

Utah Academic Language Proficiency Assessment

UALPA

Score Reports Interpretation Guide

Contents

- 4 Overview**
- 6 Understanding the UALPA Parent Report**
- 7 Understanding the UALPA Class Report**
- 8 Understanding the UALPA School Report**
- 9 Understanding the UALPA LEA Report**
- 10 Understanding the UALPA Roster Report**
- 11 Using UALPA Results**

Overview

The purpose of this guide is to assist educators and other stakeholders with understanding, interpreting, and using the results of the UALPA—Utah’s Academic Language Proficiency Assessment. The UALPA is administered statewide to all students participating in a Limited English Proficiency (LEP) Program.

Topics to be included are as follows:

- how and why the UALPA was developed,
- how the assessments are designed,
- how student performance is scored,
- how assessment results are reported, and
- how results can be used to help determine exit from ELL support services and monitor progress.

Purpose of the UALPA. The annual assessment of LEP students in the State of Utah using the UALPA fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure individual students’ progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing English. A second objective is to determine the success of language development programs in individual schools and school districts.

Development of the UALPA. The UALPA is aligned with the Utah adopted English Language Proficiency (ELP) standards. These standards are the World-class Instructional Design and Assessment (WIDA) ELP Standards.

The UALPA was developed with support from the following groups and agencies: the Utah educators, Local Education Agency (LEA) content and ALS specialists, university representatives, members of the community, and Utah State Office of Education (USOE) specialists in the Assessment, Teaching and Learning, Title III, and Students-at-Risk sections, as

well as constructed curriculum, language acquisition, and assessment experts.

The UALPA has been administered throughout the State of Utah since the 2006–2007 school year. Each administration of the UALPA is equated to the previous year’s administration to allow for consistent score interpretation of the proficiency level.

Structure of the UALPA. The UALPA is comprised of tests in four language modalities—speaking, listening, reading, and writing. Raw scores are reported for each of these modalities, as well as for comprehension. The comprehension score is calculated on a subset of listening and reading items.

The UALPA is administered by grade span.

Grade Span	Form
K	A
1–2	B1 or B2
3–5	C1 or C2
6–8	D1 or D2
9–12	E1 or E2

For all grade spans except Kindergarten, there are two separate test forms, a Level 1 form intended for students who are at the Level 1: Entering level in English Language Proficiency, and a Level 2 form (which has a more extensive range of difficulty) intended for Level 2: Beginning and above LEP students.

Reported Scores. Student performance in each of the language modalities is reported in terms of raw score and percent correct. Student performance on the overall (total UALPA) test is reported in terms of raw score, percent correct, scaled score, and proficiency level.

Raw Scores. The raw score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. Raw scores on the UALPA can only be compared for the same modality and the same test form and the same grade in the same year. For example, a Form B1 raw score cannot be compared to a Form B2 raw score.

Note: The writing raw score for (Kindergarten level) Form A1t is based on a series of grade-appropriate performance tasks. The Test Administrator observes the student's performance of these tasks and then scores the student's writing ability based on: the ability to write his or her first name, knowledge of the alphabet, ability to write left to right, use of spacing between words, understanding that print carries meaning, and knowledge of letter-sound correspondence.

Scaled Scores. Scaled scores are derived from raw scores and provide results for forms within a grade span (e.g., Forms B1 and B2) on a common scale. UALPA scaled scores can be used to make comparisons among students and across years of administration. However, scaled scores cannot be compared across grade spans (e.g., B vs. C). To compare across different grade spans, scaled scores must be converted to proficiency levels.

Percent Correct. Student performance in each of the language modalities (and test total) is reported in terms of percent correct. The percent correct is calculated by converting the number of points earned from the number of possible points. For example, if a student earns 9 points out of a possible 18 in reading, he/she would have 50% correct. The test total is based on the points earned in speaking, listening, reading, and writing.

Total UALPA Proficiency Levels. For the total score, five proficiency levels are reported: Entering (1), Beginning (2), Developing (3), Expanding (4), and Bridging (5). These are based on the total scaled score and provide a holistic estimate of the student's English proficiency. It is important to note that students at the same overall proficiency level may have different profiles of competence across the language modalities. However, overall proficiency determinations are more reliable than individual scaled scores.

