficiency” or “performance” level descriptors.	Bailey, A.L., & Heritage, M. (2013)

Language Domains	Reading, writing, speaking, listening	
Language Forms	As defined on page 3 of the NE ELP Standards, language forms are the vocabulary, grammar, and discourse specific to a particular content area or discipline. In this module, we define language forms as being made up of language structures and cross-curricular academic vocabulary.	
Language Functions	As defined on page 3 of the NE ELP Standards, language functions are what students do with language to accomplish content-specific tasks. Gibbons (1993) refers to language functions as the purposes for which language is used in the classroom.	(Gibbons, 1993)
Modalities	As defined by the ELP Standards, modalities are the means or manner by which communication takes place. The three modalities are receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities.	(p. 8 of the NE ELP Standards)
Proficiency Determination	Emerging, Progressing, Proficient	
Scaffolding	As defined in Appendix A of the CCSS ELA & Literacy Standards, this refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer. This assistance enables the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a <i>scaffold</i> is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently.	