English Language Proficiency Assessment
for the 21st Century

An Equity-Focused Approach to TSI/ATSI School Improvement Learning Community- Interpreting Student Learning Data

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Region 11 Comprehensive Center
The Nebraska Department of Education

November 19, 2020

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Who are you?

Please change your Zoom profile to include your name and primary affiliation using one of the following options:

- ❑ District
- ❑ ESU
- ❑ NDE
- ❑ School
- ❑ Other

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Session Overview

Objectives

- Participants will discuss how to reduce biases that may unintentionally be introduced when interpreting data.
- Participants will identify ways to interpret sample score reports from interim and summative assessments.
- Participants will continue conversations on strategies for educators as they interpret data from score reports and making instructional decisions to better support students.

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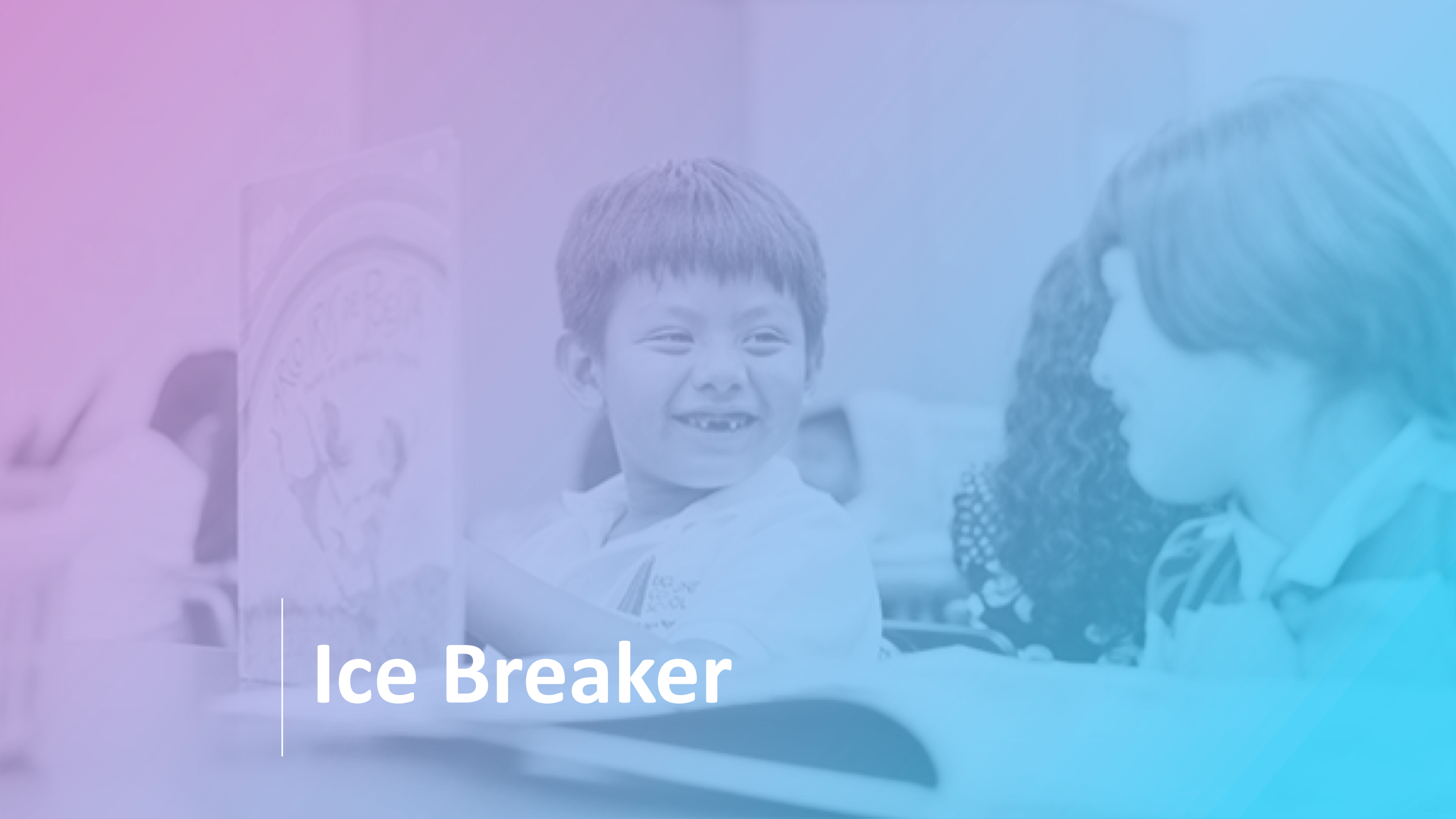


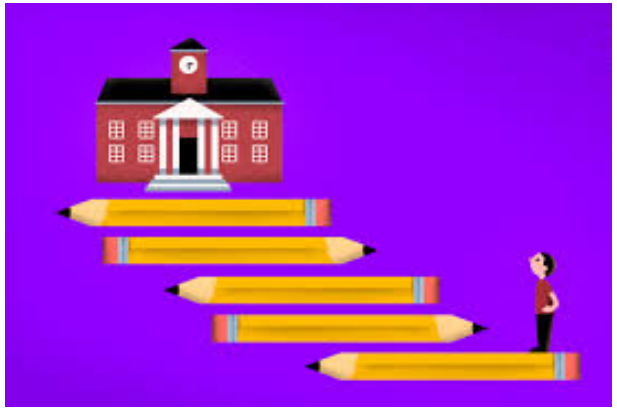
Ice Breaker

Breakout: Which image depicts how you feel about using data?

1

2

3



4

Handout 1

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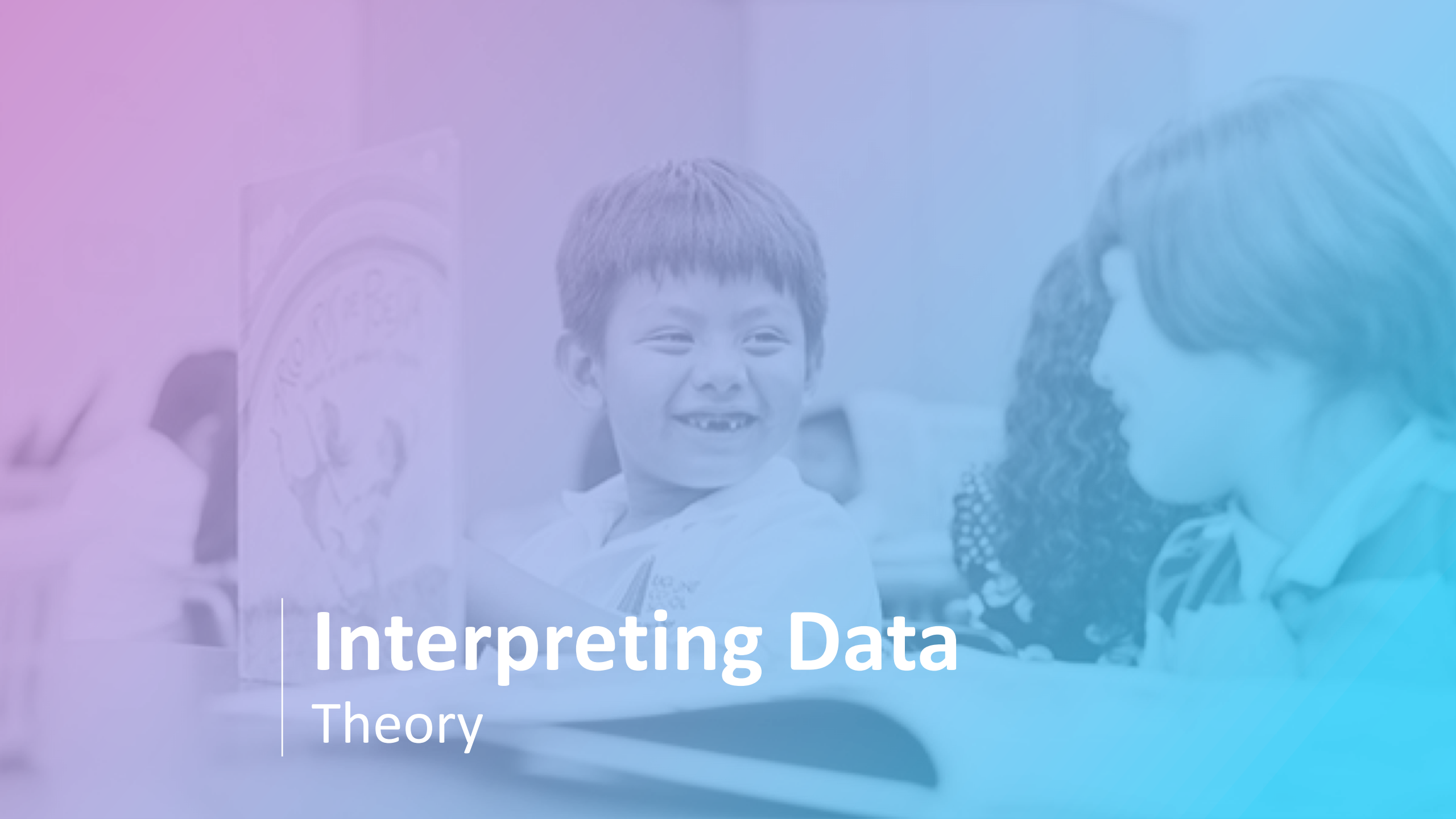

Interpreting Data

Theory

Decoding Data for Equitable Outcomes

- Democratize: making data tools, materials, and resources widely available
- Demonstrate: showing colleagues and stakeholders how to understand, collect, organize, analyze, and interpret data through using the widely-available data tools, materials, and resources
- Demystify: explaining and addressing data concepts in accessible, plainspoken terms

(We All Count, 2020)

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Decoding Data: Terms to Know

- ***Anonymized:*** taking data that has been collected from individuals and making it so that the data or responses cannot be attributed to specific individuals
  - Data can be anonymized either by making the information permanently unrelated to specific individuals or making it identifiable with a secret code.
  - Identifiers:
    - ✓Direct: Name, address, DOB, etc.…
    - ✓Indirect: Location, school, district, etc.…

- ***Bias:*** systematic error introduced into sampling or assessment data by selecting, encouraging, or prioritizing one outcome or answer over others
  - Knowingly? Unknowingly? Intentional? Accidental?
  - Often a combination.

