Kansas English Language Proficiency Assessment (KELPA)

TRAINER OF TRAINERS
February, 2006 (update 2014)

Kansas State Department of Education (KSDE)
General Overview
Basic Facts About Language Acquisition

• Social Proficiency
  - Basic Interpersonal Communication Skills (BICS)
  - Averages 1-2 years

• Academic proficiency
  - Cognitive Academic Language Proficiency (CALP)
  - Averages 5-7 years
General Overview
Basic Facts About Language Acquisition

• The fact that the student speaks English in your class, on the playground, in the cafeteria or in the halls does NOT mean the student is proficient.

• It is normal for some students who are new to English to remain silent in their new language for up to a year.
General Overview
State/Federal (Title III) Requirements

• Purpose is:

- To ensure English proficiency for students who are limited English proficient

- To ensure English Language Learners (ELLs) achieve high levels in core academic areas
General Overview

NCLB Requirements

• All ELLs in public schools in grades K-12 assessed annually for English proficiency in: listening, speaking, reading, and writing

• State is responsible for developing English Language Proficiency (ELP) assessment

• ELP assessments aligned to state English to Speakers of Other Languages (ESOL) Standards (2006)
General Overview

NCLB Requirements

• Annual Measurable Achievement Objectives (AMAOs) which include:

  - Number and percentage of ELLs making progress in English acquisition
  - Number and percentage of ELLs attaining English proficiency
  - ELLs meeting standards in ELA & Math
  - Based on data from KELPA
General Overview

What is the KELPA?

• Assessment for English Language Proficiency, grades K-12, in:
  - Speaking
  - Listening
  - Reading
  - Writing
General Overview
What is the KELPA?

- Developed by the Center for Educational Testing and Evaluation (CETE)
- Aligned to 2006 Kansas English to Speakers of Other Languages (ESOL) Standards
- Test items written and reviewed by Kansas practitioners
- Field tested across the state
- Reviewed by council of adult non-native English speakers from various cultural and linguistic backgrounds for cultural/linguistic biases
General Overview

What is the KELPA?

- Grade cluster specific: K-1, 2-3, 4-5, 6-8, 9-12
- K-1: all components individually administered
- Listening, Reading, & Writing: group administered, 2-12
- Speaking: individually administered, K-12
- Listening items: standardized on audio CD, 2-12
- Total time for administration: 2 hours maximum
General Overview
What Changed from KELPA 2005?

A committee of state ESOL practitioners have convened several times to review the KELPA and make recommendations for its improvement.

Changes include:
• Holistic, 4 pt. writing rubric measuring 5 traits.
• Reading domain will be more rigorous.
• K-2 will not be grouped together; instead, grade bands consist of: K-1, 2-3, 4-5, 6-8, and 9-12.
• Word list (to measure decoding/sight words) – administered in Speaking sub-test will ONLY exist in the K-1 grade band.
General Overview
KSDE/CETE Requirements

• Testing window 2014: February 2 – May 2
• Materials shipped to districts late January
• Answer sheets & CDs back to CETE by May 9
• Speaking sub-test and writing essay are scored by local educators
• Reports posted by CETE after two weeks
• Performance reports must be proofed by district before end of June
General Overview

KSDE requirements

• Certified personnel must administer test and score writing essay from the Writing sub-test
• KELPA administration personnel must be English proficient
• Directions may be given in native language of student…BUT:
• TEST QUESTIONS MUST BE ADMINISTERED IN ENGLISH AND STUDENT RESPONSES MUST BE IN ENGLISH
General Overview
Ordering Information & Cost

- No cost to districts
- Students identified as ELL or on monitor status in KIDS system automatically get pre-slugged
- No registration for KELPA is necessary
- KIDS data manager reviews information in KIDS system to ensure accuracy
- Revisions/Additions/Deletions in KIDS for KELPA should occur before February 24, 2006
Overview of Domains
Listening: 2-12

- Standardized on audio CD
- Group administered
- 30 minutes to administer
- Items include: following directions; beginning, middle, ending sounds; ability to discern correct sentence vs. incorrect sentence; and listening comprehension (based on a listening passage)
Overview of Domains
Speaking: K-12

- Individually administered
- Prompts read by test examiner
- Two rubrics used to rate students speech: 3 pt. and 5 pt.
- 15 minutes to administer
- Items include: answer short questions; answer more detailed questions; describe what’s happening in a single picture; and describe what’s happening in a picture sequence
Overview of Domains
Reading: 2-12

