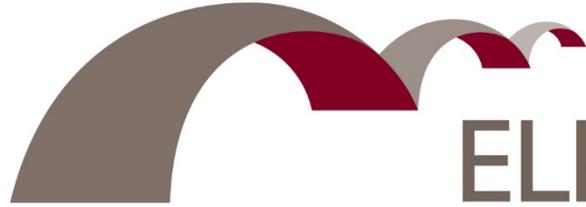


OVERVIEW

ELPA21 DYNAMIC SCREENING ASSESSMENT

IOWA DEPARTMENT OF EDUCATION WEBINAR

MAY 1, 2018



ELPA21
English Language Proficiency
Assessment for the 21st Century

WELCOME



Jennifer Riedemann, Consultant for Student Assessment

Pam McDonnell, Title III Consultant



Reminders:

- Webinar is being recorded and will be posted on the ELPA21 page of the IDOE website.
- Please use the Q&A feature to submit questions. Those not answered in this presentation will be addressed in future communications.

SCREENING PROCESS FOR EL PLACEMENT DECISIONS

- Use of TELPA for screening in Iowa will **end July 30, 2018**
- **ELPA21 Dynamic Screener** will be used statewide beginning August 1, 2018
 - Multiple stopping points
 - Same-day scores for most students
 - Available in online, paper, and braille-version format for grades K-12
- This presentation describes the Dynamic Screener as it is delivered online.

SCREENING PROCESS FOR EL PLACEMENT DECISIONS – SPEAKER’S NOTES

- TIDE and the testing platform will be down in July to set up for the new school year.
- When the testing platform reopens on August 1, the new Dynamic Screener will be available. It will offer shorter testing times than the initial version of our screener. It will also feature a new design with stopping points, and shorter turnaround times for student scores – most screener scores will be available the same day.
- The ELPA21 screener represents a significant step forward in screening ELs. The test is dynamic in that it stops at the point that it has sufficient information to determine a student’s proficiency level. We’ve all experienced students who were clearly at low levels of ELP and thought, “why should they have to struggle through this test when it’s clear they need EL services?” The ELPA21 Dynamic Screener provides a shorter testing experience for these students via invisible embedded stopping points in the test.
- Let’s take a closer look at the new screening process, including the assessment design to understand how it will work.

WHEN RECEIVING NEW STUDENTS

- 1. Add student to your Student Information System and obtain a State ID #**
- 2. Determine if ELPA2I Screening is necessary**
 - A. Student arrives from out of state
 - i. Home language survey
 - ii. Student records from sending district/school
 - B. Student arrives from another Iowa district
 - i. Consult EdInsight for past EL-related data reported to state
 - ii. Search for Student ID in TIDE
 - iii. Home language survey
 - iv. Student records from sending district/school

EL DASHBOARD SPEAKER'S NOTES

- Development is underway for an “EL Dashboard” report in EdInsight, the state’s data warehouse. Users of this report would be able to enter the SSID for a student new to your school and access the most recent EL-related data that have been reported to the state, including EL status, screening scores, and ELPA21 Summative scores.
- EdInsight is an application on the Iowa EdPortal, and access is granted by each district’s Portal Security Officer. We anticipate access would be limited to a few individuals in the district who would sign a release verifying their educational need for this information.
- However, it provides a mechanism for timely information to verify whether or not a student has already been identified as an English Learner in Iowa.

USING TIDE TO FIND NEW STUDENTS

- Directions document previously shared with ELPA21 District & Non-public Test Coordinators



USING TIDE TO FIND NEW STUDENTS – SPEAKER'S NOTES

- Using TIDE to find new students document:

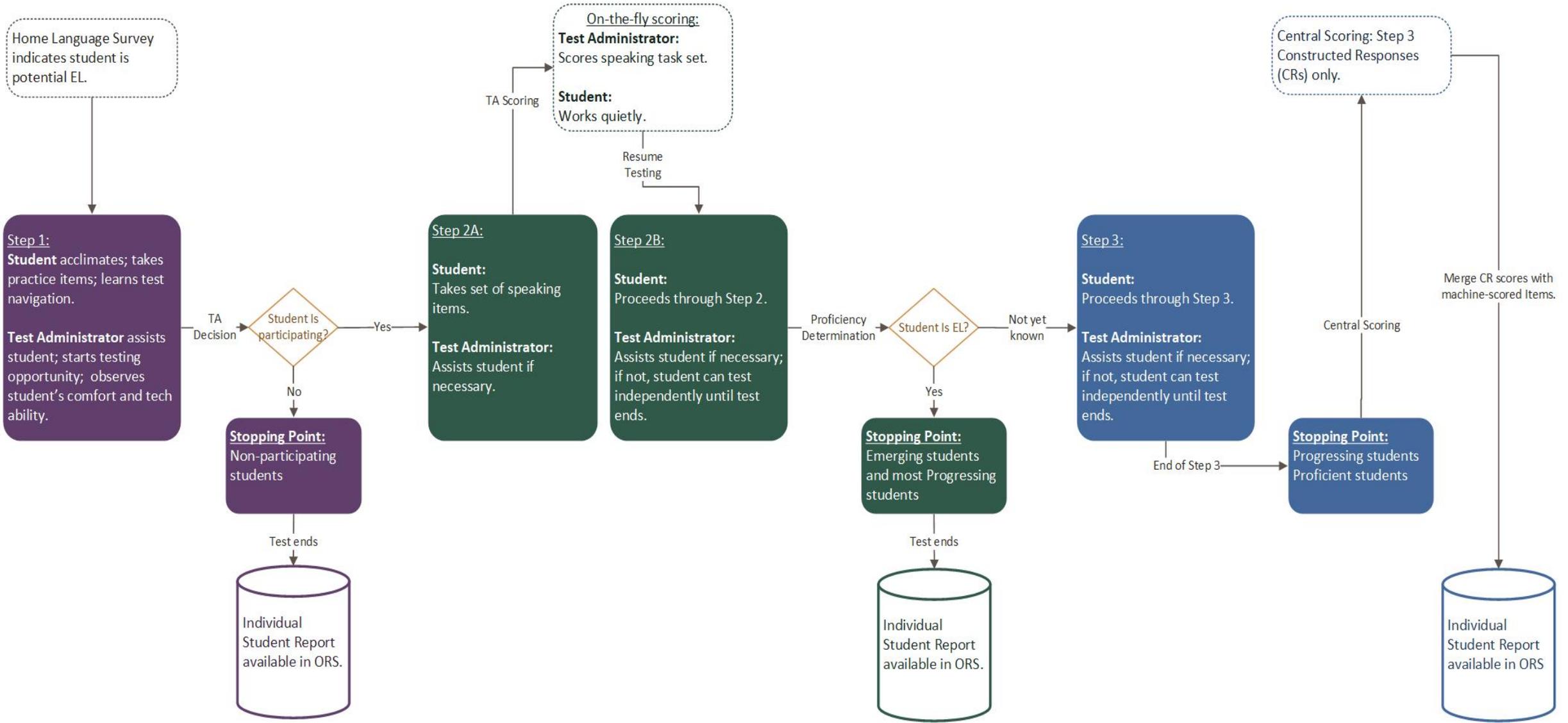
https://docs.google.com/document/d/1fiQ4_T43e9Vrv9jKLuv7sDfi9P4mldaXEQV0XVxMDSQ/edit?usp=sharing

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 - i. Consult EdInsight for past EL-related data reported to state
 - ii. Search for Student ID in TIDE
 - iii. Home language survey
 - iv. Student records from sending district/school
- 3. If screening assessment is needed, add the student to TIDE in the ELPA2I Assessment portal.**

REMINDER: Federal requirements state that placement decisions must be made within 30 days at the beginning of the school year and within 14 days during the rest of the year.