(We All Count, 2020)

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Reducing Bias in the Data Process

- Understanding data
  - What perspective are you using to understand data?
  - Are you including multiple sources to tell a complete story?
- Collecting and organizing data
  - Where are you getting your data?
  - How do you know your data is of high quality?
- Analyzing data
  - How will you process your data once you have it?
  - Are you looking out for assumptions, interpretations, and conceptual biases?
- Interpreting data
  - How is the way you interpret data shaped by your experiences, worldview, and opinions?
  - Are you including multiple perspectives (e.g. social, historical, mathematical) to avoid making one-sided interpretations?

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Interpreting Data Example: Examining Average Achievement Scores

- Three different schools, each school experienced a 10-point increase:
  - School A boosted their score from 10 to 20
  - School B went from 40 to 50
  - School C rose from 90 to 100

	School A	School B	School C
Performance Score Change	10 points	10 points	10 points
Percentage Change	100%	25%	11.1%

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Interpreting Data Example: EL Enrollment Growth

District newsletter headline states…

"EL student population at an all time high!"

- District's EL population grows from 300 to 400
- District's overall population grows from 2,000 to 3,000 in the same period.

	District EL Enrollment	District Overall Enrollment	Percentage of District EL Enrollment
Year 1	300	2,000	15%
Year 2	400	3,000	13.3%

(We All Count, 2020)

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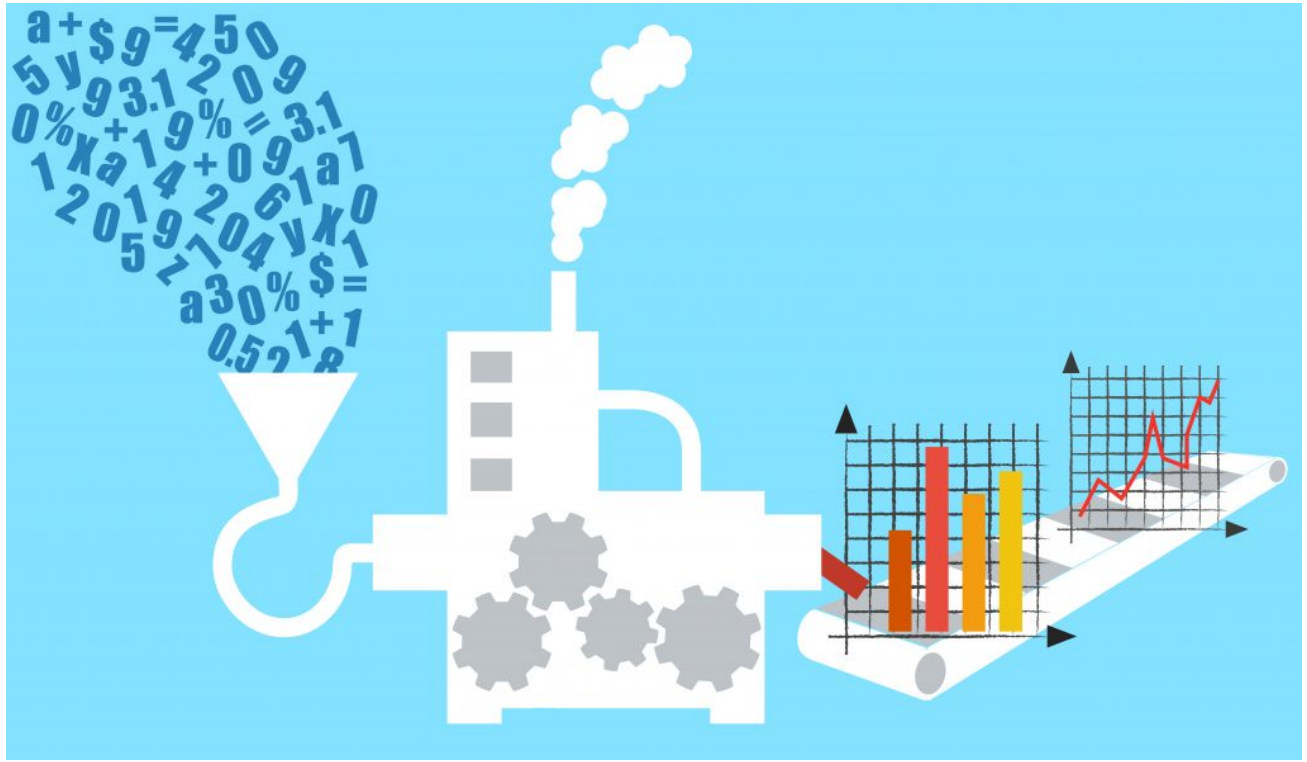
Processing Activity - Breakout

How can you democratize, demonstrate, and demystify data to support your student subgroups?



Handout 2

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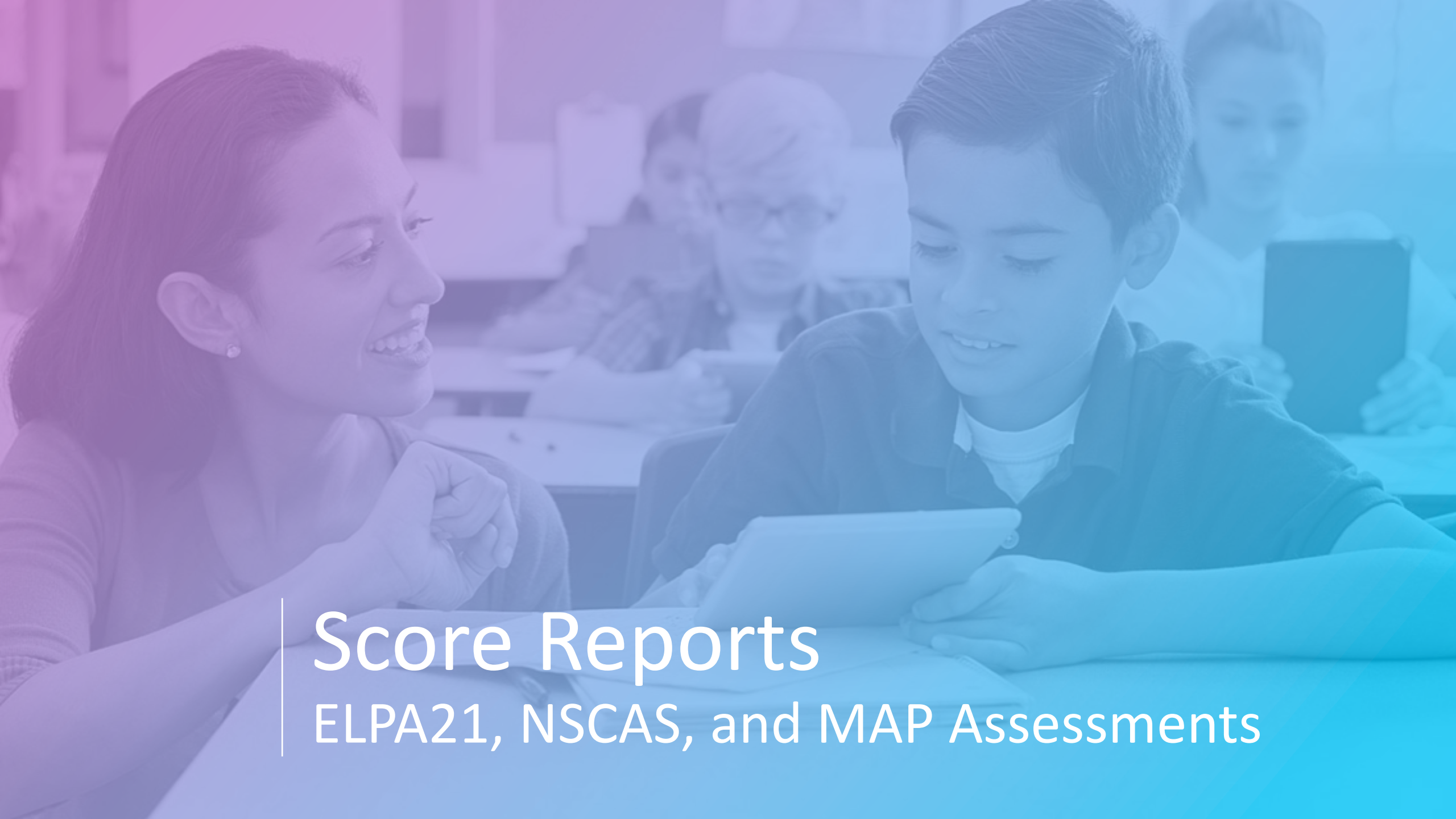
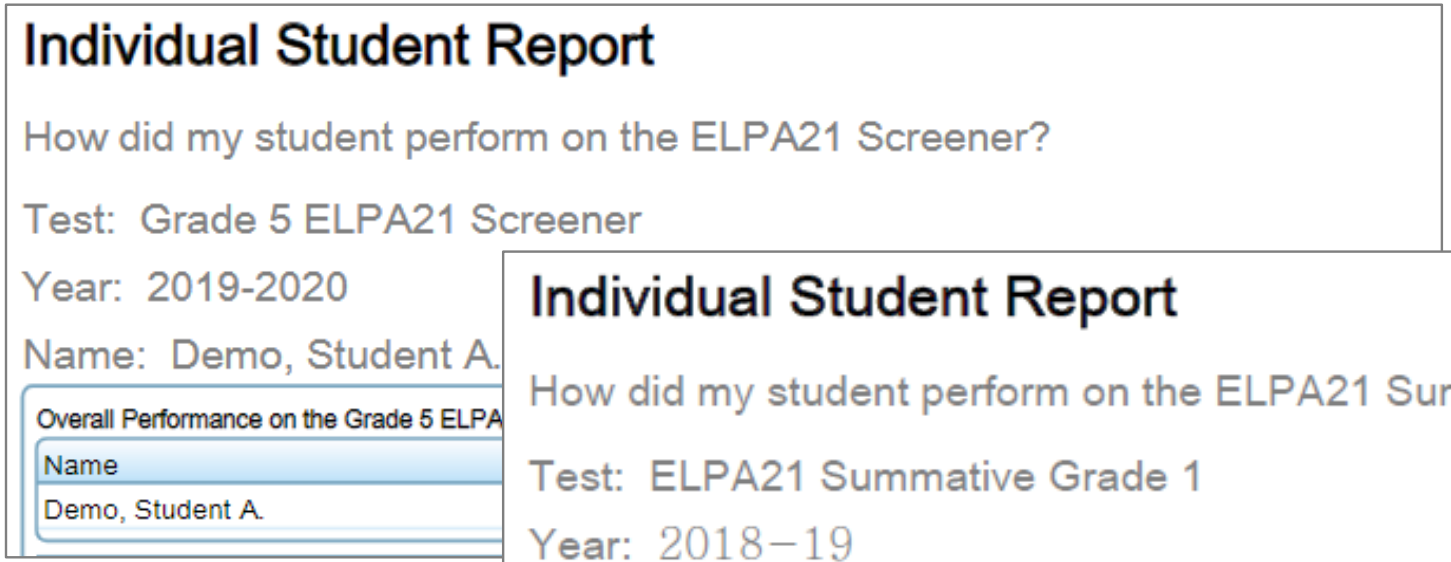


Score Reports

ELPA21, NSCAS, and MAP Assessments

ELPA21 Score Reports

- Screener
- Summative


Individual Student Report

How did my student perform on the ELPA21 Screener?

