

Utah Academic Language Proficiency Assessment

UALPA

General Instructions

2012-2013

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General Instructions

Introduction

The Utah Academic Language Proficiency Assessment (UALPA) is designed to assess the academic English language proficiency level of English language learners. The primary purpose of this assessment is to provide educators with a total proficiency score for use in their schools, districts, and state, as mandated by the No Child Left Behind Act of 2001. Students will be assessed in the four language acquisition modalities of Speaking, Listening, Reading, and Writing. Additionally, a comprehension score will be calculated. The comprehension score is a composite of appropriate parts of the Reading and Listening tests.

Test Security

All test booklets, flipcharts, test administration manuals, answer documents, and supporting materials associated with the UALPA are highly secure materials and should be treated as such. This means that tests and test materials should be handled only by qualified personnel (those who have completed training and received certification from the USOE), that a system of test material accounting should be in place to ensure that test materials are distributed and collected in a systematic and secure fashion, and that all test materials are accounted for at all times. Test administrators are responsible for returning all **used and unused** secure test materials to their school and/or district testing coordinator(s).

It is extremely important that all staff members involved in the distribution and administration of these tests follow the directions for administration very carefully. At the conclusion of testing, **all testing materials** (including the test administration manuals) must be stored in a secure location for future administrations.

Testing Ethics

Under no circumstances should actual questions from these tests be taught to or reviewed with students. Copying any test materials is not permitted. Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in the loss of teacher licensure.

For further information regarding testing ethics and test security, see the Utah State Board of Education approved Standard Test Administration and Ethics Policy at the following URL: **http://schools.utah.gov/assessment/Testing-Director-Resources/TD_Ethics_Policy_Training-pdf.aspx**.

Students to Be Tested

All Limited English Proficient (LEP) students whose proficiency level is Expanding (4) or below, as measured by the previous UALPA administration, or newly enrolled LEP students should be tested. For guidance on determining if newly enrolled students are LEP, go to **<http://schools.utah.gov/fsp/ELL-Services.aspx>** or contact Rita Brock at rita.brock@schools.utah.gov or 801-538-7761.

UALPA tests will be scored up to the last day of the test administration window, in both traditional schools and year-round schools.

New students enrolled after April 24 of each administration year **DO NOT** need to be tested with the UALPA, but should still be tested using the LEA’s determined placement test.

Contact Information

Contacts	
UALPA administration and policy questions	Kurt Farnsworth UALPA Development Specialist Phone: 801-538-7673 E-mail: kurt.farnsworth@schools.utah.gov
Ordering of reusable testing materials; Test Administration Manuals (TAMs), Test Booklets, Flipcharts	Michelle Jensen Office Specialist 801-538-7651 E-mail: michelle.jensen@schools.utah.gov
For assistance with Pre-printed labels, answer documents, return shipping materials, and online reports	Questar Customer Service Phone: 800-574-5583 (toll-free) E-mail: UALPA@questarai.com

Structure and Format of the UALPA

The UALPA measures the four language acquisition modalities of Speaking, Listening, Reading, and Writing. Four tests will be administered to each student.

Test Level Determination

For each grade-span group except kindergarten, there are two different ability-level forms. Accurate determination of a student’s English proficiency level requires that the appropriate test form be administered.

- **Level 1** forms are appropriate for students who are at the Entering (1) level of English language proficiency. These forms should be administered to students who took the UALPA in the prior year and scored at the Entering (1) level, or to students who are in their first year in a U.S. school and have no formal training in English.

NOTE: Students who take a Level 1 form will not be able to reach a Level 5 (Fluent) proficiency.

- **Level 2** forms should be administered to the great majority of LEP students. Level 2 forms can more accurately measure a broader range of English proficiency than the Level 1 forms. These forms should be administered to students who took the test in the prior year and scored as Beginning (2) or above, or to students who fit the proficiency level description of Beginning (2) or above. See the WIDA standards for proficiency level descriptions, available at <http://www.wida.us/standards/eld.aspx>.

If there are any questions about which form to administer, test administrators should contact their district testing coordinator and/or ALS (Alternate Language Services) director.

