1. What Theory of Action did ELPA21 EL experts utilize to re-imagine proficiency for the ELP Assessment?

ELPA21 believes that proficiency can be achieved in multiple ways that reflect an individual student’s strengths and areas for growth as a function of the four domains (Speaking, Writing, Listening and Reading). Therefore, the ELPA21 consortium did not create and impose a single definition of proficiency on students. Instead, the ELPA21 consortium let the students’ performance on the assessment and in the classroom paint a complex picture of their proficiency. Profiles of performance across the domains were examined to derive categories for proficiency. Those categories indicate whether each child is Proficient, Progressing or Emerging. The Proficiency Determination, as well as the student’s domain scores, provide detailed and actionable information about proficiency.

2. How would the local ELL Committee utilize the ELPA21 Individual Student Report and embedded Proficiency Determination to decide levels of service for an ELL?

The Individual Student Report (ISR) categorizes a student’s proficiency as one of three Proficiency Determinations (Emerging, Progressing and Proficient). The ELPA21 model applies certain combinations of domain scores to establish the student’s Proficiency Determination. In addition to the Proficiency Determination, performance levels and scale scores for each domain are provided in the report. Keeping with the ELPA 21 Theory of Action, an overall composite score is not provided. Rather, an educational decision-maker is able to examine the student’s level of performance for each of the domains and consider other sources of student performance data to determine an appropriate level of service. Achievement Level Descriptors (ALDs) that correspond to each of the performance levels have been developed for each domain at each programmatic grade level. These ALDs describe what a student can do in relation to skills measured by and demonstrated on ELPA21. This tool can be utilized by an ELL Committee to target personalized instruction and interventions to meet the individual needs of the learner.

3. What other specific performance data or factors might the ELL Committee consider when assigning level of service for an ELL?

The level of service that a student receives should be specific and relevant to the individual learner. ELPA21 provides a singular data element to consider when deciding the interventions and supports that will be applied as part of an ELL’s individualized plan. ELL Committees might also consider student performance on interim assessments, content assessments, classroom coursework and previous educational background when determining the appropriate level of service. Using the student performance data, the ELL Committee will collectively determine the appropriate interventions and time allocation that should be provided so that a student will be successful.

4. When does an ELL student successfully meet the criteria for reclassification as exited?

WVBE Policy 2417 defines the criteria for reclassification as exited. On October 12, 2016 the WVBE approved a waiver of restrictive language in Policy 2417 that had limited exiting to students with a composite level 5 on the ELP assessment. As a result, students who have reached the Proficiency Determination of Proficient, having a profile with 4s or 5s on the ELPA21 this year, and who had met Level 5 on the WESTELL in the previous year, and received a 3 or 4 on the WVGSA meet the criteria for exiting. Students reaching this status will be monitored for a period of two years.
5. How does the ELL Committee document level of service on the WOW ELL Plan and in parent notifications?

Upon completing the process of determining appropriate level of service, the ELL Committee will input a single service level number in the WOW ELL Plan. This service level number will correspond with an overall level of performance that describes the student’s current proficiency. For example, a student might have a domain profile of R-4, L-3, W-3, S-4 with the Proficiency Determination of Progressing. The ELL Committee has targeted writing as a major area of focus and has used the ALDs and classroom performance to inform targeted interventions. The ELL Committee might decide to provide 120 minutes of pullout service weekly for the student. The ELL Committee has identified the student as Intermediate and assigns a Level 3 within WOW. In addition to inputting the performance level into the WOW ELL Plan, the ELL Committee would also communicate the performance level, the minutes of service and the Proficiency Determination in the letter that is formally sent to parents as part of the annual notification process.