Incomplete Testing. Students are required to take all four language modality tests. If a student does not take one or more of the modality tests, the reports will show a zero for that test. The reported total UALPA score is based on all language modality tests. For example, if a student fails to take the Speaking test for whatever reason, the total raw score will be based on a zero in speaking. The reported comprehension scores—which are based on a subset of listening and reading scores—will be affected in the same way if the student fails to take either the Listening or Reading test.

UALPA Parent Report

1

Name: XXXXXX
 Grade: 5
 Birthdate: 99/99/9999
 LEA Student #: #####

Print Date: 99/99/9999
 School: XXXXX SCHOOL (#999)
 LEA: XXXXX DISTRICT
 Test: UALPA 3rd to 5th Grades (Level 2)



PARENT REPORT: 2013

2

Overall Scaled Score	Proficiency Level				
306	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging

Test Sections	Points Earned	Points Possible	% Correct	Proficiency Level Descriptions
Speaking	16	20	80%	Students at each level process, understand, produce or use: Entering (1) : pictorial or graphic academic language, words or phrases, simple statements with support, yes/no questions, errors in oral or written language that impede meaning. Beginning (2) : general academic language, phrases or short sentences; errors in oral or written language that often impede meaning. Developing (3) : general and specific academic language, expanded sentences; errors in oral or written language that may impede communication, but retain meaning. Expanding (4) : specific and technical academic language, variety of sentence lengths and complexity; minimal errors in oral or written language that do not impede meaning. Bridging (5) : specialized and/or technical academic language, variety of sentence lengths and complexity in extended discourse; oral or written language approaching English-proficient peers.
Listening	13	20	65%	
Reading	13	20	65%	
Writing	15	20	75%	
Comprehension*	23	35	66%	
Total Test	57	80	71%	

* Comprehension is a combination of subsets of questions from the Listening and Reading sections.

3

History of Assessments School Year / Processing Date / Assessment / Location	Proficiency Level based on Scaled Score				
	1	2	3	4	5
2013 UALPA 3rd to 5th Grades (Level 2) XXXXXX DISTRICT			○		
2012 UALPA 3rd to 5th Grades (Level 2) XXXXXX DISTRICT		○			

The UALPA Parent Report is designed to inform parents or guardians of their child's progress in acquiring English Language Proficiency. A copy of this Report is supplied to every parent or guardian whose child participated in the UALPA.

1 **Box 1** at the top of the report details key demographic information for the student (such as grade and Local Education Agency (LEA) student number) as well as the district/school name in which the student was reported.

2 **Box 2** shows the student's raw score and percent correct in each language modality (speaking, listening, reading, and writing) as well as comprehension (a composite raw score). Overall scaled score and corresponding proficiency level are shown at the top of Box 2. An explanation of the proficiency levels is provided on the right-hand side.

3 **Box 3** shows the proficiency level and location data for each year the student is assessed; however, Parent Reports will include student data from 2012 and beyond.

	<h2 style="margin: 0;">Class Report</h2>	 <p style="font-size: 1.2em; font-weight: bold; margin-top: 10px;">May 2013</p>
LEA# 01 XXXXXX DISTRICT School# 119 XXXXXX SCHOOL Teacher/Section 99999 - 99		
EDUCATION UALPA Kindergarten (A1)		

Proficiency Level Information*	Entering (1)	Beginning (2)	Developing (3)	Expanding (4)	Bridging (5)	Total
Class: % of Students	0%	33%	0%	33%	33%	
Class: # of Students	0	1	0	1	1	3
School: % of Students	0%	33%	0%	33%	33%	
School: # of Students	0	1	0	1	1	3
LEA: % of Students	3%	2%	8%	40%	47%	
LEA: # of Students	13	10	37	175	207	442
State: % of Students	4%	3%	15%	47%	31%	
State: # of Students	237	154	903	2,787	1815	5,896

Detailed Modality Information	# of Questions	# of Points Possible	% Correct			
			Class*	School*	LEA*	State*
Speaking	16	20	52	52	66	61
Listening	20	20	67	67	80	76
Reading	19	20	80	80	87	83
Writing	9	15	60	60	82	74
Comprehension**	22	22	70	70	80	77
Composite	64	75	65	65	79	73

Proficiency Level	Students at each level process, understand, produce or use:
Entering (1)	pictorial or graphic academic language, words or phrases, simple statements with support, yes/no questions, errors in oral or written language that impede meaning.
Beginning (2)	general academic language, phrases or short sentences; errors in oral or written language that often impede meaning.
Developing (3)	general and specific academic language, expanded sentences; errors in oral or written language that may impede communication, but retain meaning.
Expanding (4)	specific and technical academic language, variety of sentence lengths and complexity; minimal errors in oral or written language that do not impede meaning.
Bridging (5)	specialized and/or technical academic language, variety of sentence lengths and complexity in extended discourse; oral or written language approaching English-proficient peers.