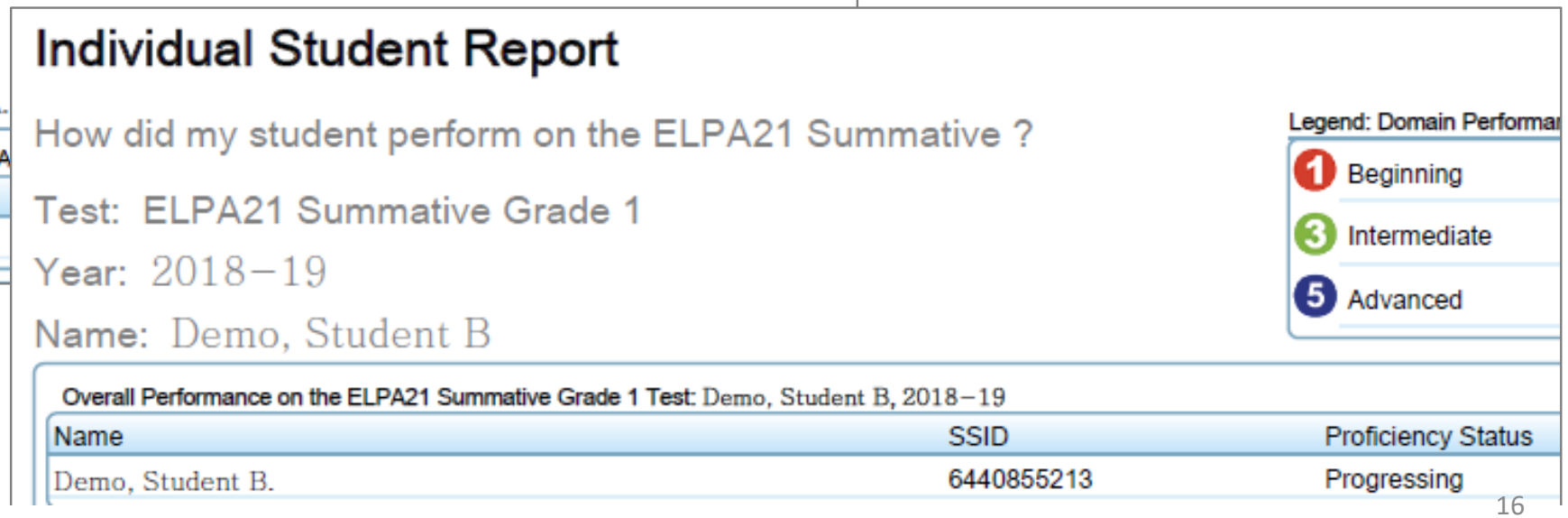
Test: Grade 5 ELPA21 Screener

Year: 2019-2020

Name: Demo, Student A.

Overall Performance on the Grade 5 ELPA

Name
Demo, Student A.


Individual Student Report

How did my student perform on the ELPA21 Summative ?

Test: ELPA21 Summative Grade 1

Year: 2018–19

Name: Demo, Student B

Legend: Domain Performa

1 Beginning

3 Intermediate

5 Advanced

Overall Performance on the ELPA21 Summative Grade 1 Test: Demo, Student B, 2018–19

Name	SSID	Proficiency Status
Demo, Student B.	6440855213	Progressing

Handout 3

ELPA21 Score Report: Screener

Performance on the Grade 5 ELPA21 Screener Test, by Domain: Demo, Student A., 2019-2020

Domain	Performance Level		Domain Description
Listening	5	Advanced	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	5	Advanced	When reading grade-appropriate text, the student at Level 5 is working on: determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.
Speaking	5	Advanced	When speaking, the student at Level 5 is working on: participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.
Writing	5	Advanced	When writing, the student at Level 5 is working on: participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; summarizing key ideas.

Information on Standard Error of Measurement

Like all test scores, these results potentially include some error. However, they are the best available estimate of the student's English proficiency, given the student's test performance on the ELPA21 Screener.

ELPA21 Score Report: Summative

Performance on the ELPA21 Summative Grade 1 Test, by Domain: Demo, Student B, 2018–19

Domain	Scale Score	Performance Level		Domain Description
Listening	549±37	4	Early Advanced	When listening, the student at Level 4 is working on: identifying the main topics, answering questions about an increasing number of key details in oral presentations of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.
Reading	567±24	3	Intermediate	When reading grade-appropriate text, the student at Level 3 is working on: identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.
Speaking	539±36	2	Early Intermediate	When speaking, the student at Level 2 is working on: participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.
Writing	580±28	3	Intermediate	When writing, the student at Level 3 is working on: participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about a familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences.

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates a score range between 620 and 640.

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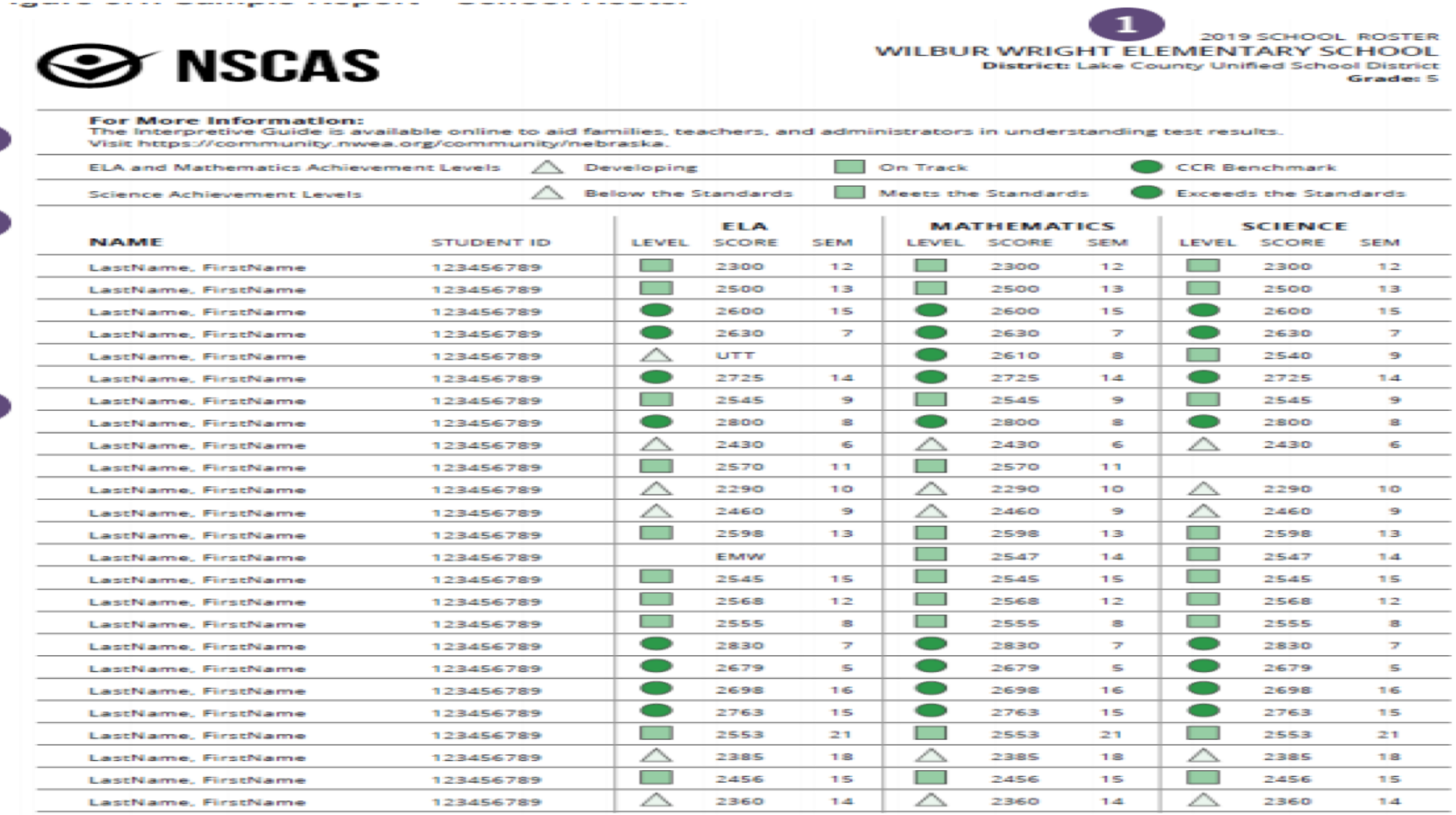
NSCAS School-Level Score Reports



NSCAS

1

2019 SCHOOL ROSTER
WILBUR WRIGHT ELEMENTARY SCHOOL
District: Lake County Unified School District
Grade: 5

2

For More Information:
The Interpretive Guide is available online to aid families, teachers, and administrators in understanding test results.
Visit: https://community.nwea.org/community/nebraska.