UALPA Test Forms

See **Table 1: UALPA Test Forms** below. Test administration manuals and Speaking test flipcharts are specific to a particular test form. For example, if you are using the *C2z Test Booklet*, you must also use the *C2z Test Administration Manual* and *C2z Speaking Test Flipchart*. It is important that the Form Code (e.g., C2z) be filled in correctly on the answer document, because it affects the accurate scoring of the test.

Table 1: UALPA Test Forms

Grade Span	Level 1	Level 2
Kindergarten	A1t	N/A Note: There are no Level 2 forms for kindergarten.
1–2	B1t	B2z (2013) B2y (2014)
3–5	C1t	C2z (2013) C2y (2014)
6–8	D1t	D2z (2013) D2y (2014)
9–12	E1t	E2z (2013) E2y (2014)

Administering the Modality Tests

Students taking a Level 1 form must be tested separately from students taking a Level 2 form. The Speaking test is administered individually and is **always administered first**. The Listening, Reading, and Writing tests are group-administered (except for kindergarten).

If a student reaches frustration level on the Speaking test, the other three tests (Listening, Reading, and Writing) should be administered individually to that student. All four modality tests must be administered to all students. For detailed information on frustration level, see page 16.

It is recommended that administration take place over a period of two days. The Speaking and Listening tests can be administered on day 1, and the Reading and Writing tests on day 2.

In **kindergarten**, the test administrator marks all responses or scores on the student's answer document. (All kindergarten modality tests are individually administered.)

In **grades 1–2**, students mark or write all their responses on their scannable test booklet. For the Speaking test, which is **individually administered**, the test administrator is responsible for scoring each response and marking the score in the student's scannable test booklet.

In **grades 3–12**, students mark or write all their responses on their answer document. For the Speaking test, which is **individually administered**, the test administrator is responsible for scoring each response and marking the score in the student's answer document.

The information to be read aloud to students is printed in italics in the test administration manual.

It is imperative that there be no variations from the script. All directions and read-aloud questions should be given **in English**. Likewise, because this is an English language proficiency assessment, students must respond **in English** in order for their responses to be considered correct.

No general directions, no question directions, and no question content may be translated. The script must be read in English exactly as printed in the test administration manual.

Required Test Materials

Each test administrator should have a copy of the *UALPA General Instructions*. The general instructions are available at the USOE website <http://www.schools.utah.gov/arc/aa/UALPA-General-Instructions.pdf>.

The specific test materials needed for each test administrator and for each student by grade span are summarized in **Table 2: Required UALPA Test Materials by Grade Span** (see page 11). In general, the following test materials are needed:

Test Booklets

For all grade spans except kindergarten, there are separate Level 1 test booklets and Level 2 test booklets. Please note that the test booklets for grade span 1–2 are referred to as “scannable test booklets” because they are test booklets in which students mark their answers.

Answer Documents

There are separate answer documents for kindergarten and for grade spans 3–5, 6–8, and 9–12. There are no separate answer documents for grade span 1–2; students mark their answers directly in their scannable test booklets.

There is one kindergarten answer document; however, there are **two** answer documents for each of the other grade spans—one to be used with the Level 1 test form and one to be used with the Level 2 test form. Level 1 forms are marked with a “t”; Level 2 forms are marked with an “x”. Level 2 answer documents are not form specific, so it is essential that the correct Form Code be filled in on the answer document for it to be scored accurately.

Test Administration Manuals and Speaking Test Flipcharts

Test administration manuals for grade spans 1–2, 3–5, 6–8, and 9–12 contain step-by-step instructions and scripts for administering the Listening, Reading, and Writing tests. There are three manuals per grade span—one for the Level 1 test form, and one for each of the Level 2 test forms.

Speaking test flipcharts for grade spans 1–2, 3–5, 6–8, and 9–12 contain the instructions, scoring guides, and scripts for administering the Speaking test. Like the test administration manuals, there are three Speaking test flipcharts per grade span, one for the Level 1 test form, and one for each of the Level 2 test forms.

At the kindergarten level, there is one combined test administration manual/flipchart.

Remember, test administration manuals and Speaking test flipcharts for different test forms are not interchangeable. Administrators will need the test administration manual and the Speaking test flipchart that correspond to the students’ specific test form.

Because all test administration manuals and Speaking test flipcharts contain actual test questions, they must be treated as secure materials.