ELPA21 Dynamic Screener, SY 2018-19

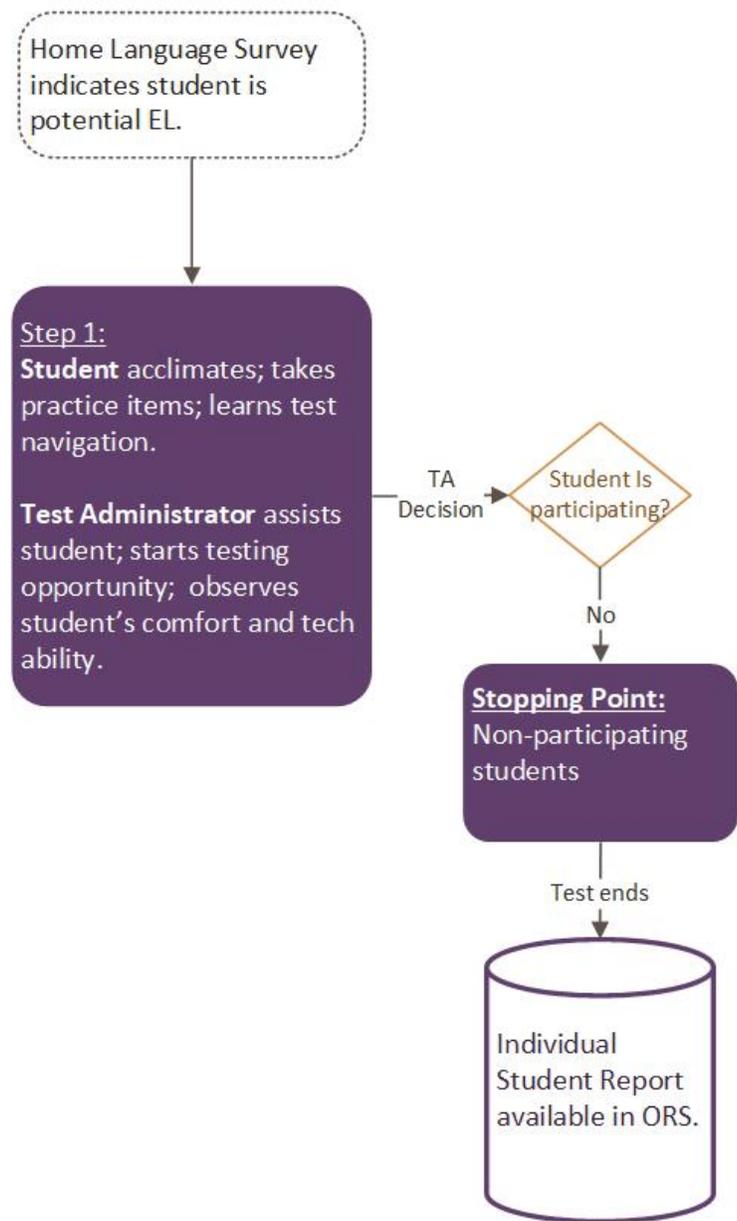


ELPA21 DYNAMIC SCREENER, SY 2018-19 – SPEAKER'S NOTES

- This is an overview of the multi-step screener. Don't worry, you don't need to try to read that tiny font. We're going to look at each piece of this diagram in detail.
- The Dynamic Screener has three steps: an initial orientation and practice step, called Step 1; a component that identifies emerging and most progressing students, called Step 2, and a final Step that distinguishes between students who are proficient and those who are nearly proficient but would still benefit from EL services.
- The important thing to note here is that the screener is delivered in two to three steps, and scored by the testing engine as the student takes it. So students stop testing at the point that we know enough to determine their proficiency category. We estimate 25% of students will require Step 3, which means that for approximately 75 % of students, the test will end after Step 2.
- Let's take a look at Step 1, then, and see what happens when a student arrives to take the Dynamic Screener.

ELPA21 Dynamic Screener, SY 2018-19

Step 1



Step 1 consists of

- 4-6 practice items to familiarize the student with the environment and test navigation
- 3-4 practice items to determine whether the student can use the technology or sufficiently guide the TA
- Two decisions by the TA

ELPA21 DYNAMIC SCREENER, SY 2018-19, STEP I – SPEAKER'S NOTES

- Step I consists of
 - 4-6 practice items to familiarize the student with the environment and test navigation
 - 3-4 practice items to determine whether the student can use the technology or sufficiently guide the TA
 - Two decisions by the TA
- Students will enter the testing environment in the same manner used for the summative assessment. Step I gives the student the opportunity to settle in, and the TA the opportunity to orient the student so that they can do their best.

STEP ONE

Step I's purpose is orientation and practice.

- Student enters and is seated at workstation.
- Test Administrator (TA) welcomes students and starts testing opportunity, while seated next to the student.
- Step I begins with a general orientation to the test and its navigation; TA leads the student through this section.
- Student is given the opportunity to become familiar with the environment and the test.
- TA determines whether the student can test independently via observing the student's performance on practice items.
- All domains of the test (listening, reading, writing and speaking) are practiced

STEP 1 – SPEAKER’S NOTES

- Each step in the Dynamic screener has a distinct purpose. The purpose of Step 1 is to orient the student, provide tutorial on test navigation, let the student practice the grade-appropriate tech skills they need to take the screener, and let the TA judge whether the student will benefit from one-to-one administration or can operate the test more independently.
- The TA and the student work closely together in Step 1. The TA sits next to the student so that she can see the student’s screen and hear the audio that the student hears.
- The TA uses the Test Delivery System to set up a screening test session, and the student uses a computer that has the Secure Browser installed. The TA then works 1:1 with the student (seated next to the student) during Step 1 Practice and the first part of Step 2.

STEP ONE IN DETAIL

- **Step I, one-to-one TA with student (sitting at student computer together)**
 - Step I opens with four or more practice items for the TA and the student to work on together. TA demonstrates tools, tutorials, etc. and observes if student can work the technology on his/her own for the upcoming operational steps.
 - Final Step I task: Practice Speaking task (Classroom Tableau/Oral Vocabulary, K-12). Student creates a recording for two practice Speaking items that match the first operational task set in Step 2A.
 - The end of Step I is the first potential stopping point for the ELPA21 Screener.

STEP 1 IN DETAIL – SPEAKER’S NOTES

- Here’s more detail on the administration of Step 1.
- The Test Administration Manual will have even more detail, as well as screen shots, of the Dynamic Screener. ELPA21 will have this available in May 2018.
- The end of Step 1 is the first of three stopping points in the Dynamic Screener. For the small number of students who simply cannot participate in the screener at this opportunity, the test can end.

STEP I: NON-PARTICIPATING STUDENTS

Non-Participating Students

- A small percentage (under 1% of students) typically refuse to participate in testing.
- These students will be characterized by a total lack of engagement in the test and little or no interaction with the test administrator during Step I of the screener.
- Students who refuse to participate in the screener may be excused from screening at the end of Step I.
This is a TA decision, based on the TA's expert judgement.
- After the end of Step I, TA will indicate that the student is not participating, and the test will end itself.