ELA and Mathematics Achievement Levels: Developing | On Track | CCR Benchmark

Science Achievement Levels: Below the Standards | Meets the Standards | Exceeds the Standards

3

NAME	STUDENT ID	ELA			MATHEMATICS			SCIENCE		
		LEVEL	SCORE	SEM	LEVEL	SCORE	SEM	LEVEL	SCORE	SEM
LastName, FirstName	123456789		2300	12		2300	12		2300	12
LastName, FirstName	123456789		2500	13		2500	13		2500	13
LastName, FirstName	123456789		2600	15		2600	15		2600	15
LastName, FirstName	123456789		2630	7		2630	7		2630	7
LastName, FirstName	123456789		UTT			2610	8		2540	9
LastName, FirstName	123456789		2725	14		2725	14		2725	14
LastName, FirstName	123456789		2545	9		2545	9		2545	9
LastName, FirstName	123456789		2800	8		2800	8		2800	8
LastName, FirstName	123456789		2430	6		2430	6		2430	6
LastName, FirstName	123456789		2570	11		2570	11			
LastName, FirstName	123456789		2290	10		2290	10		2290	10
LastName, FirstName	123456789		2460	9		2460	9		2460	9
LastName, FirstName	123456789		2598	13		2598	13		2598	13
LastName, FirstName	123456789		EMW			2547	14		2547	14
LastName, FirstName	123456789		2545	15		2545	15		2545	15
LastName, FirstName	123456789		2568	12		2568	12		2568	12
LastName, FirstName	123456789		2555	8		2555	8		2555	8
LastName, FirstName	123456789		2830	7		2830	7		2830	7
LastName, FirstName	123456789		2679	5		2679	5		2679	5
LastName, FirstName	123456789		2698	16		2698	16		2698	16
LastName, FirstName	123456789		2763	15		2763	15		2763	15
LastName, FirstName	123456789		2553	21		2553	21		2553	21
LastName, FirstName	123456789		2385	18		2385	18		2385	18
LastName, FirstName	123456789		2456	15		2456	15		2456	15
LastName, FirstName	123456789		2360	14		2360	14		2360	14

4

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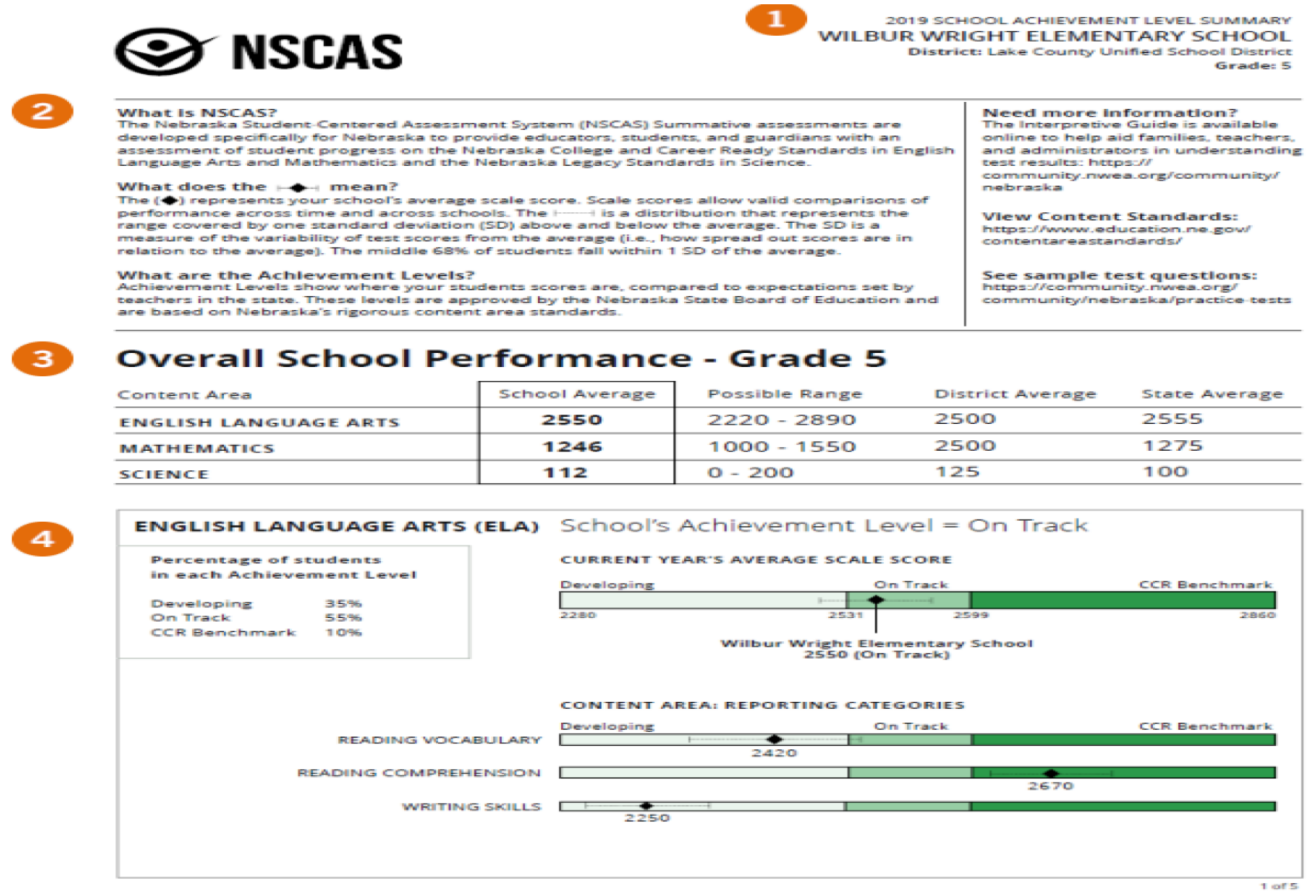
NSCAS School-Level Score Reports

- School roster presents report of achievement for students who were required to take general-education NSCAS.
- Length of report depends on number of students per grade.



1

2019 SCHOOL ACHIEVEMENT LEVEL SUMMARY
WILBUR WRIGHT ELEMENTARY SCHOOL
District: Lake County Unified School District
Grade: 5

NSCAS

2

What Is NSCAS?
The Nebraska Student-Centered Assessment System (NSCAS) Summative assessments are developed specifically for Nebraska to provide educators, students, and guardians with an assessment of student progress on the Nebraska College and Career Ready Standards in English Language Arts and Mathematics and the Nebraska Legacy Standards in Science.

What does the ◆ mean?
The (◆) represents your school's average scale score. Scale scores allow valid comparisons of performance across time and across schools. The ⟷ is a distribution that represents the range covered by one standard deviation (SD) above and below the average. The SD is a measure of the variability of test scores from the average (i.e., how spread out scores are in relation to the average). The middle 68% of students fall within 1 SD of the average.

What are the Achievement Levels?
Achievement Levels show where your students scores are, compared to expectations set by teachers in the state. These levels are approved by the Nebraska State Board of Education and are based on Nebraska's rigorous content area standards.

Need more information?
The Interpretive Guide is available online to help aid families, teachers, and administrators in understanding test results: https://community.nwea.org/community/nebraska

View Content Standards:
https://www.education.ne.gov/contentareastandards/

See sample test questions:
https://community.nwea.org/community/nebraska/practice-tests

3

Overall School Performance - Grade 5

Content Area	School Average	Possible Range	District Average	State Average
ENGLISH LANGUAGE ARTS	2550	2220 - 2890	2500	2555
MATHEMATICS	1246	1000 - 1550	2500	1275
SCIENCE	112	0 - 200	125	100

4

ENGLISH LANGUAGE ARTS (ELA) School's Achievement Level = On Track

Percentage of students in each Achievement Level

Developing	35%
On Track	55%
CCR Benchmark	10%

CURRENT YEAR'S AVERAGE SCALE SCORE

Developing | On Track | CCR Benchmark
2280 | 2531 | 2599 | 2860

Wilbur Wright Elementary School
2550 (On Track)

CONTENT AREA: REPORTING CATEGORIES

	Developing	On Track	CCR Benchmark
READING VOCABULARY	2420		
READING COMPREHENSION			2670
WRITING SKILLS	2250		

1 of 5

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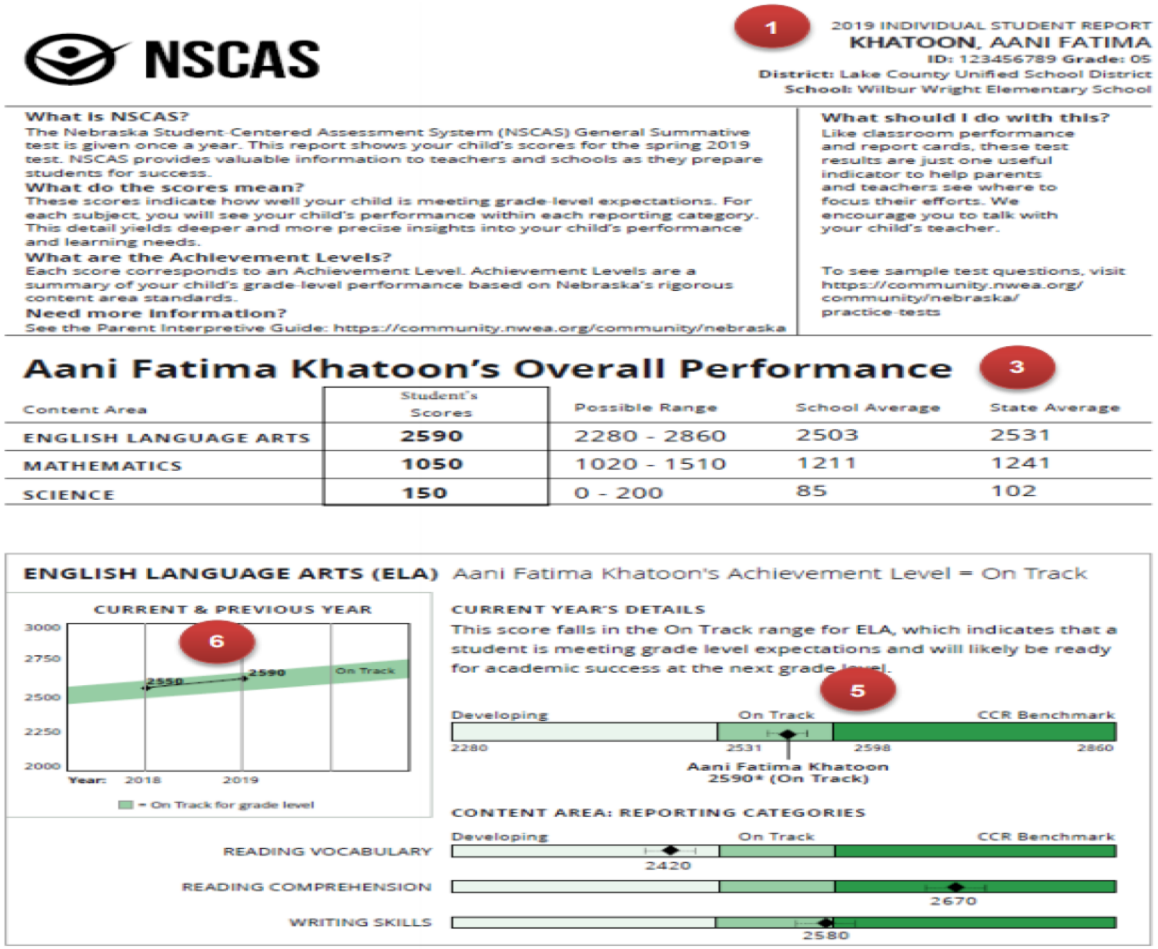
NSCAS Student-Level Score Reports

- Individual Student Reports (ISRs) show student achievement on NSCAS ELA, Mathematics, and Science tests.
- Reports historical score data to track student progress.