Table 2: Required UALPA Test Materials by Grade Span

Grade Span	Materials per Test Administrator*	Test Level	Materials per Student
K	<i>A1t Test Administration Manual/Flipchart</i>	1	<i>A1t Answer Document</i>
1–2	<i>B1t Speaking Test Flipchart B1t Test Administration Manual</i>	1	<i>B1t Scannable Test Booklet</i>
	<i>B2x Speaking Test Flipchart B2x Test Administration Manual</i>	2	<i>B2x Scannable Test Booklet</i>
3–5	<i>C1t Speaking Test Flipchart C1t Test Administration Manual</i>	1	<i>C1t Test Booklet C1t Answer Document</i>
	<i>C2x Speaking Test Flipchart C2x Test Administration Manual</i>	2	<i>C2x Test Booklet C2x Answer Document</i>
6–8	<i>D1t Speaking Test Flipchart D1t Test Administration Manual</i>	1	<i>D1t Test Booklet D1t Answer Document</i>
	<i>D2x Speaking Test Flipchart D2x Test Administration Manual</i>	2	<i>D2x Test Booklet D2x Answer Document</i>
9–12	<i>E1t Speaking Test Flipchart E1t Test Administration Manual</i>	1	<i>E1t Test Booklet E1t Answer Document</i>
	<i>E2x Speaking Test Flipchart E2x Test Administration Manual</i>	2	<i>E2x Test Booklet E2x Answer Document</i>

***Demonstration Materials**—for all grade spans except kindergarten, test administrators will also need an extra copy of each of the student materials for demonstration purposes.

Note: x = y or z. All schools will use form z in 2013 and y in 2014.

In addition, the test administrator and the student will each need a No. 2 pencil with an eraser. Students should be provided with scratch paper for each modality test.

Preparing for Test Administration

To prepare for testing, test administrators should:

- have participated in a UALPA training presentation.
- have been certified by the USOE.
- read and become familiar with these general instructions.
- review the relevant test administration manuals and Speaking test flipcharts.
- study the scoring guides in the relevant Speaking test flipcharts.
- ensure that there are adequate materials for all students who will be tested.

Scheduling the Test

The UALPA is **not** timed. Every student should be provided sufficient opportunity to complete each test. See **Table 3: Estimated Test Administration Times** (below) for **approximate** times for scheduling purposes. These times do not include the time needed to hand out and collect test materials, since this will vary with the size of the group.

Because of its length, it is not recommended that the Listening test be administered in the same session as either of the other group-administered tests. However, the Reading and Writing tests may be administered in succession if the test administrator chooses.

Separate testing will need to be scheduled for any students who require test accommodations that cannot be facilitated during the regular testing sessions.

Table 3: Estimated Test Administration Times

Modality Test	Group or Individual Administration*	Estimated Time
Kindergarten		
A1t Speaking	Individual	15 min.
A1t Listening	Individual	20 min.
A1t Reading	Individual	15 min.
A1t Writing	Individual	10 min.
Grade Span 1–2		
B1t Speaking	Individual	15 min.
B1t Listening	Group of 5–10	30 min.
B1t Reading	Group of 5–10	25 min.
B1t Writing	Group of 5–10	20 min.
B2x Speaking	Individual	15 min.
B2x Listening	Group of 5–10	30 min.
B2x Reading	Group of 5–10	30 min.
B2x Writing	Group of 5–10	30 min.

Table 3: Estimated Test Administration Times (continued)

Modality Test	Group or Individual Administration*	Estimated Time
Grade Span 3–5		
C1t Speaking	Individual	15 min.
C1t Listening	Group of 10–20	30 min.
C1t Reading	Group of 10–20	30 min.
C1t Writing	Group of 10–20	30 min.
C2x Speaking	Individual	15 min.
C2x Listening	Group of 10–20	35 min.
C2x Reading	Group of 10–20	30 min.
C2x Writing	Group of 10–20	35 min.
Grade Span 6–8		
D1t Speaking	Individual	15 min.
D1t Listening	Group of 10–20	30 min.
D1t Reading	Group of 10–20	30 min.
D1t Writing	Group of 10–20	30 min.
D2x Speaking	Individual	15 min.
D2x Listening	Group of 10–20	35 min.
D2x Reading	Group of 10–20	30 min.
D2x Writing	Group of 10–20	40 min.
Grade Span 9–12		
E1t Speaking	Individual	15 min.
E1t Listening	Group of 10–20	30 min.
E1t Reading	Group of 10–20	30 min.
E1t Writing	Group of 10–20	30 min.
E2x Speaking	Individual	15 min.
E2x Listening	Group of 10–20	35 min.
E2x Reading	Group of 10–20	30 min.
E2x Writing	Group of 10–20	45 min.