STEP I: NON-PARTICIPATING STUDENTS – SPEAKER'S NOTES

- Non-participation may be due to a number of factors: complete lack of understanding, fear, selective mutism, defiance, etc.

STEP ONE: TA DECISION-MAKING

- At the end of Step One, the TA will make two decisions:
 - Is the student able/willing to participate in testing?
 - If the student will participate, can the student continue independently?
- The TA will see a multiple choice question in the student's screener. The TA must answer to advance the test.

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- Ⓐ Student is a non-participant. The test will not continue to Step 2.
- Ⓑ Student will continue to Step 2; student will complete the test independently.
- Ⓒ Student will continue to Step 2; student will work 1:1 with the test administrator to complete the test.

Test Administrator: If the student is continuing to Step 2, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring - Screener Notes Sheet") ready for when the student begins to respond to the first item.

STEP ONE: TA DECISION-MAKING – SPEAKER’S NOTES

- This stopping point is manual – the TA must provide feedback to the test for the student to continue. The TA will provide that input via a response screen embedded in the student’s test.
- The TA will respond to this question on the student’s computer.
- The TA, through observing the student in Step 1, can determine whether the student can test independently or will need assistance with the test navigation.
- To ensure that the screener is testing students’ language ability and not their technology skills, TAs are permitted to assist students with test navigation. This assistance can take any form the student needs, based on the TA’s expert judgement. Students might need occasional assistance with test navigation or a review screen, or they might need constant assistance throughout Step 2.

STEP 1 STOPPING POINT: NON-PARTICIPATING STUDENTS

Non-Participating Students

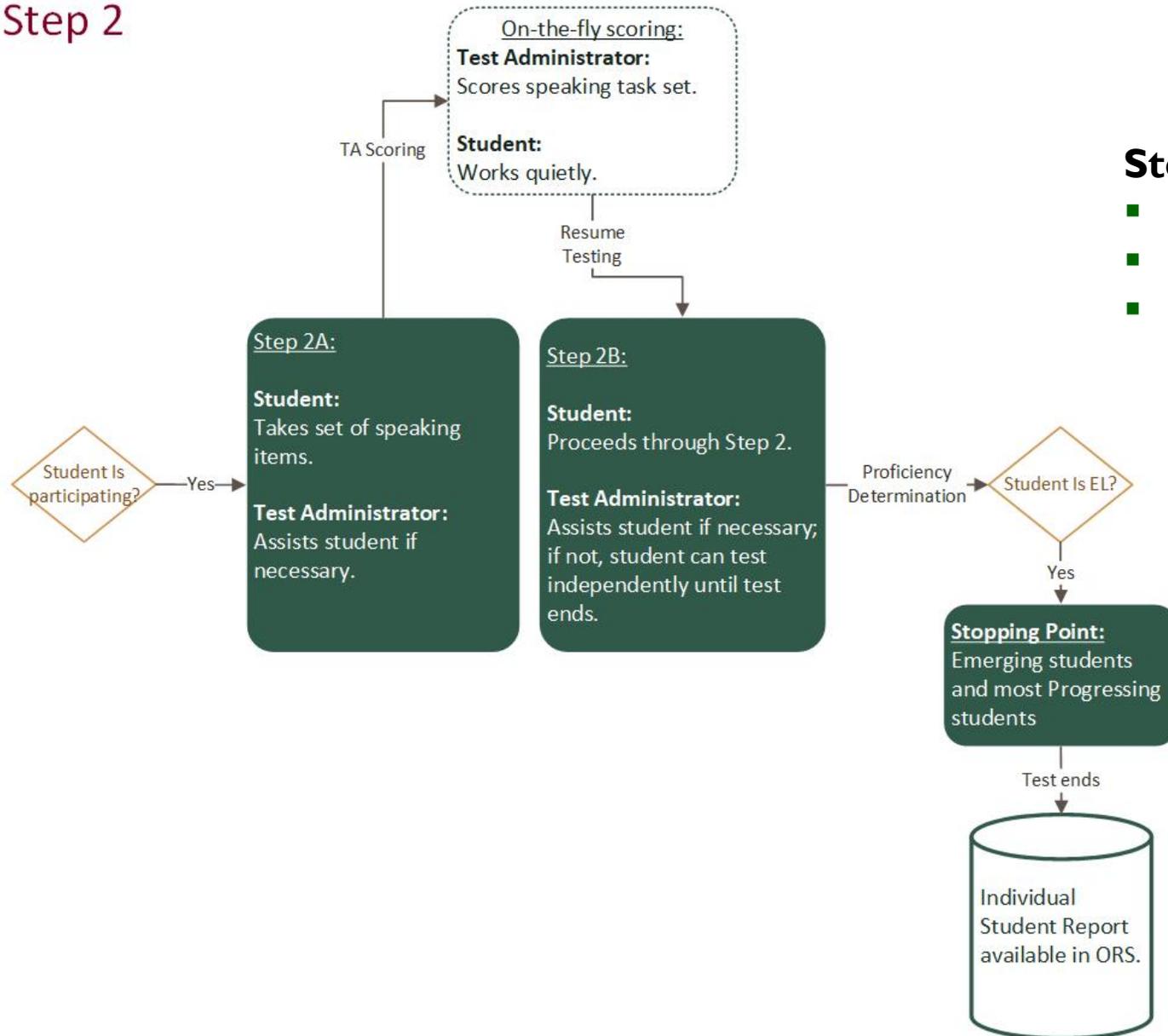
- Score report will be available in ORS the same day.
- Score report will indicate screening was attempted and the date of the attempt.
- ISR will reflect Domain Scores (L, R, S, W) of 0000 and a label of “Performance Not Determined”).
- ISR will show a Proficiency Determination of “Proficiency Not Demonstrated.”
 - “Students receive a status of Proficiency Not Demonstrated with testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services at school.”