NSCAS

1

2019 INDIVIDUAL STUDENT REPORT
KHATOON, AANI FATIMA
ID: 123456789 Grade: 05
District: Lake County Unified School District
School: Wilbur Wright Elementary School

What Is NSCAS?
The Nebraska Student-Centered Assessment System (NSCAS) General Summative test is given once a year. This report shows your child's scores for the spring 2019 test. NSCAS provides valuable information to teachers and schools as they prepare students for success.

What do the scores mean?
These scores indicate how well your child is meeting grade-level expectations. For each subject, you will see your child's performance within each reporting category. This detail yields deeper and more precise insights into your child's performance and learning needs.

What are the Achievement Levels?
Each score corresponds to an Achievement Level. Achievement Levels are a summary of your child's grade-level performance based on Nebraska's rigorous content area standards.

Need more information?
See the Parent Interpretive Guide: https://community.nwea.org/community/nebraska

What should I do with this?
Like classroom performance and report cards, these test results are just one useful indicator to help parents and teachers see where to focus their efforts. We encourage you to talk with your child's teacher.

To see sample test questions, visit https://community.nwea.org/community/nebraska/practice-tests

2

Aani Fatima Khatoon's Overall Performance

3

Content Area	Student's Scores	Possible Range	School Average	State Average
ENGLISH LANGUAGE ARTS	2590	2280 - 2860	2503	2531
MATHEMATICS	1050	1020 - 1510	1211	1241
SCIENCE	150	0 - 200	85	102

4

ENGLISH LANGUAGE ARTS (ELA) Aani Fatima Khatoon's Achievement Level = On Track

CURRENT & PREVIOUS YEAR

6

3000
2750
2500
2250
2000
2550
2590
On Track
Year: 2018 2019
= On Track for grade level

CURRENT YEAR'S DETAILS
This score falls in the On Track range for ELA, which indicates that a student is meeting grade level expectations and will likely be ready for academic success at the next grade level.

5

Developing | On Track | CCR Benchmark
2280 2531 2598 2860
Aani Fatima Khatoon
2590* (On Track)

CONTENT AREA: REPORTING CATEGORIES

Developing | On Track | CCR Benchmark
READING VOCABULARY 2420
READING COMPREHENSION 2670
WRITING SKILLS 2580

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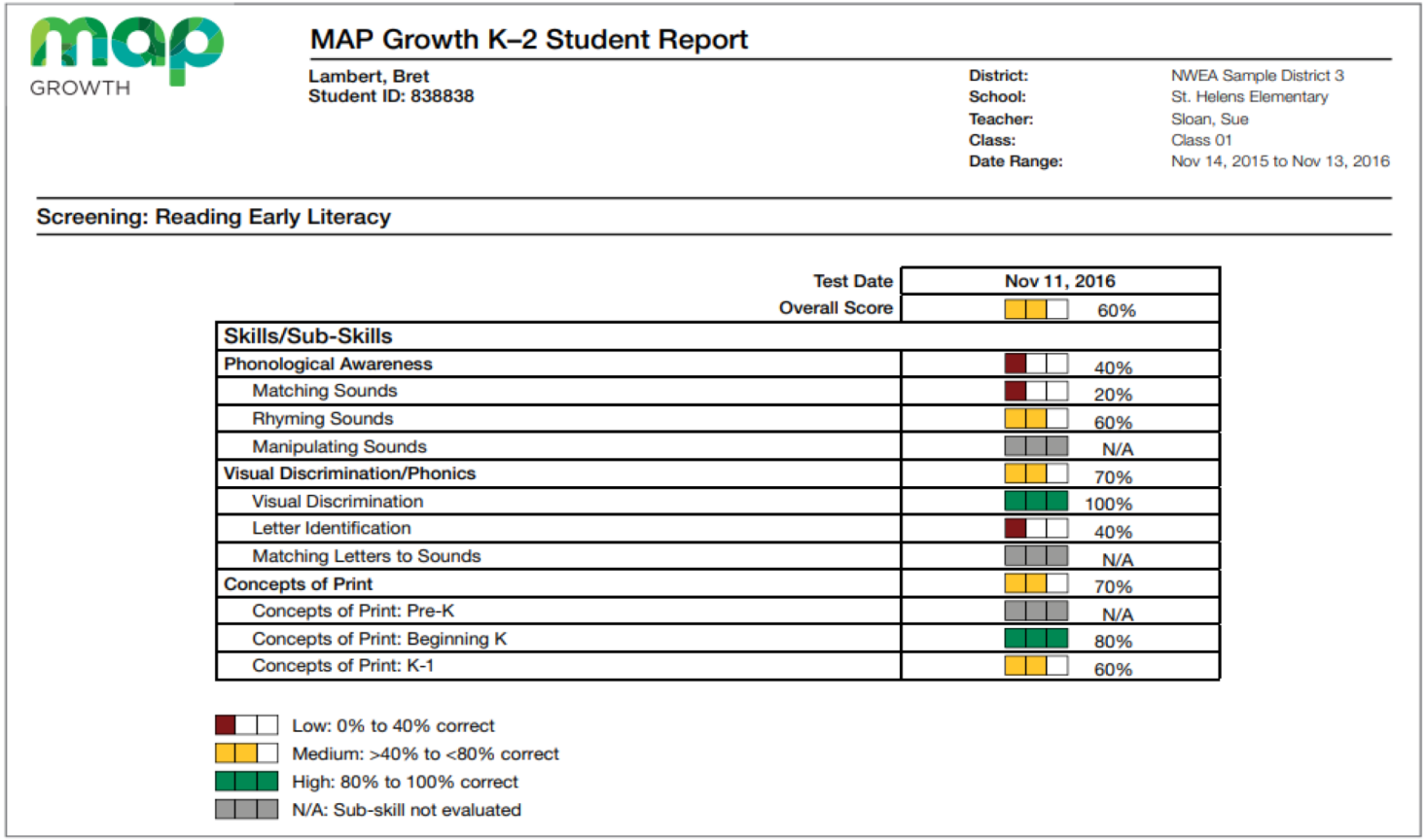
MAP Student-Level Growth Report

- How would we interpret this student's growth?
- What other data do we need to paint a more complete picture of student progress?



MAP GROWTH

MAP Growth K–2 Student Report

Lambert, Bret
Student ID: 838838

District: NWEA Sample District 3
School: St. Helens Elementary
Teacher: Sloan, Sue
Class: Class 01
Date Range: Nov 14, 2015 to Nov 13, 2016

Screening: Reading Early Literacy

	Test Date / Overall Score
	Nov 11, 2016
Skills/Sub-Skills	
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%
Letter Identification	40%
Matching Letters to Sounds	N/A
Concepts of Print	70%
Concepts of Print: Pre-K	N/A
Concepts of Print: Beginning K	80%
Concepts of Print: K-1	60%

Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

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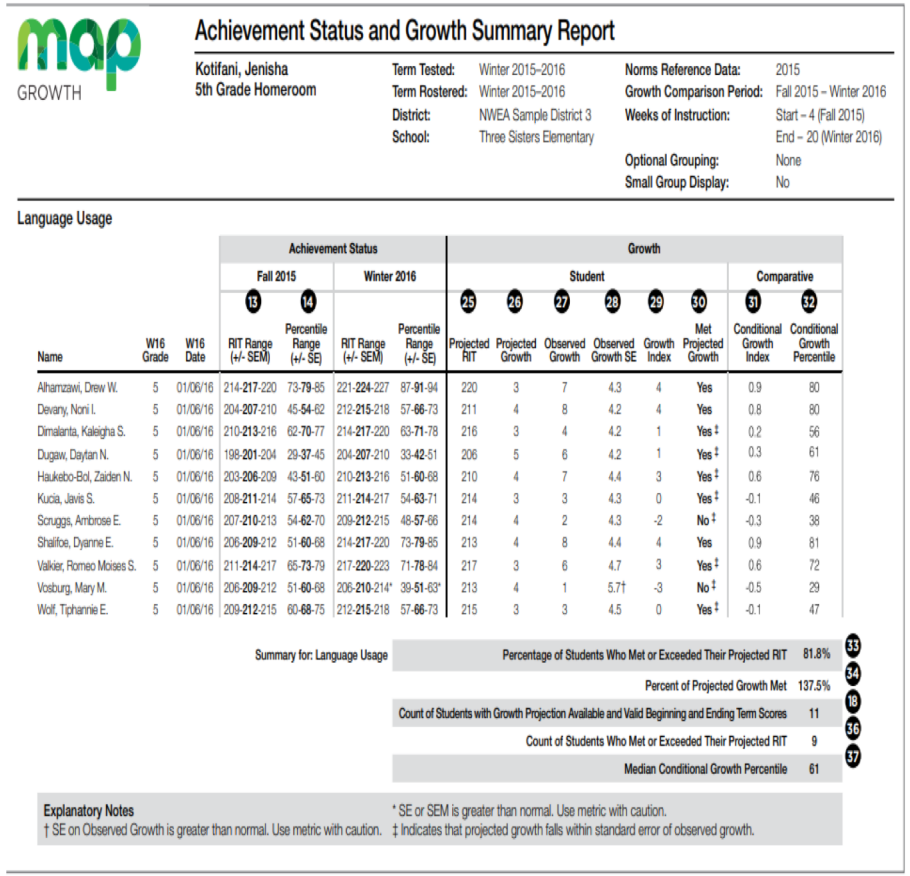
MAP Growth Report Summaries



map GROWTH

Achievement Status and Growth Summary Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Winter 2015–2016
Term Rostered: Winter 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Growth Comparison Period: Fall 2015 – Winter 2016
Weeks of Instruction: Start – 4 (Fall 2015) End – 20 (Winter 2016)
Optional Grouping: None
Small Group Display: No