* These fields are calculated using data available at the time of the report and may not represent the true total for class, school, LEA or state information.

** Comprehension is a combination of subsets of questions from the Listening and Reading sections.

The UALPA Class Report shows the distribution of scores by test form and grade within a class. The percent and number of students at each proficiency level are listed. These class numbers can be compared to the percent and number of students at each proficiency level for the school, LEA, and the state.

The report also shows detailed information by modality for this test form. The table shows the number of questions and possible points for each test as well as the average percent correct for the class, school, LEA, and the state.

Please note that the LEA and the state numbers on both tables reflect only the data available at the time of the report and thus may not reflect the true percentages and totals for the LEA and the state until the end of the testing/scoring window.

Note: Only schools that included teacher Cactus ID information on the header sheets will receive Class Reports.

UALPA School Report

 UTAH STATE OFFICE OF EDUCATION	School Report		 May 2013			
	LEA# 01	XXXXXX DISTRICT				
	School# 119	XXXXXX SCHOOL				
	Teacher/Section 99999 - 99					
EDUCATION	UALPA Kindergarten (A1)					

Proficiency Level Information*	Entering (1)	Beginning (2)	Developing (3)	Expanding (4)	Bridging (5)	Total
School: % of Students	0%	33%	0%	33%	33%	
School: # of Students	0	1	0	1	1	3
LEA: % of Students	3%	2%	8%	40%	47%	
LEA: # of Students	13	10	37	175	207	442
State: % of Students	4%	3%	15%	47%	31%	
State: # of Students	237	154	903	2,787	1815	5,896

Detailed Modality Information	# of Questions	# of Points Possible	% Correct		
			School*	LEA*	State*
Speaking	16	20	52	66	61
Listening	20	20	67	80	76
Reading	19	20	80	87	83
Writing	9	15	60	82	74
Comprehension**	22	22	70	80	77
Composite	64	75	65	79	73

Proficiency Level	Students at each level process, understand, produce or use:
Entering (1)	pictorial or graphic academic language, words or phrases, simple statements with support, yes/no questions, errors in oral or written language that impede meaning.
Beginning (2)	general academic language, phrases or short sentences; errors in oral or written language that often impede meaning.
Developing (3)	general and specific academic language, expanded sentences; errors in oral or written language that may impede communication, but retain meaning.
Expanding (4)	specific and technical academic language, variety of sentence lengths and complexity; minimal errors in oral or written language that do not impede meaning.
Bridging (5)	specialized and/or technical academic language, variety of sentence lengths and complexity in extended discourse; oral or written language approaching English-proficient peers.

* These fields are calculated using data available at the time of the report and may not represent the true total for class, school, LEA or state information.

** Comprehension is a combination of subsets of questions from the Listening and Reading sections.

The UALPA School Report shows the distribution of scores by test form and grade span within a school. The percent and number of students at each proficiency level are listed. These school numbers can be compared to the percent and number of students at each proficiency level for the LEA and for the state.

Please note that the LEA and state numbers on both tables reflect only the data available at the time of the report and thus may not reflect the true percentages and totals for the LEA and the state until the end of the testing/scoring window.

The report also shows detailed information by modality for this test form. The table shows the number of questions and possible points for each test as well as the average percent correct for the school, the LEA, and the state.