STEP 1 STOPPING POINT: NON-PARTICIPATING STUDENTS – SPEAKER'S NOTES

- These students will be considered eligible for English Language services, just as we currently place students who do not provide any responses to the TELPA.
- For all but the smallest # of students who are non-participants, the test will continue to Step 2.

ELPA21 Dynamic Screener, SY 2018-19

Step 2



Step 2 consists of:

- 2A: a Speaking task set with 4 recordings
- TA “on-the-fly” scoring
- 2B: Machine-scored items (25 or fewer)

ELPA21 DYNAMIC SCREENER, SY 2018-19, STEP 2 – SPEAKER'S NOTES

- Step 2 is where the majority of students will receive their proficiency determination.
- Step 2 assesses all four domains (Listening, Reading, Speaking, and Writing) and gathers sufficient information to make a proficiency determination for approximately 75% of students. The estimate of 75% is based on our statistical models and analyses, using data from the 2017-18 operational year.

STEP 2

Purpose of Step 2:

- To provide a proficiency determination for ~75% of students.
 - Step 2 is sufficient to identify most Emerging and Progressing students.
 - The test is scored as the student takes it, so the testing engine is constantly honing in on the student's proficiency level.
 - Student is assessed in all four domains, meeting federal requirements.

STEP 2 – SPEAKER’S NOTES

- Step 2 is the heart of the Dynamic Screener, and will be, for most students, the entire screener.
- As noted on the previous slide, Step 2 consists of two components: 2A and 2B. 2A is a short speaking task set that is administered one-on-one.

STEP 2A: SPEAKING TASK SET

Step 2A consists of a Speaking task set.

- This task set is the same task type as the one the student most recently saw in Step 1 (practice).
- The TA administers Step 2A one-on-one to ensure the student's recording are audible and clear.

Prior to restarting the test for Step 2, the TA will prepare:

- “On-the-fly” scoring rubric for Classroom Tableau/Oral Vocabulary task
- Screener Scoring Worksheet

After answering the TA decision screen at the end of Step 1, the TA returns control of the testing computer to the student.

STEP 2A: SPEAKING TASK SET – SPEAKER’S NOTES

Remember that note we saw on the TA decision screen at the end of Step 1? It alerted you that on-the-fly scoring was next. Step 2A is where that on-the-fly scoring happens.

- Let’s take a look at the Scoring Rubric you’ll use.

Screener Rubric K-12



Speaking – Classroom Tableau/Oral Vocabulary

Score	Descriptors
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none">• The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear.• The student effectively answers the prompt and the response is consistent with the stimulus.
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none">• The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension.• The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none">• Only in a language other than English• Refusal• Off Task/Topic• Unintelligible

Nonscoreable codes:

A = Blank

B = Technological Issue

- Classroom Tableau and Oral Vocabulary are scored on the same two-point scoring rubric.
- Test administrators only need to learn a single, two-point rubric to support all grades.
- A worksheet is available so that the TA can take notes as needed.

SCREENER RUBRIC K-12 – SPEAKER’S NOTES

- The Scoring Rubric and a Scoring Worksheet will be embedded in the AIR testing system so that they are easily available to TA administering the screener.
- These will also be available with a support document used in the online training module available later this summer.

STEP 2A: SPEAKING TASK SET

1. Student will see a prompt for “Classroom Tableau” (grades K-3) or Oral Vocabulary (Grades 4-12)
2. Student will record responses to 4 individual Speaking items. Test will capture responses via device microphone or mic on headset.
3. Student will see a review screen reminder after last item in set. TA will assist student with review of recording if needed.
4. TA may listen and score, using the Scoring worksheet, as the student records.

STEP 2A: SPEAKING TASK SET – SPEAKER’S NOTES

- This is what happens in Step 2A once the TA returns the computer to the student.

STEP 2A: TA SCORING “ON-THE-FLY”

Student will see a screen prompt to hand control of the computer to the TA

1. TA will see 4 scoring screens, one scoring screen per recording.
2. TA should indicate the score point for each item using the answer choice options.
 - Each item has answer choice options: 0, 1, 2.
3. Click Next to submit the speaking scores.