Language Usage

			Achievement Status				Growth							
			Fall 2015		Winter 2016		Student						Comparative	
			13	14			25	26	27	28	29	30	31	32
Name	W16 Grade	W16 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
Alhamzawi, Drew W.	5	01/06/16	214-217-220	73-79-85	221-224-227	87-91-94	220	3	7	4.3	4	Yes	0.9	80
Devany, Noni I.	5	01/06/16	204-207-210	45-54-62	212-215-218	57-66-73	211	4	8	4.2	4	Yes	0.8	80
Dimalanta, Kaleigha S.	5	01/06/16	210-213-216	62-70-77	214-217-220	63-71-78	216	3	4	4.2	1	Yes ‡	0.2	56
Dugaw, Daytan N.	5	01/06/16	198-201-204	29-37-45	204-207-210	33-42-51	206	5	6	4.2	1	Yes ‡	0.3	61
Haukebo-Bol, Zaiden N.	5	01/06/16	203-206-209	43-51-60	210-213-216	51-60-68	210	4	7	4.4	3	Yes ‡	0.6	76
Kucia, Javis S.	5	01/06/16	208-211-214	57-65-73	211-214-217	54-63-71	214	3	3	4.3	0	Yes ‡	-0.1	46
Scruggs, Ambrose E.	5	01/06/16	207-210-213	54-62-70	209-212-215	48-57-66	214	4	2	4.3	-2	No ‡	-0.3	38
Shalifoe, Dyanne E.	5	01/06/16	206-209-212	51-60-68	214-217-220	73-79-85	213	4	8	4.4	4	Yes	0.9	81
Valkier, Romeo Moises S.	5	01/06/16	211-214-217	65-73-79	217-220-223	71-78-84	217	3	6	4.7	3	Yes ‡	0.6	72
Vosburg, Mary M.	5	01/06/16	206-209-212	51-60-68	206-210-214*	39-51-63*	213	4	1	5.7†	-3	No ‡	-0.5	29
Wolf, Tiphannie E.	5	01/06/16	209-212-215	60-68-75	212-215-218	57-66-73	215	3	3	4.5	0	Yes ‡	-0.1	47

Summary for: Language Usage		
Percentage of Students Who Met or Exceeded Their Projected RIT	81.8%	33
Percent of Projected Growth Met	137.5%	34
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11	18
Count of Students Who Met or Exceeded Their Projected RIT	9	36
Median Conditional Growth Percentile	61	37

Explanatory Notes
† SE on Observed Growth is greater than normal. Use metric with caution.
* SE or SEM is greater than normal. Use metric with caution.
‡ Indicates that projected growth falls within standard error of observed growth.

27 **Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the *Student Growth Summary Report*, observed growth is the end-term mean RIT minus the start-term mean RIT.

28 **Observed growth standard error:** Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.

29 **Growth index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students. Use the conditional growth index (see entry 31) instead.

30 **Met projected growth:** Indicates *Yes* if the student's term-to-term growth equaled or exceeded the growth projection and *No* if growth was less than projected. A ‡ means that the difference between the student's observed and projected growth is less than the observed growth standard error.

31 **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

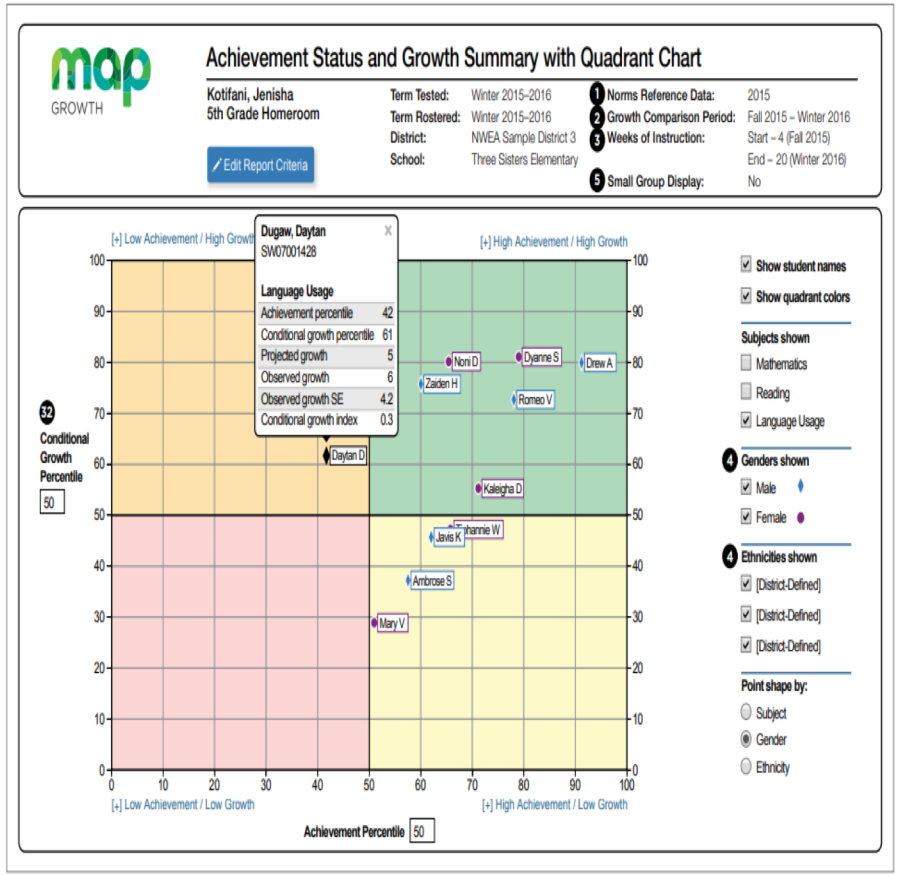
32 **Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.

33 **Percent met projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

34 **Percent of projected growth met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with entry 33.

36 **Count met projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.

37 **Median conditional growth percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.



map GROWTH

Achievement Status and Growth Summary with Quadrant Chart

Kotifani, Jenisha
5th Grade Homeroom

Edit Report Criteria

Term Tested: Winter 2015–2016
Term Rostered: Winter 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

1 Norms Reference Data: 2015
2 Growth Comparison Period: Fall 2015 – Winter 2016
3 Weeks of Instruction: Start – 4 (Fall 2015) End – 20 (Winter 2016)
5 Small Group Display: No

[+] Low Achievement / High Growth
[+] High Achievement / High Growth
[+] Low Achievement / Low Growth
[+] High Achievement / Low Growth

Dugaw, Daytan
SW07001428

Language Usage

Achievement percentile	42
Conditional growth percentile	61
Projected growth	5
Observed growth	6
Observed growth SE	4.2
Conditional growth index	0.3

Noni D, Dyanne S, Drew A, Zaiden H, Romeo V, Daytan D, Kaleigha D, Javis K, Tiphannie W, Ambrose S, Mary V

32 Conditional Growth Percentile 50

Achievement Percentile 50

Show student names
Show quadrant colors

Subjects shown
Mathematics
Reading
Language Usage

4 Genders shown
Male
Female

4 Ethnicities shown
[District-Defined]
[District-Defined]
[District-Defined]

Point shape by:
Subject
Gender
Ethnicity

1 **Norms reference data:** Indicates which NWEA norming study your report data draw upon.

2 **Growth comparison period:** The two terms for which you wish to receive student growth data.

3 **Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.

4 **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.

5 **Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.

14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the *RIT range* (see entry 13, RIT range).

32 **Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.

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Accessibility and Decision-Making

Three-tiered Approach to Accessibility

Tier	Definition	Making Decisions
Universal Features	Digitally embedded or non-digital, non-embedded accessibility supports	Pay special attention to making sure universal features meet individual student needs.
Linguistic Supports for English Learners	Features that are available for students designated as ELs	Educators and/or teams who are familiar with the student characteristics and needs should make decisions. Student input is recommended.
Accommodations	Changes in procedures or materials that ensure equitable access to instruction and assessment	EL teams, IEP teams, and educators for 504 plans should make decisions. Consider using locally developed planning tools and processes.

Handout 4

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Additional Data - Breakout

In your breakout groups discuss the following:

- What additional data do you need about your ELs, SWD, and ED students that is not provided in the score reports?
- How can you democratize, demonstrate, and demystify data from score reports to support students?
- How do you know if what you are doing for ED students is working?

Handout 5

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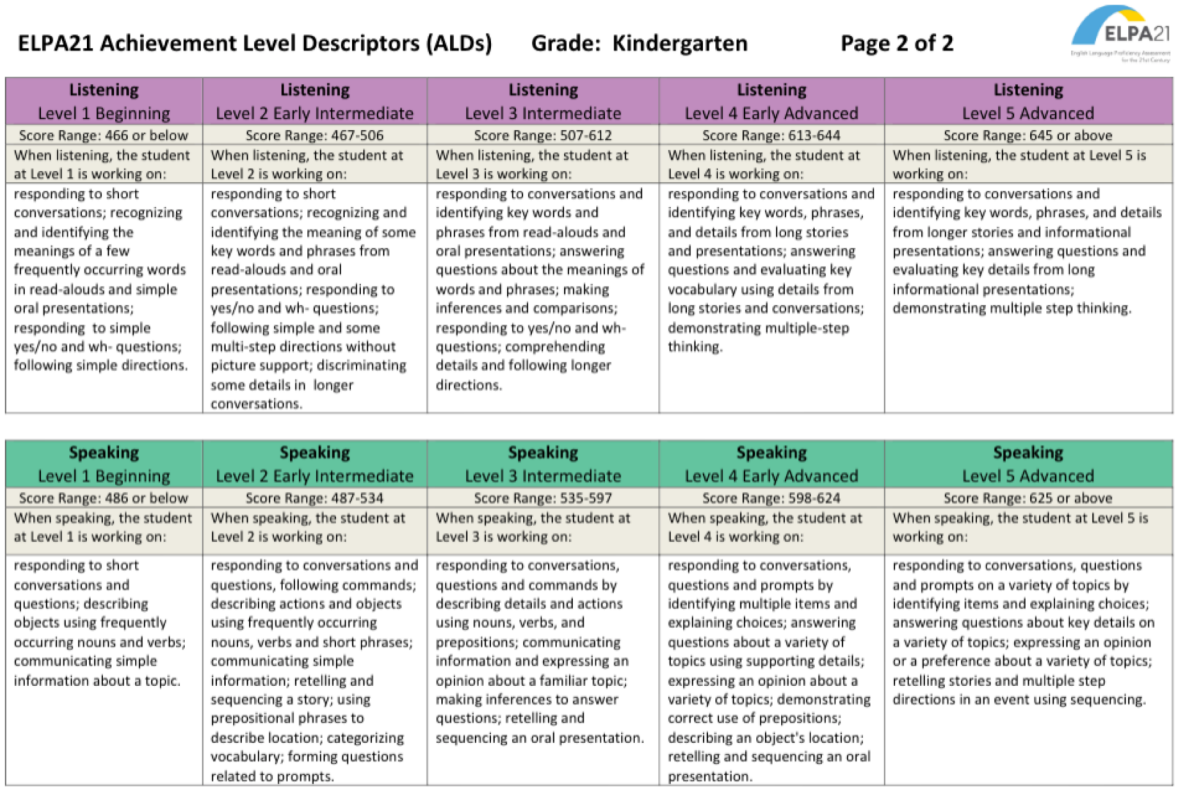
Tying Scores to ALDs

