

## PARENT GUIDE TO THE ALT-OELPA STUDENT REPORTS

### HOW DID MY CHILD PERFORM ON THE ALT-OELPA SUMMATIVE THIS YEAR?



After taking the **Alt-OELPA**, your child will receive an **Individual Student Report (ISR)** with a proficiency determination and three types of numerical scale scores. This guide will explain the proficiency determination and the numerical scale scores and provide guidance on the type of language supports your child will need next year.

#### Proficiency Determination

The box below explains each of the levels of English language proficiency—this is your child’s proficiency determination. This score is based on the overall scale score, explained below, and your child’s grade level.

##### Proficiency Determination

**Proficient** – Students show a level of English language proficiency reflected in the Alternate ELP standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt-OELPA by attaining Level 3 or higher in all modalities. Once proficient on Alt-OELPA, students may be considered for reclassification.

**Progressing** - Students show a level of English language proficiency reflected in the Alternate ELP standards that moderately limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt-OELPA by attaining above Level 1 and below Level 3 in at least one modality. Students scoring Progressing on the Alt-OELPA are eligible for ongoing program support.

**Emerging** - Students show a level of English language proficiency reflected in the Alternate ELP standards that significantly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt-OELPA by attaining Level 1 in all modalities. Students scoring Emerging on the Alt-OELPA are eligible for ongoing program support.

#### Overall Scale Score

Overall Scale Score: 150

This three-digit score is calculated based on how well your child performed overall on the Alt-OELPA. The calculation includes performance results from all four domains (Speaking, Writing, Listening, Reading). If your child was exempted from a domain, the Overall Scale Score is calculated based on results from only the domains assigned to your child.

#### Comprehension Scale Score

Comprehension Scale Score: 165

The Comprehension Scale Score is found on the Individual Student Report following the Overall Scale Score. This score is also a three-digit scale score. It represents how well your child comprehends English based on their performance in the Listening and Reading domains of the Alt-OELPA. If your child was exempted from either of the comprehension domains (Listening and Reading), the score is calculated from only the domains assigned to your child.



#### HOW CAN THESE RESULTS BE USED?



The results will be used, along with other information, to help teachers identify students who need additional support in each language area. Modality and domain scores for individual students may suggest areas of strength and areas in need of additional support or instruction and may provide additional information to guide instruction. The information also will be used to measure how well schools and school systems are helping English learners with the most significant cognitive disabilities achieve higher expectations.

## Modality and Domain Scale Scores

The chart below outlines what each performance level means in terms of how well your child met the expectations for that grade and domain (Listening, Reading, Speaking, Writing). Scores are also described in terms of a modality (Productive = Speaking and Writing, Receptive = Listening and Reading). The Performance Level Description explains each modality and the performance expected of your child based on the results from the Alt-OELPA.

Within each of the four domains, there are four performance levels (1–4).

**1** Beginning **2** Intermediate **3** Early Advanced **4** Advanced

Modality/Domain	Scale Score	Performance	Performance Description
<b>1. Modality: Productive (Speaking and Writing)</b>	<b>40</b>	<b>4</b>	<b>Productive Level 4:</b> The Productive modality measures English language performance in Speaking and Writing. Students in Level 4 demonstrate Productive performance reflected in the Alternate ELP standards that enables full participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
<b>1a. Domain: Speaking</b>	<b>50</b>	<b>4</b>	Students in Level 4 with independent control, prompting, and support can: <ul style="list-style-type: none"> <li>• Deliver short presentations or information (e.g., about familiar and novel topics, stories, experiences, or events)</li> <li>• Provide a few reasons to support information or a preference about a familiar topic or story</li> <li>• Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom)</li> <li>• Participate in short conversations</li> </ul>
<b>1b. Domain: Writing</b>	<b>70</b>	<b>4</b>	Students in Level 4 with independent control, prompting, and support can: <ul style="list-style-type: none"> <li>• Compose written text about familiar texts, topics, experiences, or events</li> <li>• Provide a few reasons or facts to support the information about familiar and novel topics</li> <li>• Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom)</li> <li>• Ask and answer simple questions to exchange ideas or information, or to clarify for understanding</li> </ul>
<b>2. Modality: Receptive (Listening and Reading)</b>	<b>60</b>	<b>4</b>	<b>Receptive Level 4:</b> The Receptive modality measures English language performance in Listening and Reading. Students in Level 4 demonstrate Receptive performance reflected in the Alternate ELP standards that enables full participation in the relevant grade-appropriate classroom activities reflected in the Alternate academic standards.
<b>2a. Domain: Listening</b>	<b>80</b>	<b>4</b>	Students in Level 4 typically can show comprehension by: <ul style="list-style-type: none"> <li>• Determining the main idea or theme from read-alouds and oral presentations</li> <li>• Identifying some details that support the main idea or theme from read-alouds and oral presentations</li> <li>• Retelling parts of a story from read-alouds and oral presentations</li> <li>• Determining the meaning of a growing number of general academic and content-specific words and an increasing number of expressions about a variety of topics, experiences, or events</li> </ul>
<b>2b. Domain: Reading</b>	<b>90</b>	<b>4</b>	Students in Level 4 typically can show comprehension by: <ul style="list-style-type: none"> <li>• Determining the main idea or theme from simple written texts</li> <li>• Identifying some details that support the main idea or theme in simple written texts</li> <li>• Retelling parts of a story from simple written texts</li> <li>• Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events</li> </ul>

## HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD’S TEACHER(S):

As a parent, you can use the test results to guide discussion with your child’s teacher(s) about additional supports that may be needed in class and at home.

- Where is my child doing well, and where do they need improvement?
- What can be done in the classroom to help improve my child’s area(s) of weakness?
- What can be done to appropriately challenge my child in areas where my child is close to demonstrating proficiency?
- How can I help support my child’s language learning at home?
- How do we ensure that my child continues to progress?