*Any student who reaches frustration level on the Speaking test should have the other tests individually administered. For detailed information on frustration level, see page 16.

Note: $x = y$ or z . All schools will use form z in 2013 and y in 2014.

Setting for the Test

The test setting for the individually administered tests is a quiet, one-to-one environment. The student sits across from the test administrator, with the Speaking test flipchart between them. The testing should take place where other students cannot hear or see testing materials.

The test setting for the group-administered modality tests should be a quiet classroom. For the 1–2 grade span, a maximum group size of 10 is recommended. For grades 3 and up, a maximum group size of 20 is recommended.

Test administrators should place a “Testing: Do Not Disturb” sign on the door of the testing site.

Testing Procedures

Specific step-by-step instructions and script are provided for the administration of each modality test of the UALPA.

The students will be asked to mark or write an answer to each question on their answer document, or to say their answers aloud to the test administrator.

Because this is an English language proficiency assessment, students must respond in English in order for responses to be considered correct.

Test Form Code

It is the test administrator’s responsibility to make sure that the Form Code is accurately filled in on each student’s answer document. It is important that the Form Code be correctly filled in because it affects the accurate scoring of the test.

Using the Scoring Guides

For the Speaking test, the test administrator is responsible for marking the student’s score in the answer document during test administration. Test administrators listen to the student’s response, score the response based on the scoring guide, and mark the score on the answer document. Test administrators will find a scoring guide for each question below the question script in the Speaking test flipchart.

Each scoring guide includes the correct answer or, where answers may vary, examples of appropriate responses and the appropriate score. It also provides examples of answers that should receive partial credit. These examples are intended to be guides, not a comprehensive list of appropriate responses. It is possible that a student will give an answer that is not included in the guide. The test administrator should use his/her professional judgment to score the answer, based on the information provided in the scoring guide.

Some examples of responses earning no credit (i.e., a score of "0") are as follows:

- Student answers in a language other than English.
- Student's response is poorly articulated and cannot be understood.
- Student gives a nonverbal response, such as nodding or pointing.

Prior to testing, the test administrator should review each question's scoring guide to gain familiarity with the responses that are required for each question.

Prompting or Repeating Test Information

Prompting is **not** allowed in this test because it may give an unfair advantage to some students. Prompting is the provision of additional information to students during administration of the assessment. Prompting includes:

- elaborating on questions.
- clarifying information provided in reading selections or any test question.
- pointing out specific information in the questions or graphics.
- providing cues that might normally be part of instructional strategies.
- suggesting strategies that a student may use to arrive at a correct response.

However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate:

- To clarify the student's response, the test administrator may say,
 - "I don't understand what you said."
 - "Can you tell me more?"
- If the student answers in another language, the test administrator may say,
 - "Can you say that in English?"
- The test administrator may repeat directions, if necessary, but must do so before the student begins a response.
- If there is a distraction or interruption, the selection or question may be repeated.
- If a student asks for a question to be repeated, the test administrator may repeat the question only once.
- If the student still does not understand what is being asked, the test administrator should score that question as though the student gave no response.

The test administrator **must not** modify directions in any way. To do so would provide an unfair advantage to one student or group of students over another.

The test administrator should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his/her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the test administrator should move on to the next item or task and score the item as "no response" (i.e., a score of "0").

Interruptions

Unexpected circumstances (e.g., fire drills, power failures) may interrupt testing. If the interruption occurs during any testing session, instruct students to insert their answer documents in their test booklets and close their test booklets. The test administrator will determine if there is time for students to complete this task based on his/her knowledge of the urgency of the circumstances. When normal conditions are restored, resume testing. Interruptions should not reduce the time students are given to complete their test.

