



Kansas English Language Proficiency Assessment (KELPA)

Handbook

This document provides guidance to assessment coordinators, principals, teachers and test administrators. Specific instructions are provided in each Test Administration Manual.

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Purpose of the Assessment

The Kansas English Language Proficiency Assessment (KELPA) is part of the assessment program of the Kansas State Board of Education and mandated by the Kansas State Legislature. In addition, the KELPA is part of the federal Title III requirements. KELPA is designed to

- assess all English Language Learners, grades K-12;
- measure a student's level of proficiency with the English language in reading, writing, speaking, and listening;
- produce data that capture large trends across the state and can measure progress in meeting Annual Measurable Achievement Objectives for Title III accountability requirements:
 1. annual increase in the number or percentage of children making progress in learning English;
 2. annual increases in the number or percentage of children attaining English proficiency; and
- provide data on which to base decisions about designing instruction for English Language Learners (ELLs).

Assessment Modes

- The KELPA is administered using paper and pencil forms only.
- The forms are in grade bands: K-1, 2-3, 4-5, 6-8, and 9-12.
- Each form includes four parts –listening (including a CD), reading, writing, and speaking in one booklet.

Assessed Students and Frequency

All ELLs, grades K to 12, are to be tested with the KELPA every spring. Students are identified as ELLs if their home language is not English AND they score less than fluent/proficient with an approved screening assessment (LAS-Links, IPT, LPTS, or KLEPA-P) at enrollment, or on the previous spring's KELPA.

- A student whose home language is not English and who was not assessed for English proficiency upon enrolling in the district takes the KELPA. In addition, Title III mandates that parents of ELLs who enroll at the beginning of the school year be notified of the student's eligibility for ESL services within 30 days. Parents of ELLs enrolling after the beginning of the school year must be notified of their child's eligibility for ESL services within two weeks. If a student qualifies for ESOL services, the KELPA should be administered during the spring administration period.
- The Kansas Individual Data on Students (KIDS) system must contain pertinent information in two fields. In field D39, "ESOL Program Participation Codes," code 1=Title III funded; 2=State ESOL/Bilingual funded; 3=Both Title III and State ESOL/Bilingual funded; or 6=Receives ESOL services and not funded with Title III and/or State ESOL funding. In D83 select code 1=KELPA for current or monitored ESOL students, to submit a TEST record.

- A student may exit an ESOL program by scoring a “4/fluent” in all four domains **and** the composite category on the KELPA for two consecutive years. Then they must be monitored for two more years using monitoring criteria established at the district, for which KELPA is an option. (ESOL program participation code: 4=Monitored ESOL student.) Direct any questions to KSDE, 785-296-1891 or 785-296-7929.
- Although parents may waive an ELL’s participation in an ESOL program by signing a consent form requesting their child NOT receive ESOL services, **the student is not exempted from annual assessment and must take the KELPA.** (ESOL Program Participation Code: 5=ESOL program eligible, based on an English language proficiency test, but not currently receiving ESOL program services)
- If a student is in post-monitor status (scored “4/fluent” in all domains and the composite category on the KELPA for two consecutive years, followed by a two-year “monitored” period), but is not doing well in academic content areas due to increasing academic language demands, then districts may choose to administer the KELPA to help determine a need for reclassification. These scores will not be included in any summary aggregation or disaggregation of a building’s or district’s KELPA results. (Do not identify the student with an ESOL program code in D39, but submit a TEST request for KELPA, D83 code 2). Scores identifying lack of proficiency in any domain could be used to reclassify the student as an ELL in need of services the following year.

Timeline for Submission of “TEST” Records to the Kids Database

In order for the district to receive a pre-slugged answer sheet and test booklet for each English Language Learner (ELL) a TEST request record must be submitted to the KIDS system by **January 7, 2014** (KIDS field D83; code 1 for current or monitored ELL; code 2 if student is eligible but not receiving services.) If this information is uploaded by the deadline, materials will be sent to the district. If the deadline is not met, the district must request materials directly from CETE (cete@ku.edu, 785-864-3537), followed by a TEST submission update to the KIDS system. **The update must be complete prior to returning answer sheets to CETE for processing.**

Test Window

The KELPA testing window begins on **February 3** and ends on **May 2, 2014**. Writing sections are scored locally, scores recorded and returned to CETE **no later than May 9, 2014**. Allow adequate time for scoring the Grades 2-12 writing samples and getting information coded onto the answer sheets.