Once Next is clicked, student and TA cannot return to Step 2A.

STEP 2A: TA SCORING “ON-THE-FLY” – SPEAKER’S NOTES

We use on-the-fly scoring so that we can return Step 2 scores same day. Since the TA is already assisting the student one-on-one with Step 1, this portion of Step 2 should flow from Step 1 smoothly.

After the TA submits the speaking scores in Step 2A, she returns control of the testing device back to the student. The computer will prompt the TA to do this.

STEP 2B: MACHINE-SCORED ITEMS

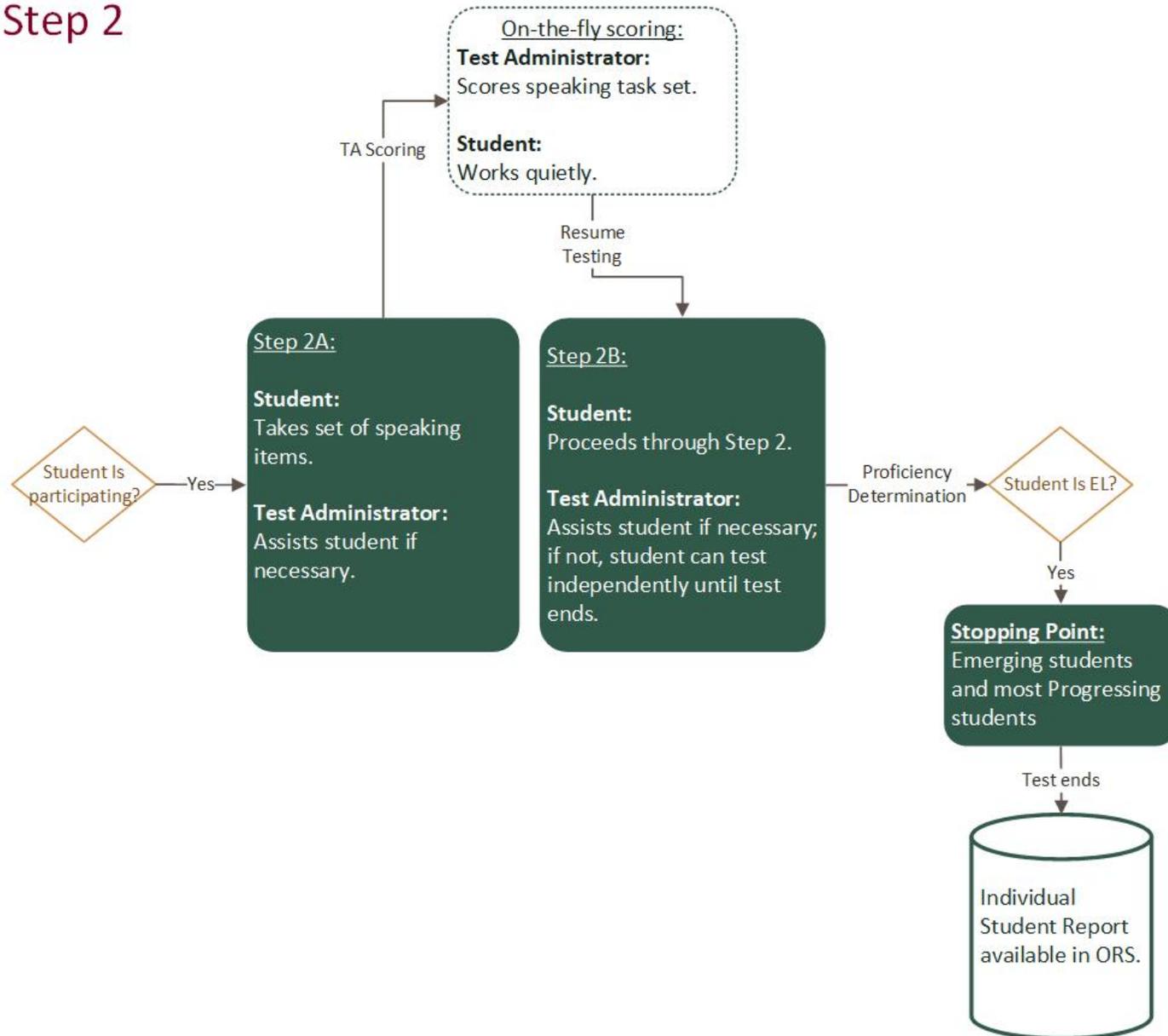
- Test continues with Student working **independently** or in 1:1 setting
- The rest of Step 2 is made up of only machine-scored items. No other “on the fly” scoring is necessary.
- Test questions are in domain groupings of Listening, Reading, and Writing.
 - The test items will get incrementally more difficult throughout Step 2B.
- Review screen at end of Step 2B allows students to review their responses to these items.
- **At the end of Step Two, the stopping rule will be engaged.**
 - Most Emerging and most Progressing students will stop testing at the end of Step 2.
 - Nearly Proficient and Proficient students will proceed to Step 3.