Testing Absentees

Test administrators should make every effort to see that all LEP students in the school are administered all modality tests of the UALPA. If a student is absent for a particular testing session, schedule a make-up session for that student.

Frustration Level

All four modality tests (Speaking, Listening, Reading, and Writing) must be administered to every qualifying LEP student. The concept of frustration level allows for test administration to be stopped if a student is obviously unable to respond to the test prompts. This section provides **guidance** for making this determination.

- Frustration level is defined as when a student has made five consecutive scores of "0" or is obviously unable to respond to test prompts.
- If frustration level is reached during administration of a Level 1 Speaking test in any grade span, then all other modality tests should be administered individually (not in a group setting) to that student.
- If frustration level is reached during administration of a Level 2 Speaking test in any grade span, then that student should be administered the complete Level 1 test (including the Level 1 Speaking test). Return all Level 2 documents in a special handling envelope.
- When a student reaches frustration level on any individually administered modality test, the test administrator says: *"Thank you. Now we will begin another test."* Or, in the case of the Writing test: *"Thank you. We are now done with the test."*
- If frustration level is reached, the test administrator marks the "FL" bubble in the Office Use Only box for that test on the answer document.
- Determination of frustration level cannot be made during group testing. Once students have begun a test in a group setting, they are expected to attempt the entirety of the test.

Checklist for UALPA Test Administrators**Before Testing:**

- Review testing procedures:
 - Attend a UALPA training presentation.
 - Complete standard test administration and testing ethics training.
 - Clarify any questions.
- Have a USOE Certification.
- Notify students and parents about testing.
- Become thoroughly familiar with the general instructions, test administration manual, and the Speaking test flipchart, including procedures, scripts, and scoring guides.
- Receive materials and take an inventory to ensure you have the appropriate materials. Needed materials are as follows:
 - all required test materials (see section titled "Required Test Materials," on page 10)
 - supply of sharpened No. 2 pencils with erasers (students may not use pens, colored pencils, crayons, or markers)
 - scratch paper for each student
 - a "TESTING: DO NOT DISTURB" sign for the door
- Have a roster of students who are taking the test under your supervision. Make sure the roster indicates which students are taking the Level 1 form and which are taking the Level 2 form.
- Review assessment accommodation and modification guidelines and make arrangements for students who qualify. Refer to the "Assessment Accommodations" section, on page 19, for instructions.
- Complete the student information on a blank answer document for any students without pre-printed barcode labels. This information must be completed prior to the start of the first testing session. See instructions on page 20.
- Prepare testing sites. Arrange seating so students are encouraged to work independently.
- Schedule individual and group test administrations.
- Place a "TESTING: DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

During Testing:

- ___ Administer the one-on-one Speaking tests first, following the script in the Speaking test flipchart word for word.
- ___ Administer the other three modality tests (Listening, Reading, and Writing) in a group setting (except for kindergarten), following the script in the test administration manual word for word.
- ___ Encourage students to have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the group.
- ___ Continually monitor students to ensure that they are working on the test and that they understand how to fill in the circles on their answer documents.
- ___ Check to see that students are in the correct section. If it is observed that a student inadvertently misses items or a page of questions, encourage him/her to go back and answer those questions.
- ___ Keep communication between you and the students to a minimum.
- ___ Supply students with new pencils as needed.
- ___ Let students know that it is okay if they do not know a specific answer, and encourage them to do the best they can.
- ___ Maintain and oversee the security of all test materials.

After Testing:

- ___ Securely store all test materials at the end of each day.
- ___ Arrange make-up and test completion sessions for students who miss all or part of the test.
- ___ Check to see that the student answer documents are complete and correctly marked (i.e., student information on answer documents has been filled in correctly; pencil was used instead of pen).
- ___ Make certain that the correct Form Code for the test is gridded in properly on all answer documents.
- ___ Separate test materials as described below:
 - ___ **unused** answer documents and scannable grade span 1–2 test booklets
 - ___ test booklets (used and unused)
 - ___ **used** answer documents and scannable grade span 1–2 test booklets
 - ___ damaged, voided, or non-routine answer documents
 - ___ Speaking test flipcharts
 - ___ test administration manuals
- ___ Complete the Special Codes box on the answer document for students who meet the specified criteria. See instructions on page 21.
- ___ Organize and return all used and unused secure test materials to your district testing coordinator(s).