 UTAH STATE OFFICE OF EDUCATION	<h2 style="margin: 0;">LEA Report</h2>	 <h2 style="margin: 0;">May 2013</h2>
	LEA# 01 XXXXXX DISTRICT School# 119 XXXXXX SCHOOL Teacher/Section 99999 - 99	
	UALPA Kindergarten (A1)	

Proficiency Level Information*	Entering (1)	Beginning (2)	Developing (3)	Expanding (4)	Bridging (5)	Total
LEA: % of Students	3%	2%	8%	40%	47%	
LEA: # of Students	13	10	37	175	207	442
State: % of Students	4%	3%	15%	47%	31%	
State: # of Students	237	154	903	2,787	1815	5,896

Detailed Modality Information	# of Questions	# of Points Possible	% Correct	
			LEA*	State*
Speaking	16	20	66	61
Listening	20	20	80	76
Reading	19	20	87	83
Writing	9	15	82	74
Comprehension**	22	22	80	77
Composite	64	75	79	73

Proficiency Level	Students at each level process, understand, produce or use:
Entering (1)	pictorial or graphic academic language, words or phrases, simple statements with support, yes/no questions, errors in oral or written language that impede meaning.
Beginning (2)	general academic language, phrases or short sentences; errors in oral or written language that often impede meaning.
Developing (3)	general and specific academic language, expanded sentences; errors in oral or written language that may impede communication, but retain meaning.
Expanding (4)	specific and technical academic language, variety of sentence lengths and complexity; minimal errors in oral or written language that do not impede meaning.
Bridging (5)	specialized and/or technical academic language, variety of sentence lengths and complexity in extended discourse; oral or written language approaching English-proficient peers.

* These fields are calculated using data available at the time of the report and may not represent the true total for class, school, LEA or state information.

** Comprehension is a combination of subsets of questions from the Listening and Reading sections.

The UALPA LEA Report shows the distribution of scores by test form and grade within a Local Education Agency (LEA). The percent and number of students at each proficiency level are listed. These LEA numbers can be compared to the percent and number of students at each proficiency level statewide.

Please note that the LEA and state numbers on both tables reflect only the data available at the time of the report and thus may not reflect the true percentages and totals for the LEA and the state until the end of the testing/scoring window.

The report also shows detailed information by modality for this test form. The table shows the number of questions and possible points for each test as well as the average percent correct for the LEA and the state as a whole.

UALPA Roster Report

April 2013		USOE Assessment System									
LEA: XXXXX DISTRICT School: XXXXX SCHOOL Test: UALPA 3rd to 5th Grades (Level 2)		UALPA Roster Report									
Name	LEA Student #	Gr	Number of Questions and % of Points Earned by Section						Scaled Score	# of Students Tested: 2	
			Speaking	Listening	Reading	Writing	Comprehension*	All		Proficiency Level	Codes
			12	20	20	14	35	66			
XXXXX,XXXXX	999999	05	80	65	65	75	66	71	306	Developing (3)	XX, YY (ZZZ)
XXXXX,XXXXX	999999	04	70	55	40	40	49	51	274	Beginning (2)	XX, YY (ZZZ)
* Comprehension is a combination of subsets of questions from the Listening and Reading sections.											
Participation Codes			Non-Participation Codes					Ceased Flags			
Accommodated (ELL, IEP, 504)			P1	Absent - Unable to make up test		N1	Officially withdrawn from class/school		N4	FL Frustration Level	
Modified (IEP)			P2	Excused - Medical Emergency		N2	Private or Home School non-participation		N5	RT Refused to Test	
Private or Home School			P5	Unknown Student		N3	RT		N6	#'s in parentheses to the right of Ceased Flags indicate the # of questions answered	

The UALPA Roster Report lists all students—in a single school in a single grade span—who take a single level (1 or 2) test in the school year. In other words, students who are administered the D1 form and students who are administered the D2 form will be listed on separate roster reports.

The roster report lists the students in alphabetical order and shows their performance on each test in terms of percentage correct. The language modalities are listed as: speaking, listening, reading, and writing. Note that the comprehension score is not based on the total listening and reading items, but on a subset of these test items. Thus, the comprehension percentage score will not always fall between the listening and reading percentage scores.

For the total test, three results are reported: the percentage correct on the test as a whole (ALL), a scaled score, and the student’s overall proficiency level.

Monitoring Progress. UALPA test results can be used to help determine when students classified as ELL will no longer be considered limited English proficient. Specifically, it is the time at which they have acquired the language skills necessary to access age- and grade-appropriate content in academic settings without the use of adapted or modified English material.

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support



Martell Menlove Ph.D.
State Superintendent of Public Instruction

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200



QA112299