STEP 2B: MACHINE-SCORED ITEMS – SPEAKER’S NOTES

- This begins Step 2B.
- In Step 2B, the student will see another 18-28 machine-scored items in Listening, Reading, and Writing. There are no speaking items in Step 2B.
- Upon submission of Step 2B, the Step 2 stopping rule will be engaged. We estimate that testing will stop here for 75% of students.
- Let’s take a more detailed look at what’s happening behind the scenes at the end of Step 2.

ELPA21 Dynamic Screener, SY 2018-19

Step 2



- Test performs an ongoing raw score calculation during Step 2.
- If an accurate proficiency determination can be made at the end of Step 2, the test stops.
- Students stopping at the end of Step 2 will see the usual “congratulations” message.
- Students whose raw score indicates they may be Proficient will move to Step 3.

ELPA21 DYNAMIC SCREENER, SY 2018-19, STEP 2

SPEAKER'S NOTES

- Step 2 is where the majority of students will receive their proficiency determination.
- Step 2 assesses all four domains (Listening, Reading, Speaking, and Writing) and gathers sufficient information to make a proficiency determination for approximately 75% of students. The estimate of 75% is based on our statistical models and analyses, using data from the 2017-18 operational year.

STEP 2: REPORTING

Students whose tests end with Step 2 will have Individual Student Reports available immediately upon the submission of the test.

These students will fall into the Emerging and Progressing categories.

Emerging:

Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

Progressing:

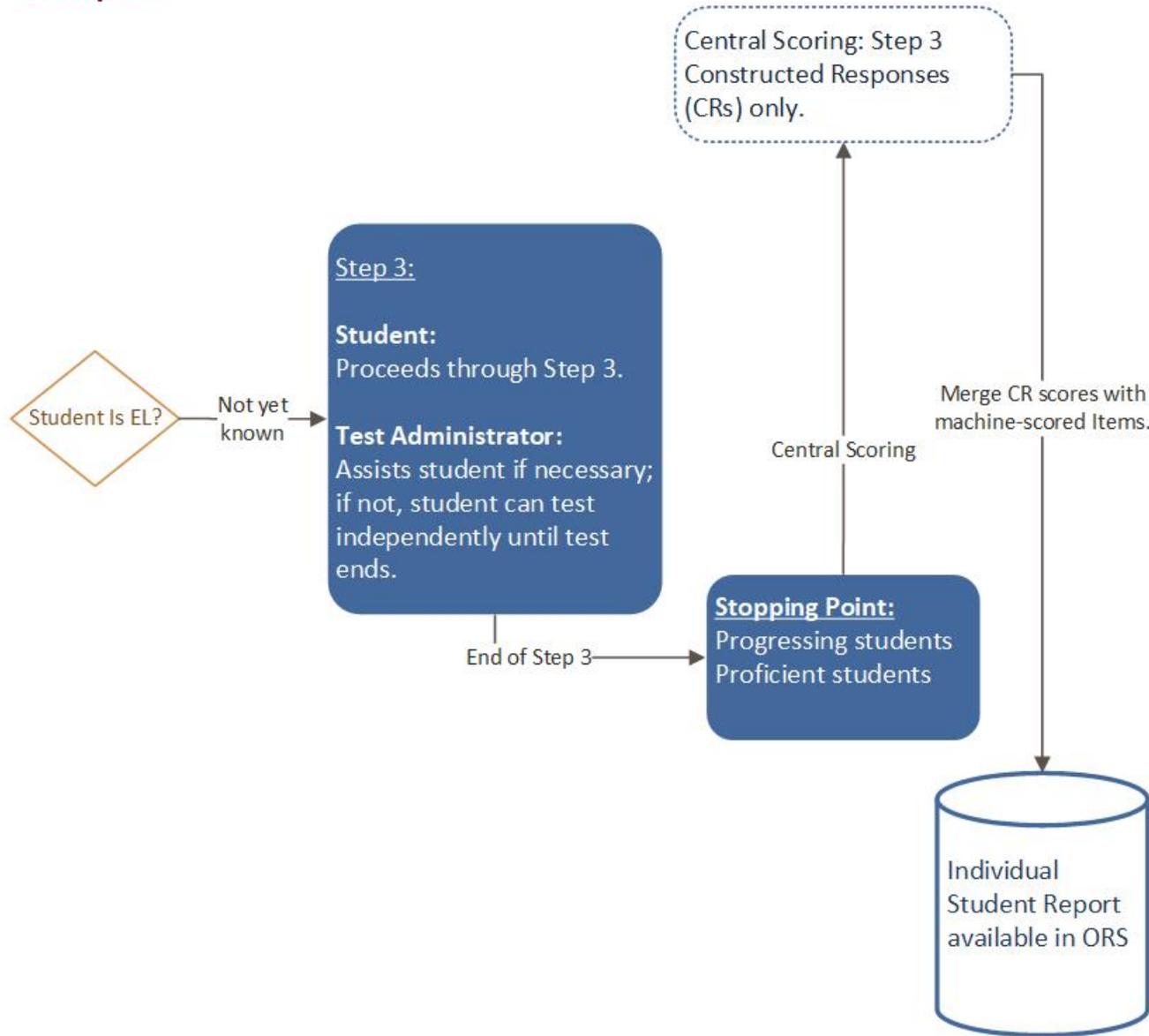
Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by scoring at least one domain score above Level 2 and at least one domain score below 4. These students are eligible for English language development services.