Assessment Accommodations

All specified Utah students are to participate in Utah's Comprehensive Accountability System (UCAS), including administration of the UALPA. To meet students' special needs, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. Accommodations for the UALPA are determined by IEP or 504 teams.

To obtain detailed information about the official state policy for assessment accommodations, examine the state document entitled *Utah Assessment Participation and Accommodations Policy*. This document is available at the following URL: http://www.schools.utah.gov/sars/DOCS/assessment/Special_Needs_Accommodations_Policy-pdf.aspx.

Students with Disabilities

Decisions regarding accommodations and modifications must be made by the IEP team and documented in the student's file. Individual test administrators and/or teachers **may not** make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the IEP team.

Visual Impairments

The UALPA is available in Braille and large print. However, these specially prepared forms must be ordered two months before they are needed.

Non-Allowable Accommodations

The following accommodations are not allowed for (or are not relevant to) the UALPA:

- Directions read aloud in English
- Questions read aloud in English
- Directions – oral translation
- Questions – oral translation
- Bilingual word lists
- Translated formulas

No general directions, no question directions, and no question content may be translated. The script must be read in English exactly as printed in the test administration manual.

Instructions for Coding Blank Answer Documents

Only students **without** barcode labels will need the student information sections of their answer documents completed for them.

Make sure that each of the following sections is completed for students who do not have barcode labels:

Name	<ul style="list-style-type: none"> • Print the student’s last name, first name, and middle initial in the boxes provided. Use the name that matches the student’s school records. Fill in the circles below the boxes that match the letters. • If the student has a first or last name that is too long for the spaces provided, write in only the first 14 letters of the last name and the first 9 letters of the first name. Do not enter apostrophe marks or hyphens.
Student Number	<ul style="list-style-type: none"> • Enter the district student number, not the statewide student identifier (SSID). However, students must have an SSID number assigned to them before they are tested. Contact your school’s testing coordinator if you have questions regarding the difference between the student’s district student number and his/her SSID. • If the student numbers used in your district have fewer than 10 digits, start from the left-hand column and fill in the numbers as far as they go. Leave the rest blank. Fill in the circles below the boxes that match the numbers written.
Grade	<ul style="list-style-type: none"> • Fill in the circle that corresponds to the grade the student is enrolled in for the current school year.

Marking the Special Codes Box on the Answer Document**Basic Rules**

- The Special Codes box is marked only for a small percentage of students.
- A blank answer document with a student barcode label affixed will be interpreted as “not participating” in terms of accountability, unless a code is marked in the Special Codes box.

Mark the Special Codes box on the answer document only if a student:

- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not mark any answers even though there were efforts to encourage participation in the assessment (mark reason in non-standard participation section).
- Did not participate in the assessment (mark reason in non-participation section).

For non-standard participation mark:

- “Accommodated” if accommodations were provided. In addition, indicate in the “Accommodations” box specific accommodations provided.
- “Private or Home School” if the student is educated in a private school or home school setting.
- “Modified” if a modified assessment was administered.

For non-participation mark:

- “Absent” if the student was not present during any part of the test administration period and was not able to make up the test.
- “Excused” if the student could not take the test as a result of a medical emergency.
- “Unknown Student” if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in your school.
- “Officially withdrawn from school” if the student is no longer enrolled in the school.
- “Private or Home School non-participation” if the student is educated in a private or home school setting.
- “RT” if the student refused to take the test.

Frequently Asked Questions

If a student is obviously frustrated and cannot do the test, must he/she be forced to continue?

In these situations, test administrators must use their professional judgment and the guidance provided in the "Frustration Level" section. If the student is monolingual, Entering (1), it is entirely appropriate to stop the testing when the student has reached frustration level.

Can the test be given on a one-to-one (individual) basis?

In some cases, giving the test on a one-to-one basis will be necessary because of the limited number of LEPs in any particular grade span. All tests in the kindergarten grade span are to be given individually. All Speaking tests are to be given individually. The other modality tests are designed to be given in a group. In the case of frustration level having been reached, all tests may need to be given one-to-one.

What is the best structure for grouping students?