Achievement Level Descriptors

Achievement Level Descriptors (ALDs)

- Correspond to ELPA21 levels for each domain
- Describe what a student can do in relation to skills measured by ELPA21
- Can be used by all educators to personalize instruction for language development needs



ELPA21 Achievement Level Descriptors (ALDs) **Grade: Kindergarten** **Page 2 of 2**

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
Score Range: 466 or below	Score Range: 467-506	Score Range: 507-612	Score Range: 613-644	Score Range: 645 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
responding to short conversations; recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; responding to simple yes/no and wh- questions; following simple directions.	responding to short conversations; recognizing and identifying the meaning of some key words and phrases from read-alouds and oral presentations; responding to yes/no and wh- questions; following simple and some multi-step directions without picture support; discriminating some details in longer conversations.	responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh-questions; comprehending details and following longer directions.	responding to conversations and identifying key words, phrases, and details from long stories and presentations; answering questions and evaluating key vocabulary using details from long stories and conversations; demonstrating multiple-step thinking.	responding to conversations and identifying key words, phrases, and details from longer stories and informational presentations; answering questions and evaluating key details from long informational presentations; demonstrating multiple step thinking.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
Score Range: 486 or below	Score Range: 487-534	Score Range: 535-597	Score Range: 598-624	Score Range: 625 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic.	responding to conversations and questions, following commands; describing actions and objects using frequently occurring nouns, verbs and short phrases; communicating simple information; retelling and sequencing a story; using prepositional phrases to describe location; categorizing vocabulary; forming questions related to prompts.	responding to conversations, questions and commands by describing details and actions using nouns, verbs, and prepositions; communicating information and expressing an opinion about a familiar topic; making inferences to answer questions; retelling and sequencing an oral presentation.	responding to conversations, questions and prompts by identifying multiple items and explaining choices; answering questions about a variety of topics using supporting details; expressing an opinion about a variety of topics; demonstrating correct use of prepositions; describing an object's location; retelling and sequencing an oral presentation.	responding to conversations, questions and prompts on a variety of topics by identifying items and explaining choices; answering questions about key details on a variety of topics; expressing an opinion or a preference about a variety of topics; retelling stories and multiple step directions in an event using sequencing.

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Achievement Level Descriptors (ALDs)

- What do you notice about these?
  - Everyone chat one idea.
- How might you support educators who use this tool for planning, instruction, and assessment?

ELPA21 Achievement Level Descriptors (ALDs) **Grade Band 4-5** **Page 1 of 2**

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
4th Score Range: 452 or below 5th Score Range: 467 or below	4th Score Range: 453-487 5th Score Range: 468-510	4th Score Range: 488-549 5th Score Range: 511-587	4th Score Range 550-593 5th Score Range 588-626	4th Score Range: 594 or above 5th Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
identifying a few key words and phrases in simple written text; gathering information from a few provided sources and labelling some key information.	determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources.	determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.	determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.	determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
4th Score Range: 436 or below 5th Score Range: 437 or below	4th Score Range: 437-480 5th Score Range: 438-485	4th Score Range: 481-567 5th Score Range: 486-597	4th Score Range: 568-599 5th Score Range: 598-627	4th Score Range: 600 or above 5th Score Range: 628 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
communicating basic information about an event or a topic using a narrow range of vocabulary and simple sentences; participating in short written exchanges and responding to simple and some wh- questions about familiar topics.	producing simple sentences using basic language structures; expressing an opinion or constructing a simple claim with a supporting reason; recounting a simple sequence of events, using basic linking words; asking a question about a topic or text.	producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.	producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information a evidence.	participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim

Handout 6

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NSCAS ALDs

ELA and Mathematics Achievement Level Descriptors (ALDs)	Science Achievement Level Descriptors (ALDs)
Developing: Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.	***Below the Standards:*** Overall student performance in science reflects unsatisfactory performance on the standards and insufficient understanding of the content at grade level. A student scoring at the Below the Standards level inconsistently draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.
On Track: On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.	***Meets the Standards:*** Overall student performance in science reflects satisfactory performance on the standards and sufficient understanding of the content at grade level. A student scoring at the Meets the Standards level generally draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.
CCR Benchmark: CCR Benchmark learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.	***Exceeds the Standards:*** Overall student performance in science reflects high academic performance on the standards and a thorough understanding of the content at grade level. A student scoring at the Exceeds the Standards level consistently draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.

NSCAS Scale Score Ranges

- How do achievement levels tell the story of a student's learning outcomes?
- How might you support educators who use this tool for planning, instruction, and assessment?

Grade	Scale Score Ranges		
ELA	Developing	On Track	CCR
3	2220–2476	2477–2556	2557–2840
4	2250–2499	2500–2581	2582–2850
5	2280–2530	2531–2598	2599–2860
6	2290–2542	2543–2602	2603–2870
7	2300–2555	2556–2629	2630–2880
8	2310–2560	2561–2631	2632–2890
Math	Developing	On Track	CCR
3	1000–1189	1190–1285	1286–1470
4	1010–1221	1222–1316	1317–1500
5	1020–1235	1236–1330	1331–1510
6	1030–1243	1244–1341	1342–1530
7	1040–1246	1247–1345	1346–1540
8	1050–1263	1264–1364	1365–1550
Science	Below the Standards	Meets the Standards	Exceeds the Standards
5	0–84	85–134	135–200
8	0–84	85–134	135–200

Interpreting Data for Instruction

Activity

Differentiation Strategies Poster

ELPA21 DIFFERENTIATED INSTRUCTION

ELPA21
English Language Proficiency Assessment for the 21st Century

	EMERGING		PROGRESSING	PROFICIENT		ACHIEVEMENT LEVEL DESCRIPTORS
	1	2	3	4	5	QR Codes
LISTENING	Description: When listening, the student is working on responding to short conversations; recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; responding to simple yes/no and wh- questions; following simple directions.	Description: When listening, the student is working on identifying and gathering information from an oral presentation; determining the meaning of basic vocabulary and common content vocabulary; participating in longer conversations and responding to basic questions; identifying main topic and some key details; following directions.	Description: When listening, the student is working on determining the meaning of words, phrases and some idiomatic expressions; participating in short conversations and discussions, asking and answering questions; identifying the main idea and key details about a familiar topic; identify how one or two reasons support the specific points a speaker makes.	Description: When listening, the student is working on determining the main idea & supporting evidence; paraphrasing & analyzing information to determine if the evidence supports the argument; posing & answering relevant questions; adding additional relevant information & evidence to key ideas.	Description: When listening, the student is working on determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker.	
Strategies for Differentiating Instruction	• Gestures • Total physical response • Students point to pictures and/or use response cards to indicate comprehension of single words or common phrases • Allow students to just listen in pair share conversations • Use visuals, realia, and manipulatives to increase comprehensibility	• Think, Pair, Share • Providing focus questions prior to short listening passages • Picture sequencing • Check for understanding frequently • Information gap activities • Work with partners to list and discuss important points	• Provide focus question prior to listening • Think, Pair, Share • Reciprocal teaching • Graphic organizers • Cornell notes • 10/2 lecture • Provide notes/slides during or prior to class • Check for understanding frequently • Information gap activities • Work with partners to list and discuss important points	• Think, Pair, Share • Reciprocal teaching • Graphic organizers • 10/2 lecture • Structured note-taking such as Cornell notes • Opportunities to compare notes • Provide notes/slides during or prior to class • Information gap activities • List and discuss facts or important points with partners • Answer open-ended or specific questions alone or with partners	• Outline lectures • Extend content vocabulary with examples & non-examples • Structured note-taking such as Cornell notes • List and discuss facts or important points with partners • Answer open-ended or specific questions alone or with partners	
			Check for Understanding			
Strategies for Differentiating Assessment	• Creating models, drawings, or concept maps to demonstrate understanding • Provide focus questions, maps, diagrams, collages, displays, demonstrations, dictation of letter/sounds, single words, and familiar phrases	• Provide focus questions prior to listening • 10/2 Lecture • Frequent checks for understanding • Create models, drawings, or concept maps to demonstrate understanding, dictation of familiar phrases, complete sentences, and some academic vocabulary • Information gap activities	• Provide focus questions prior to listening for longer listening tasks • Think, pair, share, and report on what partner said • Reciprocal teaching • Graphic organizers • Cornell notes • 10/2 lecture • Check for understanding frequently	• Think, pair, share, and report on what partner said • Reciprocal teaching • Graphic organizers • 10/2 lecture • Structured note-taking such as Cornell notes • Information gap activities • Students answer open-ended or specific	• Outline lectures • Extend content vocabulary with examples & non-examples • Structured note-taking such as Cornell notes • Students answer open-ended or specific questions • Students list important facts or points	

Handout 7

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Organization of the Poster

- Based on four domains in order of the score report.
- Begins with Achievement Level Descriptors (ALDs) specific to domain across range of performance levels (Level 1 of K–Level 5 of 9–12 grade bands).
- Includes strategies for differentiating instruction and assessment.