• Group administered
• 40 minutes to administer
• Items include: rhyming; cloze sentences; compound words; synonyms/antonyms; definitions; fact/opinion; analogies; and reading comprehension of passages
Overview of Domains
Writing: 2-12

• Group administered
• 40 minutes to administer
• Items include: grammar/vocabulary usage (adjectives, prepositions, verbs + verb tenses, comparative/superlative, adverbs, pronouns, plurals); synonyms/antonyms; punctuation, and syntax
• Writing essay (constructed response): student writes essay based on either picture or written prompt (scored locally)
K-1 Overview

- Individually administered
- 30 minutes to administer
- Listening items: following directions; beginning, middle, ending sounds; discerning between correct and incorrect sentence; listening comprehension (based on story)
K-1 Overview

• Reading items: rhyming; initial/ending sounds; short story reading comprehension (student reads a story and selects the picture that illustrates what the story’s about)

• Writing items: writing letters/numbers based on oral prompt; complete the cloze sentence; sentence rewriting (corrects syntax of incorrect sentence); circling correctly spelled word; and vocabulary identification (writing the word to label a picture)
Speaking Rubric Practice

• Please review the rubrics in your Training Manual -
  3 point rubric: 4 items
  5 point rubric: 3 items

• Please review the Answer Sheet for speaking
Speaking Rubric Practice

When asking speaking prompts to students:

- Do not adjust rate of speech to accommodate the ELL’s proficiency level
- Read prompts precisely as they’re written in the Manual
- Do not provide hints or clarification to assist the ELL’s understanding
- Do not repeat prompt more than twice
Speaking Rubric Practice

- It is critical that you do NOT consult with others or look at the transcriptions in your training manual while listening and scoring
Speaking Rubric Practice

While listening to students 1-3, refer to document entitled “Speaking Prompts for KELPA Training”…

• Listen to Student # 1 – bubble in 0, 1, or 2 (for items 1-4) and bubble in 0, 1, 2, 3, 4, or 5 (for item 5) based on student response

• Listen to Student # 2 – bubble in 0, 1, or 2 (for items 1-4) and bubble in 0, 1, 2, 3, 4, or 5 (for item 5) based on student response

• Listen to Student # 3 – bubble in 0, 1, or 2 (for items 1-4) and bubble in 0, 1, 2, 3, 4, or 5 (for item 5) based on student response
Speaking Rubric Practice

While listening to students 4 & 5, refer to the four picture sequence “story”...

- Listen to Student # 4 – bubble in 0, 1, 2, 3, 4, or 5 based on student response

- Listen to Student # 5– bubble in 0, 1, or 2 (for items 1-4) and bubble in 0, 1, 2, 3, 4, or 5 (for item 5) based on student response
Speaking Rubric Practice

• Review ratings in small groups

• At this point, you may look at speaking transcriptions from your training manual if necessary

• Review ratings in large group

• Refer to KELPA Speaking Scoring Guide
Writing Rubric Practice

- Now review the rubric in your training manual –
- Five traits: vocabulary, sentence fluency, grammar, mechanics, and organization and development
- Ratings range from 0 - 4
- Please review the answer sheet for writing
Writing Rubric Practice

• Review the writing prompt (not on actual KELPA 2006 – used only for training) of the picture of children playing in the water
Writing Rubric Practice

- Read sample # 1 – bubble in 0, 1, 2, 3, or 4 based on student response
- Review ratings in small groups
- Review ratings in large group
- Consult KELPA Writing Scoring Guide
- Read sample # 2 – bubble in 0, 1, 2, 3, or 4 based on student response
- Review ratings in small groups
- Review ratings in large group
- Consult KELPA Writing Scoring Guide
Writing Rubric Practice

- Read sample # 3 – bubble in 0, 1, 2, 3, or 4 based on student response
- Review ratings in small groups
- Review ratings in large group
- Consult KELPA Writing Scoring Guide

- Read sample # 4 – bubble in 0, 1, 2, 3, or 4 based on student response
- Review ratings in small groups
- Review ratings in large group
- Consult KELPA Writing Scoring Guide
Writing Rubric Practice

• Time permitting, practice more samples

• Questions??????
The End!

THANK YOU!

• For questions, contact:
  • CETE at KU:
    cete@ku.edu  785-864-3537
  • Phyllis Farrar
    pfarrar@ksde.org  785-296-1891