Students must be grouped by grade spans and ability levels. Students taking a Level 1 form must be tested separately from students taking a Level 2 form. Students should be tested in groups of no more than 10 whenever possible. If testing must occur in larger groups, group size is recommended to be no larger than 20 students.

Why must the test be given on two separate days?

Testing situations are stressful and fatiguing for all test takers. Testing English language learners in a language that is not their native language increases these effects. Administering the test on two separate days reduces student stress and fatigue. Additionally, if students are less stressed and less fatigued, the data will be more reliable.

What should be done if one or more students are engaging in behavior that is disruptive to themselves or other students?

As the students are coming into the testing site and the test administrator feels that student behavior might be a problem, before the testing actually begins, the test administrator needs to clarify what kind of behavior is expected. This should be explicit (e.g., hands to yourself, no talking, and no getting out of your seat). Once the test begins and student behavior becomes a problem, the test administrator needs to approach the student and quietly instruct him/her that his/her behavior needs to change. If this does not rectify the situation, the test administrator should request that a building administrator deal with the student. Only as a last resort should the administrator remove the student from the testing situation.

Should students be allowed to return to class after they have finished their tests while other students are still taking the test?

It is recommended that students not leave the testing site until all students have finished. If students know they can leave the testing site as soon as they are finished, it is possible that those who want to leave will randomly mark answers, thus invalidating their score. The test administrator should have students bring a book to read (or another quiet, non-electronic activity) while they wait for the other students to finish. Also refer to the "Frequently Asked Questions" section of the USOE Assessment and Accountability website, <http://www.schools.utah.gov/assessment/Frequently-Asked-Questions.aspx>.

Test Coordinator's Guide

Test Coordinator Responsibilities

It is the responsibility of the Assessment and ALS (Alternative Language Service) Directors to provide oversight and guidance for the actual administration of the UALPA. This includes making sure that:

- test materials are properly ordered from the USOE and distributed to test administrators, and test schedules are developed.
- test administrators are qualified and adequately trained on USOE protocol.
- proper individuals are assessed.
- new students are given an SSID number before they are administered the test.
- completed answer documents are returned to Questar Assessment, Inc. by submission deadlines (see table below).
- all test materials are stored in a secure location throughout the school year.

Key Dates	
September 15, 2012 – October 26, 2012	LEAs submit their test materials order to the USOE
*November 12 – 30, 2012	Contact and Address Verification window
See table below	LEAs Pre-ID Information “submit by” dates
See table below	**LEAs Test Materials “delivered to” dates
January 7, 2013 – May 3, 2013	Testing window (Students may test any time within this window)
March 8, 2013	Submission deadline for April 30, 2013 reports (Early Reporting)
May 10, 2013	Final Submission deadline for June 28, 2013 reports

*Contact and Address Verification window is for all LEAs to confirm and/or update contact information.

**Materials delivered to LEAs include: Pre-ID labels and rosters, test booklets, answer documents, administration materials (i.e., TAMs and flip charts), and Return kits.

Pre-ID Information Submission Due Dates	Test Materials “Delivered to” Dates
November 30, 2012	*January 4, 2013
January 4, 2013	January 28, 2013
February 8, 2013	February 28, 2013
March 8, 2013	March 25, 2013

*Delivery dates correspond directly to the submission due dates (e.g., LEAs that submit Pre-ID information on or before November 30, 2012 will receive test materials on January 4, 2013 and so on.).

LEA Test Coordinator's Checklist **Order test materials.**

Test material counts should be based on administration needs, NOT on the number of students. Submit the LEA's test materials order to the USOE via the online ordering system found at <https://assessment.schools.utah.gov/usoeaa>. Additional test materials may be ordered during the school year if needed.

 Order pre-printed student labels.

Starting in the 2012–2013 administration year, the pre-printed student labels process will be handled by Questar Assessment, Inc., not USOE. Assessment Directors for LEAs will be supplied with access to Questar's ServicePoint system for submitting pre-print files to Questar. Please see the Key Dates table (page 24) for specific cutoff dates when pre-print files are due to Questar. A Utah Quick Reference Guide (QRG) is available to guide Assessment Directors through the pre-print file submission process.

