

Programmatic: English Language Learning Testing



WHAT IS THE DEFINITION AND PURPOSE?

Standards-based testing is used to determine if a student meets the requirements for English Language Proficiency. Students who are identified as second language learners based on the Home Language Survey completed by parent(s)/guardian(s) upon enrollment, take the English Language Learner assessment. Students who test proficient are no longer considered English Language Learners. The purpose of the English Language Learner test is:

1. To identify if the student is proficient in the English Language.
2. Determine eligibility for English language services.
3. Determine appropriate placement for instruction.

WHEN IS THIS ASSESSMENT ADMINISTERED?

This assessment may be administered one to two times per year depending on the situation. Kindergarten students who enroll as second language learners or students new to the district who have not yet been identified as an English Language Learner in the state will take a placement test within the first ten days of enrollment. All students who are second language learners will take a reassessment in the spring of each year to determine their level of proficiency.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data on a student's English language proficiency in the following areas: speaking, writing, listening, and reading.

WHAT ENGLISH LANGUAGE LEARNER TEST DOES CUSD UTILIZE?

CUSD is required to administer the Arizona English Language Learner Assessment (AZELLA) and the Alt-ELPA, which meets both state and federal mandates. Details regarding the [AZELLA from the Arizona Department of Education](#). Details regarding the [Alt-ELPA from the Arizona Department of Education](#). Details specific to CUSD and [English Learner testing](#).

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Set a goal for English language proficiency	<ul style="list-style-type: none"> • What is my overall proficiency level? • What are my strengths in English? • What areas do I need to improve in English?
Family	Receive score report	<ul style="list-style-type: none"> • What is my student's overall proficiency level? • Is my student eligible for English Language services? • What are my student's strengths in English? • What areas does my student to improve in English?
	If eligible, determine participation in English Language program	<ul style="list-style-type: none"> • What is the English Language program? • How will the English Language program benefit my student? • How will participation in the program affect my student's schedule?
Teacher	Review English Language score report	<ul style="list-style-type: none"> • What are my students' overall proficiency levels? • What are my students' strengths in English? • What areas do my students need to improve in English?
	Use data to guide planning	<ul style="list-style-type: none"> • How will this student's strengths/areas of need be addressed in integrated instruction? • How will this student's strengths/areas of need be addressed in targeted instruction?



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Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Review English Language score report	<ul style="list-style-type: none"> Review data: <ul style="list-style-type: none"> What does this data reveal about the strengths and areas of improvement of our students? What does this data reveal about our instructional practices? How can I best support students and colleagues? Identify which students would benefit from additional supports.
Site Administration	Know who your English Learner students are on campus	<ul style="list-style-type: none"> Review school-level data to know which students on your site are in an English Learner program and which are parent withdrawn.
	Analyze reassessment data	<ul style="list-style-type: none"> How many students reclassified? How many students showed growth? Compare differences between students in an English Learner program to those who are parent withdrawn.
District Student Support Professionals (e.g., coaches/specialists)	Analyze student-level data with teachers	<ul style="list-style-type: none"> Identify eligible students. Support sites in analyzing student-level data.
	Communicate test results to sites	<ul style="list-style-type: none"> Upload data to Tableau. Send score reports to schools.

Who	Action	How
District Student Support Professionals (e.g., coaches/specialists)	Support teachers to increase English Learner proficiency.	<ul style="list-style-type: none"> How are you addressing the student's strengths/areas of need be addressed in integrated instruction? How are you addressing the student's strengths/areas of need be addressed in targeted instruction?
	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?

