UALPA

Utah Academic Language Proficiency Assessment

2007-2008

Coordinator's Guide

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Purpose for This Guide. This guide is designed to be used by District Testing and Assessment Directors, District ALS Directors, and District and School Testing Coordinators involved in the administration of the 2007-2008 Utah Academic Language Proficiency Assessment.

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Assessment Overview

What: The Utah Academic Language Proficiency Assessment (UALPA)

The Utah Academic Language Proficiency Assessment (UALPA) is designed to assess the 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 scores.

When: English language learners should be assessed during each subsequent year until they are determined to be at the advanced proficiency level.

(For placement only: English language learners are to be tested within two weeks of their enrollment in a Utah school. Districts determine the instruments used for placement. A new student is defined as a student who is new to the district and who does not have an accompanying proficiency level from a transferring district.)

Who: All LEP students who are newly enrolled, and all LEP students whose proficiency level is below advanced as measured by the 2006-2007 UALPA. An LEP student is an English language learner specifically identified for a language development program.

New students' 2007-2008 UALPA tests will be scored up to May 15, 2008 for those enrolled in a traditional school and up to June 15, 2008 for those enrolled in a year-round school. After these respective dates, students will not be assessed until the beginning of the 2008-2009 school year.

Why: The No Child Left Behind Act of 2001 requires that all K-12 English language learners identified as needing English as a second language instruction have their proficiency level determined and progress reported annually. The participation of all districts and schools is required.

Coordinator Responsibilities

It is the responsibility of the Assessment and ALS 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.
- Test schedules are developed.
- Test administrators are qualified and adequately trained on USOE protocol.
- Proper individuals are assessed.
- New students are given an SSID# before they are administered the test.
- Completed answer documents are returned to the USOE.
- All test materials are stored in a secure location throughout the school year, and securely destroyed at the end of the school year.

2007-2008 Key Dates	
June 29, 2007	Districts submit their test materials order to the USOE
August 1, 2007 - May 15, 2008	Testing window for traditional schools
August 1, 2007 - June 15, 2008	Testing window for year-round schools

Contact Information

Primary Point of Contact. The primary point of contact should be the District Assessment Director. For additional questions and concerns, see the table below.

Contacts	
UALPA administration and policy questions	Rita Brock USOE ELL Assessment Specialist Phone: 801-538-7897 E-mail: rita.brock@schools.utah.gov David Smith USOE Assessment Development Coordinator Phone: 801-538-7731 E-mail: david.smith@schools.utah.gov Deborah Swensen USOE Assessment Director Phone: 801-538-7711 E-mail: deborah.swensen@schools.utah.gov
Ordering of materials or materials shipments	Sarah Moore USOE Production Manager Phone: 801-538-7862 Fax: 801-538-7845 E-mail: sarah.moore@schools.utah.gov Erin Cotten USOE Production Assistant Phone: 801-538-7947 E-mail: erin.cotten@schools.utah.gov
Preprint label and answer document information	Sharon Marsh USOE Computer Services Phone: 801-538-7915 E-mail: sharon.marsh@schools.utah.gov

Overview of Test Materials

Test Levels. The UALPA has forms for five grade spans. Students must be tested with forms that correspond to their grade in school. No off-level testing is permitted.

UALPA 2007-2008 Materials by Grade Span

Grade Span	Materials per Examiner*	Student Proficiency Level	Materials per Student
K	A Test Administration Manual/ Flipchart	All	A Answer Document
1-2	B Flipchart B Test Administration Manual	Pre-Emergent and Emergent	B1 consumable Test Booklet
		Intermediate, Advanced, and Fluent	B2 consumable Test Booklet
3-6	C Flipchart C Test Administration Manual	Pre-Emergent and Emergent	C1 Test Booklet C1 Answer Document
		Intermediate, Advanced, and Fluent	C2 Text Booklet C2 Answer Document
7-8	D Flipchart D Test Administration Manual	Pre-Emergent and Emergent	D1 Test Booklet D1 Answer Document
		Intermediate, Advanced, and Fluent	D2 Test Booklet D2 Answer Document
9-12	E Flipchart E Test Administration Manual	Pre-Emergent and Emergent	E1 Test Booklet E1 Answer Document
		Intermediate, Advanced, and Fluent	E2 Test Booklet E2 Answer Document

***Demonstration Materials.** For all grade spans except Kindergarten, examiners will also need an extra copy of each of the student materials for demonstration purposes.

Overview of Administration Times

Time Needed for Testing. Administration time varies with test level and is summarized in the chart below. Note that the entire Kindergarten Test is individually administered, as is the Speaking Test for all grade spans and levels. Remember that the UALPA is an untimed test, and some students may need more time.