For new students who have not previously taken the UALPA, student information on the answer documents will need to be hand-bubbled, since those students will not have been identified as ELL/LEP students in the LEA SIS. However, students new to the LEA will need to be given an SSID number **before** UALPA administration. This number will allow the USOE to correlate the student's test scores with the LEA's submitted student demographics.

 Inventory and confirm materials received.

It is the responsibility of the LEA to inventory and confirm the materials it has received. All testing materials including answer documents and pre-printed student labels will be delivered to LEAs from Questar Assessment, Inc.

 Select and train test administrators.

Test administrators need to be fluent in English and have good English pronunciation, intonation, and articulation. They must have completed training, taken the training assessment, and received certification from the USOE.

 Collect, inventory, and store all reusable test materials.

At the end of the testing window, collect and account for all test materials, including test administration manuals, flipcharts, and unused answer documents. It is the LEA's responsibility to store all UALPA test materials in a secure location for future test administrations. **DO NOT DESTROY** UALPA Materials.

 Return completed answer documents (including grade span 1–2 student answer booklets) to Questar.

For detailed instructions, see next page.

 Return pre-printed student labels for students at the Fluent level to Questar.

Do not attach these labels to an answer document.

Note: **All completed answer document (including grade span 1–2 test booklets) will be returned to Questar for scoring.**

Return of Answer Documents and Receipt of Score Reports

Checking Completed Answer Documents (including grade span 1–2 test booklets)

The best way to ensure accurate and timely reports is for the test administrator to carefully prepare the answer documents for scoring. Immediately after the testing session, the test administrator will collect the test materials from the students and check the physical condition of the materials. This includes making sure that all marks on the answer document are dark and easy to read. Then the answer documents should be checked for accurate student identification information. The Form Code should be checked for accuracy on each answer document. Correct any inaccurate student identification information. The pre-printed label should be correctly placed on the answer document.

Physical Condition

Some conditions interfere with the electronic scoring process and can cause delays, so please check all documents that are to be machine scored (all completed answer documents) for the following:

If you find any of the following:	Do this:
tape of any kind Post-it™ notes staples pins food	Remove it/them.
stray marks	Erase any stray marks.
light marks for answers	Darken response marks so that they fill the circles.
incomplete erasures	Complete erasures where the student changed the answers.

Student Identification

Check the student identification information on all answer documents. This information should have been pre-printed on the labels and attached in the correct location. Make sure the information is correct for each student. Review the data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

Return of Answer Documents

It is the responsibility of the LEA Assessment Director to receive all completed answer documents from test administrators and to package and ship the answer documents to Questar. If you have pre-printed student labels for “Fluent” level students, do not attach these labels to an answer document. Answer documents should be returned according to Questar’s instructions. (See page 27.)

To pack the answer documents for return to Questar:

- Completed answer document (including grade span 1–2 test booklets) should be packaged and returned in the box(es) in which they were received from Questar.
- If more than one box is used, number the boxes ("1 of X," "2 of X," etc.).
- Have each grade separated within the box(es) by batching with header sheets by class and boxing by grade within the LEA.
- Place the "batches" of completed answer documents (with corresponding header sheets) in the bottom of the box(es), with enough packing material (use crumpled-up paper) so that movement of materials inside is minimal. Do **not** use Styrofoam® in packing, as this affects the scannability of the documents.
- Tape the box securely with heavy-duty tape. Cellophane and masking tape are not strong enough and are not recommended.
- Use the UPS RS label(s) and the blue return labels (one per box) provided by Questar (packaged in your LEA Packet of materials).

To ship the answer documents to Questar:

- Since each LEA will now ship all completed answer documents back to Questar for scoring, you will ship return boxes via **UPS only**.
- Ship to:

Mailing address:

**Questar Assessment, Inc.
14720 Energy Way
Apple Valley, MN 55124**

Remember: Do **NOT** send any materials back to the USOE; all completed answer documents must be sent to Questar. All other test materials should be stored. For any questions related to answer document return, contact Questar Customer Service by calling 800-574-5583 (Toll Free) or via email at UALPA@questarai.com.

Score Reports

Score reports and data files will be available twice for the 2013 UALPA administration. For LEAs who submit answer documents by March 8, 2013, score reports will be available by the end of April, 2013. All other reports will be available by the end of June, 2013.



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