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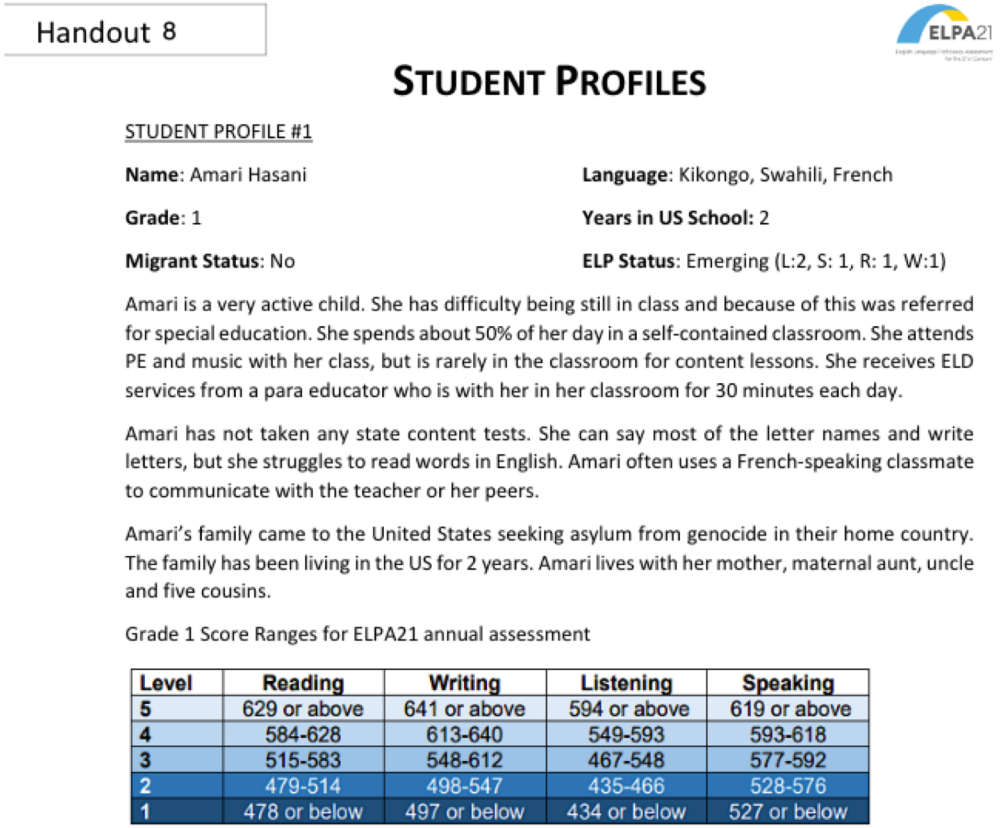
Student Profiles

Please find the **seven Student Profiles** in your handouts packet.

Select a student profile to work with today.



Handout 8

ELPA21

STUDENT PROFILES

STUDENT PROFILE #1

Name: Amari Hasani

Language: Kikongo, Swahili, French

Grade: 1

Years in US School: 2

Migrant Status: No

ELP Status: Emerging (L:2, S: 1, R: 1, W:1)

Amari is a very active child. She has difficulty being still in class and because of this was referred for special education. She spends about 50% of her day in a self-contained classroom. She attends PE and music with her class, but is rarely in the classroom for content lessons. She receives ELD services from a para educator who is with her in her classroom for 30 minutes each day.

Amari has not taken any state content tests. She can say most of the letter names and write letters, but she struggles to read words in English. Amari often uses a French-speaking classmate to communicate with the teacher or her peers.

Amari's family came to the United States seeking asylum from genocide in their home country. The family has been living in the US for 2 years. Amari lives with her mother, maternal aunt, uncle and five cousins.

Grade 1 Score Ranges for ELPA21 annual assessment

Level	Reading	Writing	Listening	Speaking
5	629 or above	641 or above	594 or above	619 or above
4	584-628	613-640	549-593	593-618
3	515-583	548-612	467-548	577-592
2	479-514	498-547	435-466	528-576
1	478 or below	497 or below	434 or below	527 or below

Handout 8

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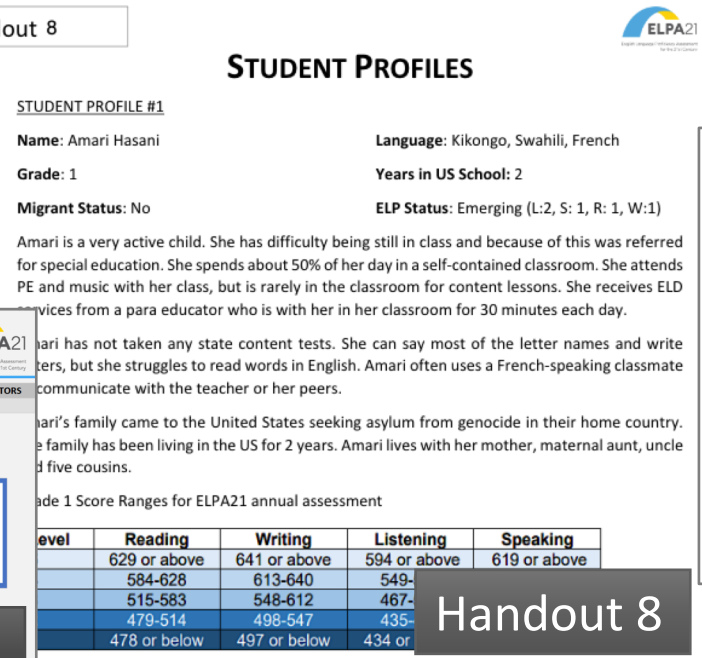
Instruction Strategies

Given all the data you have for this student, what instructional strategies would you advise educators use?

Handout 8



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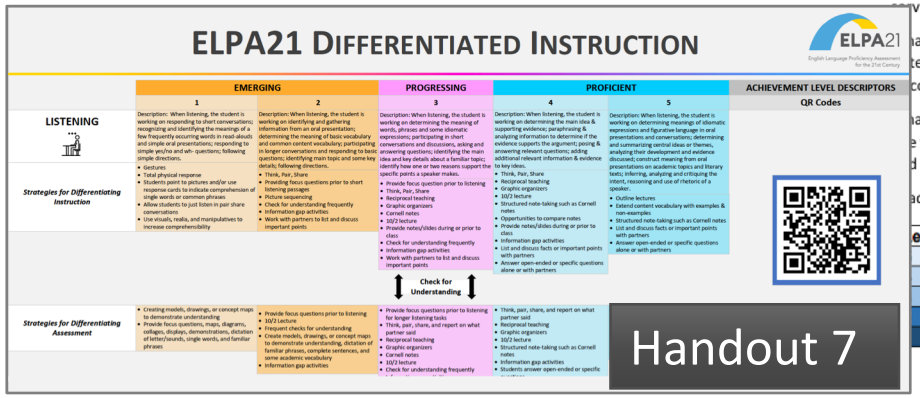
	479-514	498-547	435-	
	478 or below	497 or below	434 or	

Handout 8



ELPA21 DIFFERENTIATED INSTRUCTION

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Strategies for Differentiating Instruction	• Gestures • Total physical response • Students point to pictures and/or use response cards to indicate comprehension of single words or common phrases • Allow students to just listen in pair share conversations • Use visuals, realia, and manipulatives to increase comprehensibility	• Think, Pair, Share • Providing focus questions prior to short listening passages • Picture sequencing • Check for understanding frequently • Information gap activities • Work with partners to list and discuss important points	• Provide focus question prior to listening • Think, Pair, Share • Reciprocal teaching • Graphic organizers • Cornell notes • 10/2 lecture • Provide notes/slides during or prior to class • Check for understanding frequently • Information gap activities • Work with partners to list and discuss important points	• Think, Pair, Share • Reciprocal teaching • Graphic organizers • 10/2 lecture • Structured note-taking such as Cornell notes • Opportunities to compare notes • Provide notes/slides during or prior to class • Information gap activities • List and discuss facts or important points with partners • Answer open-ended or specific questions alone or with partners	• Outline lectures • Extend content vocabulary with examples & non-examples • Structured note-taking such as Cornell notes • List and discuss facts or important points with partners • Answer open-ended or specific questions alone or with partners	
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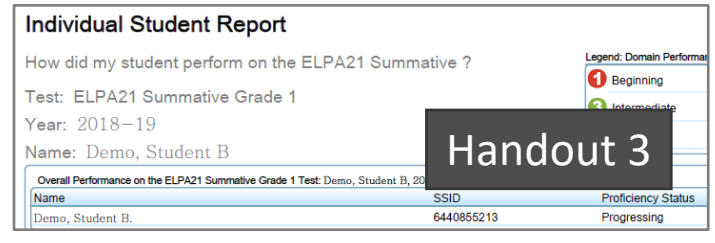
Handout 7



Individual Student Report

How did my student perform on the ELPA21 Summative ?

Test: ELPA21 Summative Grade 1

Year: 2018–19

Name: Demo, Student B

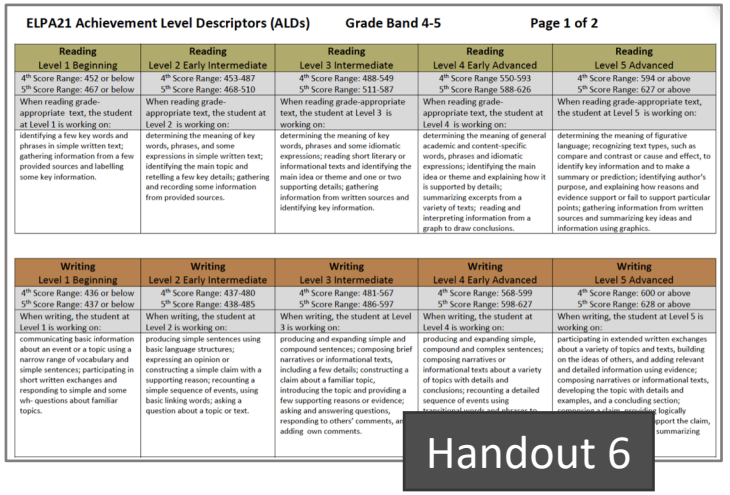
Legend: Domain Performa

1 Beginning

Overall Performance on the ELPA21 Summative Grade 1 Test: Demo, Student B, 20

Name	SSID	Proficiency Status
Demo, Student B.	6440855213	Progressing

Handout 3



ELPA21 Achievement Level Descriptors (ALDs) Grade Band 4-5 Page 1 of 2

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
4th Score Range: 452 or below 5th Score Range: 467 or below	4th Score Range: 453-487 5th Score Range: 468-510	4th Score Range: 488-549 5th Score Range: 511-587	4th Score Range 550-593 5th Score Range 588-626	4th Score Range: 594 or above 5th Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
identifying a few key words and phrases in simple written text; gathering information from a few provided sources and labelling some key information.	determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources.	determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.	determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.	determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
4th Score Range: 436 or below 5th Score Range: 437 or below	4th Score Range: 437-480 5th Score Range: 438-485	4th Score Range: 481-567 5th Score Range: 486-597	4th Score Range: 568-599 5th Score Range: 598-627	4th Score Range: 600 or above 5th Score Range: 628 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
communicating basic information about an event or a topic using a narrow range of vocabulary and simple sentences; participating in short written exchanges and responding to simple and some wh- questions about familiar topics.	producing simple sentences using basic language structures; expressing an opinion or constructing a simple claim with a supporting reason; recounting a simple sequence of events, using basic linking words; asking a question about a topic or text.	producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, ar adding own comments.	producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using	participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; logically apport the claim, summarizing

Handout 6

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