Note that groups taking the Emergent (Level 1) Form and groups taking the Intermediate (Level 2) Form at any given grade span **cannot** be tested together.

It is recommended that the UALPA be administered over two days. The Speaking and Listening tests should be administered on the first day of testing, and the Reading and Writing tests on the second day. Students may have a break between tests.

Estimated Test Administration Times

Section	Group or Individual Administration*	Estimated Time
Kindergarten		
A Speaking	Individual	15 mins.
A Listening	Individual	30 mins.
A Reading	Individual	20 mins.
A Writing	Individual	10 mins.
Grades 1-2		
B1 Speaking	Individual	20 mins.
B1 Listening	Group of 5-10	30 mins.
B1 Reading	Group of 5-10	25 mins.
B1 Writing	Group of 5-10	20 mins.
B2 Speaking	Individual	20 mins.
B2 Listening	Group of 5-10	30 mins.
B2 Reading	Group of 5-10	30 mins.
B2 Writing	Group of 5-10	30 mins.

*Note: Any student who reaches frustration level on the Speaking test should have the other tests individually administered. Frustration level is defined as when a student has made five consecutive scores of 0 or is obviously unable to respond to test prompts.

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Overview of Administration Times

Estimated Test Administration Times *(Continued)*

Section	Group or Individual Administration*	Estimated Time
Grades 3-6		
C1 Speaking	Individual	15 mins.
C1 Listening	Group of 10-20	30 mins.
C1 Reading	Group of 10-20	25 mins.
C1 Writing	Group of 10-20	30 mins.
C2 Speaking	Individual	20 mins.
C2 Listening	Group of 10-20	35 mins.
C2 Reading	Group of 10-20	30 mins.
C2 Writing	Group of 10-20	40 mins.
Grades 7-8		
D1 Speaking	Individual	15 mins.
D1 Listening	Group of 10-20	35 mins.
D1 Reading	Group of 10-20	30 mins.
D1 Writing	Group of 10-20	35 mins.
D2 Speaking	Individual	20 mins.
D2 Listening	Group of 10-20	35 mins.
D2 Reading	Group of 10-20	30 mins.
D2 Writing	Group of 10-20	35 mins.
Grades 9-12		
E1 Speaking	Individual	15 mins.
E1 Listening	Group of 10-20	35 mins.
E1 Reading	Group of 10-20	30 mins.
E1 Writing	Group of 10-20	30 mins.
E2 Speaking	Individual	20 mins.
E2 Listening	Group of 10-20	35 mins.
E2 Reading	Group of 10-20	30 mins.
E2 Writing	Group of 10-20	35 mins.

*Note: Any student who reaches frustration level on the Speaking test should have the other tests individually administered. Frustration level is defined as when a student has made five consecutive scores of 0 or is obviously unable to respond to test prompts.

District Test Coordinator's Checklist

❑ **Order test materials.**

Test material counts should be based on administration needs, not necessarily on number of students. Submit the district'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.

❑ **Inventory and confirm materials received.**

It is the responsibility of the districts to inventory and confirm the materials they have received. All testing materials except for answer documents will be delivered to districts from Questar Assessment. Answer documents, including grade span 1-2 student answer booklets, and preprinted labels will be shipped from USOE Computer Services.

❑ **Order pre-printed student labels.**

On a periodic basis (once a month is suggested), the district will submit a pre-print file to USOE Computer Services containing records of ELL/LEP students whose test administration will occur in the next month. The pre-print file must be submitted at least 10 working days prior to the date labels are needed by the district. District staff will apply labels to the appropriate answer documents prior to test administration. If the student has withdrawn, **do not** apply the label to an answer document.

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 ALS students in the LEA SIS. However, students new to the district 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 district's submitted student demographics.

❑ **Select and train test administrators.**

Test administrators need to be fluent in English and have good English pronunciation, intonation, and articulation. See page 12 for a suggested training plan.

❑ **Organize rating of constructed responses.**

Organize the rating of all Reading and Writing constructed-response items using a trained scorer or group of scorers. It is the Test Coordinator's responsibility to make sure only scorers who have received UALPA Scorer Training take part in this activity.

Note: Twenty percent of UALPA answer documents will be re-scored—that is, the written constructed responses will be blind rated by trained raters at Questar Assessment. Selection of answer documents for re-scoring will be random.

❑ **Return completed answer documents to the USOE.**

For detailed instructions, see page 13.

❑ **Collect and securely destroy all 2007-2008 test materials.**

At the end of the 2007-2008 testing window, collect and account for all test materials, including test administration manuals and flipcharts. It is the district's responsibility to securely dispose of all UALPA test materials.

Test Security and Testing Ethics

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. No part of any test booklet or other materials listed above may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system.

