

Parent Report Descriptions

ELPA Class Roster Report

The Class Roster Report provides summary score information by class/group for each standard assessed within each domain and detailed information for each student assessed. This report may include multiple pages to report all domains and standards. Page numbers are printed in the center at the bottom of each report page.

Section A provides the name of the student's teacher as well as the name and code of the school that the students on the roster attend. A Class/Group number is reported if a school chose use this optional field code when the ELPA was administered last spring.

Section B lists the student names in alphabetical order, matched with each student's UIC code and date of birth. These students are separated by grade level within their school.

Section C indicates the overall proficiency scale scores of each student and their corresponding proficiency level in letter code format. The letter codes correspond to his one of the four proficiency levels: Advanced Proficient (AP), Proficient (P), High Intermediate (HI), Low Intermediate (LI), and Basic (B). The overall scale score is listed in a three-digit format.

For students who participated in the 2007 ELPA, a domain scale score and overall scale score will be listed in the columns labeled "2007 Scale Score" for comparison purposes. A blank in this column will indicate that the student did not participate in the 2007 ELPA.

The chart in **Section D** (continuing on to an additional page) lists all domain scores as well as the overall performance score for every student in a list. Each domain has a separate column indicating student raw scores in each standard, with final columns for a total raw score and the "Scale Score." Note that the separate domain scores are listed in two-digit format. The "Cut Score" is the minimum expected score that a proficient student would show in each language domain and for the overall score. The Comprehension domain (shown on the second page) is composed of reading and listening standards marked with a small diamond symbol.

Section E lists a total number of students assessed for the page and their class mean for each data column. This information is given for every separate grade.



District Name: XX
 District Code: XXXXX

A

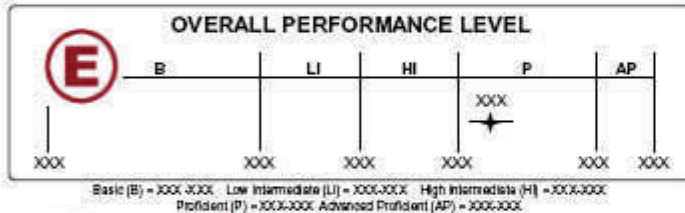
**PARENT REPORT
 LEVEL V - Grade 9
 Spring 2008**

Teacher Name: XXXXXXXXXXXXXXXXXXXXXXXX
 Class/Group: XXXX
 School Name: XX
 School Code: XXXXX

**MICHIGAN
 ENGLISH LANGUAGE PROFICIENCY ASSESSMENT**

Report for
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXX
 LIC: XXXXXXXXXXXX **B** XXXXXXXXXXXX X

Below is the Overall Performance Level, which is a combined score showing how your student performed across all of the sections, or domains, of the English Language Proficiency Assessment, or ELPA. This chart is divided into five performance levels, from Basic (B) to Advanced Proficient (AP). Each of these levels is described in the box below. The three-digit number above the diamond on the chart indicates your student's scale score for general performance.



D **PERFORMANCE LEVEL DESCRIPTORS**

Advanced Proficient (AP) - This student's performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Proficient (P) - This student's performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

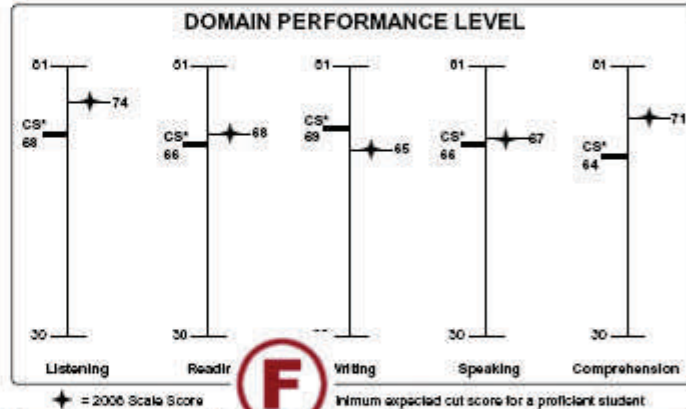
High Intermediate (HI) - This student's performance indicates near-sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Low Intermediate (LI) - This student's performance indicates partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

Basic (B) - This student's performance indicates minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

C

Performance for each domain is presented in a table just below the chart. The two-digit scale score is the measurement of your student's performance in each domain, and the cut score is the minimum score that a proficient student should earn. A scale score that is higher than the cut score may indicate an area of strength for your student, while a scale score that is lower than the cut score may indicate an area that needs more work.



DOMAINS	2008 Scale Score	2008 Scale Score	2008 Cut Score*	Points Earned/Points Possible
Listening	XX	XX	XX	XX / 24
Reading	XX	XX	XX	XX / 25
Writing	XX	XX	XX	XX / 25
Speaking	XX	XX	XX	XX / 27
Comprehension	XX	XX	XX	XX / XX

Please remember that these results are one measure of your student's progress in learning English. You are encouraged to share this report with your student's current teacher and/or counselor, who can provide guidance and additional examples of classroom assessment performance in preparation for next spring's ELPA. We invite you to learn more about the ELPA and its development at <http://www.michigan.gov/elpa>.

Dear Parent or Guardian:

During Spring 2008, schools administered the third statewide English Language Proficiency Assessment (ELPA) in Michigan. The federal No Child Left Behind law requires schools to give all English language learners in grades K-12 an annual assessment that shows their progress in learning English language skills.

The ELPA measures what a child should know and be able to do using the English language. Results presented in this report show how well your child performed in the areas of Listening, Reading, Writing, Speaking and Comprehension. If your child took all the sections of the ELPA, an overall performance level is included.

Please contact your child's teacher or principal if you have questions about this report. Parents and teachers have a greater opportunity to help children succeed when they work together.

Sincerely,



Mike Flanagan
Superintendent of Public Instruction
State of Michigan