STEP 2: REPORTING - SPEAKER'S NOTES

- Students who stop in Step 2 will be those falling into the categories of Emerging and Progressing based on their profile of domain scores.
- The rules for determining proficiency category are the same as they are on the summative. The labels, however, have changed slightly to indicate program placement (rather than program retention or exit as for the summative). Here they are. <read if time permits>
- This brings us to the end of Step 2, and the end of testing for many students. Let's now move to Step 3, which will be seen by students who are proficient or nearly proficient.
- If asked:
 - Domain exemptions are permitted and configurable in TIDE.
 - Student's proficiency determinations are based only on the domains assessed.

ELPA21 Dynamic Screener, SY 2018-19

Step 3



Step 3 consists of:

- Machine-scored items in Reading and Listening
- Constructed Response items in Speaking and Writing
- Post-test handscoring (central scoring)

STEP 3

- Step 3 functions to differentiate between students who are Proficient and those who are nearly Proficient but would still benefit from EL services.
 - Step 3 will be administered to ~25% of students screened.
- Step 3 contains 18 – 28 items in all four domains, mixed.
 - Items gradually increase in difficulty to differentiate students more precisely.
 - For K and Grade I, there are two Speaking CR tasks and no Writing CR tasks.
 - For grades 2 and up, there are Speaking and Writing CR tasks.
- Students may work independently if they are able
- Step 3 ends with a review screen; test must be submitted to close Step 3.

STEP 3 – SPEAKER’S NOTES

Step 3 helps us determine more precisely which students are proficient and which would still benefit from EL services.

STEP 3: POST-TEST SCORING

- Upon test submission, constructed responses are sent to the central scoring center.
- As handscoring is complete, CR scores are merged with machine scores.
- ISR is available in ORS as handscoring is completed.
 - Current turnaround times are 3-4 days for states using Screener
 - Next year's handscoring volume is projected to be lower, so faster turn-arounds are expected.
 - Vendor contract requires completion within 7 calendar days
- Grade 9-12 student responses prioritized to assist with class scheduling in high school.
 - Scoring center will move grade 9-12 responses to top of scoring queue as they come in.

STEP 3: POST-TEST SCORING – SPEAKER’S NOTES

- Once Step 3 is submitted, the test ends. Constructed response scoring for the Step 3 items happened post-test.
- ELPA21 and AIR are working on how to best notify districts that students’ scores are available (for students taking Step 3).

Dynamic Screener Steps

Step	Student...	Test Administrator...	Mode of Administration
Step 1	<ul style="list-style-type: none"> Orients to test. Does headset and mic check. Learns test navigation. Takes practice items 	<ul style="list-style-type: none"> Assists student. Determines student comfort with technology. Starts testing session. 	One-on-one
Step 2A	<ul style="list-style-type: none"> Takes one set of speaking items. 	<ul style="list-style-type: none"> Assists student with recording. Scores speaking set “on-the-fly”. 	One-on-one
Step 2B	<ul style="list-style-type: none"> Takes remaining Step 2 items. 	<ul style="list-style-type: none"> Assists student if needed; otherwise step away. 	Student may work independently if assistance is not needed.
Step 3	<ul style="list-style-type: none"> Continues testing. 	<ul style="list-style-type: none"> Assists if needed, especially on CR items 	Student may work independently if assistance is not needed.

TRAINING AND MATERIALS



Additional training and support materials for the new Dynamic Screener will be provided, including:

- Screener Test Administration Manual, including:
 - Directions for Administration
 - Script for steps 1 and 2A
 - Screen shots of transition screens
 - Guidance for TA decisions in Steps 1 and 2
- On-the-Fly Scoring Rubric (will be available on your portal to print on demand)
- On-the-Fly Scoring Notes Worksheet (will be available on your portal to print on demand)
- Screener training videos for Participation Reports, Online Administration, TIDE, Online Reporting
- Screener FAQ

Online training module will be available at AEA Learning Online by the end of June 2018

THANK YOU!

Questions posed in Q&A box will be addressed in future communications.

This webinar and presentation slides will be posted on the ELPA2I page of the DE website.

Contacts:

- For assessment-related information, contact:
 - Jennifer Riedemann; jennifer.riedemann@iowa.gov (515-661-7066)
- For EL placement and eligibility information, contact:
 - Pam McDonnell; pam.mcdonnell@iowa.gov (515-380-5115)