- All test booklets (used and unused), flipcharts, answer documents (used and unused), and test administration manuals must be accounted for at all times.
- Tests should be handled by qualified personnel only.
- A system should be in place to ensure that all test booklets, flipcharts, answer sheets, and test administration manuals (which include test questions) are distributed and collected in a systematic and secure fashion.
- All test materials must be accounted for at the conclusion of testing.

Testing Ethics

Under no circumstances should 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.

All test administrators must be trained under the direction of the District Assessment Director. Each test administrator must sign the appropriate document indicating he/she has been trained and agrees to abide by the guidelines presented in the training.

For further information regarding test security and testing ethics, see the Utah State Board of Education Rule R277-473 at the following URL: **http://www.schools.utah.gov/eval/documents/AAEthicsPolicy.doc.**

Training Test Administrators

It is the Test Coordinator's responsibility to make sure all test administrators are adequately trained in the administration of the UALPA before administering the test. The following is a suggested training plan.

Before the training session, ask test administrators to:

- **Read the Test Administration Manual and the Speaking Flipchart for the grade span(s) they will be testing.** (Note: At the Kindergarten level, the Test Administration Manual is included in the flipchart.)

- Take notes and bring any questions they have to the training session.

Conduct group training session:

- **Show the Training Presentation to the group.**
  The Training Presentation is provided on the district CD.

- **Go over the Test Administrator Checklist.**
  This "Checklist" is found at the end of the "General Instructions" section in all Test Administration Manuals. Make sure test administrators understand all of the steps, and answer any questions they may have.

- **Emphasize the need for test security.**
  Explain that test administrators are responsible for keeping all test materials secure before, during, and after testing, until the materials are returned to the Test Coordinator.

  Emphasize that this includes the Test Administration Manual, which contains actual test questions.

  Point out that all test materials must be accounted for at the end of the testing period.

- **Practice scoring some Speaking items.**

Return of Answer Documents and Receipt of Score Reports

Checking Completed Answer Documents. 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, including the dark, clear marking on the answer sheets. Then the answer documents should be checked for accurate student identification information. Correct any inaccurate student identification information.

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 used 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 District Assessment Director to receive all completed answer documents from test administrators to make sure all answer documents have the constructed responses rated, and to package and ship the answer documents to the USOE.

To pack the answer documents:

- Have each grade separated within the boxes by batching with header sheets by class and boxing by grade within the district.
- Place all answer documents (including scannable student booklets) in the boxes materials were received in, with enough packing material so that movement of materials inside is minimal. Do **not** use foam in packing as this affects the scannnability of the documents.
- Tape the box securely with heavy-duty tape. Cellophane and masking tape are not strong enough and are not recommended.

Return of Answer Documents and Receipt of Score Reports (Continued)

To ship the answer documents:

- Use a carrier, such as UPS or FedEx, that tracks shipments. Do **not** send by U.S. Mail. Hand delivery to the USOE is also an option.
- Ship to:

  USOE
  Computer Services
  Sharon Marsh
  250 East 500 South
  Salt Lake City, UT 84114-4200

For any questions related to answer document return, contact Sharon Marsh at 801-538-7915 or e-mail sharon.marsh@schools.utah.gov.

Score Reports

Districts that submit answer documents to the USOE by noon on Wednesday will have error reports returned to them by Thursday of the same week. For districts with no error reports, results will be returned to them on Friday of the same week. For districts resolving the error reports quickly, reports can be returned by Friday of the same week as well. For errors that are not easily resolved, reports will be provided as soon as possible the following week.

UALPA Student Reports and Class Reports will be provided each week throughout the school year. Note that the turnaround time is contingent on answer documents being sent in a clean and organized manner.

At the end of the administration window, UALPA data files and a full summary will be provided. If summaries are needed earlier, then raw data will be provided as requested.

Non-Standard Participation and Non-Participation

Assessment Accommodations. All specified Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), 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 *"Requirements for Participation of Students with Special Needs in the Utah Performance Assessment System for Students (U-PASS)."* This document is available at the USOE website: **http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Accommodations_Policy.pdf**.

Students with Disabilities. Decisions regarding adaptations (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 Enlarged 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

Non-Standard Participation and Non-Participation (Continued)

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 medical emergency.
- "Unknown student" if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in the 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 or pre-emergent, 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 English language learners 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 modalities/subtests are designed to be given in a group. In the case of frustration level having been determined, 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. Students should be tested in groups of 10 whenever possible. If testing must occur in larger groups, group size is recommended to be no larger that 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, 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 student be removed from the testing situation.

Frequently Asked Questions (Continued)

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 should 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 or something quiet to do 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/faq.aspx**.

Patti Harrington, Ed.D.
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