By the end of January KELPA materials are sent to each district’s Test Coordinator in two shipments: 1) answer sheets, and 2) Students Booklets, Listening CDs, and Test Administration Manuals, and a letter containing instructions and cover sheets for return to CETE.

Answer Sheets

A pre-slugged answer sheet will be provided for each ELL student for whom a test request has been submitted to KIDS **by January 7, 2014**. Students at grades 2 - 12 use

the same answer sheet. For each K-1 student, examiners use an answer sheet unique to the K-1 forms. Both answer sheets capture information from all four KELPA test domains – Listening, Speaking, Reading, and Writing. A 3% overage of blank answer sheets is included for students enrolled in the district after the January deadline above. If more blank answer sheets are needed, please send an e-mail request to cete@ku.edu. **Answer sheets MAY NOT be photo-copied.** Note that pre-slugged answer sheets are also provided for students coded as a “4 – Monitored ESOL student,” for which assessment is optional. This coding is printed on the front of the answer sheet in the space labeled ESOL Code. Further details about complete answer sheets are found on page 7, “Complete and Return Test Materials.”

Materials

The shipment of test materials should include the following:

- KELPA test booklet in the appropriate grade band for each ELL student, based on KIDS’ information submitted by the district.
- A Test Administration Manual specific to each test form is included for approximately every 10 student booklets received. Each manual includes scripted text identifying exactly what the examiner is to do and say. Also included are scoring rubrics and procedures for scoring and recording scores. We strongly advise that the test coordinator read all the Test Administration Manuals and be knowledgeable of the content and directions. It is imperative that all examiners complete the self-training modules described above, then read the manual for each specific form they will administer in advance of the district's scheduled test dates.
- Audio CDs of the LISTENING portion of the KELPA are required to standardize administration. A CD presents the audio for a specific grade group (i.e., 2-3, 4-5, 6-8, 9-12) and test form. No CDs are provided for the K-1 forms of the assessment. One CD matches each test form, Test Administration Manual, and set of 10 student test booklets sent to a building. Return the CDs to CETE with the answer sheets.
- Return Cover Sheets should be used for returning all answer sheets and CDs to CETE. There is a separate cover sheet for each group, K-1 and 2-12.

If there are any missing items, e-mail CETE at cete@ku.edu.

Test Security

- A designated person at each school should be responsible for distributing all the testing materials.
- Count test materials upon arrival and after testing. Store test materials (booklets, CDs) in a secure, locked area before, between, and after testing.
- All test booklets must be destroyed (burn or shred) after testing. No copies of the test booklets may be retained by teachers or test administrators. The district test coordinator must establish the procedures to be used.

- Ensure that test administrators follow security procedures. They are responsible for collecting and destroying student notes, scratch paper, and drawings, etc. at the end of each testing session.
- Do not copy, reproduce, or paraphrase test materials. Parallel questions or cloned questions may not be constructed from actual test items.
- Do not discuss any specific test items on the test with students before, during, or after the administration of the assessment.
- CDs provided for standardization of the listening test are returned to CETE along with student answer sheets.
- Remove or cover (with opaque material) bulletin board displays, “word walls”, charts and diagrams, and other instructional material which may give assistance or advantage during testing. The use of language support during this assessment (i.e., dictionaries, translation dictionaries, translators, word lists, etc.) is not allowed.
- Report any breach of test security, loss of materials, or any other deviation to your district coordinator who will contact Dr. Cherie Randall at KSDE if appropriate.

Test Administration Training Required

Administering the KELPA requires prior training. Self training modules must be completed before administering the test, and should be reviewed as needed. The modules are available at <http://title3.greenbush.us/kelpod/index.html>; they are also available on CD by request to pfarrar@ksde.org or 785-296-1891. Test administrators should be licensed personnel with an ESOL endorsement, or if unavailable, a closely related content area that uses language performance assessments and rubrics.

It is important that test administrators review administration and scoring procedures by carefully studying the KELPA Test Administration Manual in advance of the first day of testing. They are also strongly advised to complete a run-through of the actual assessment in order to know what is expected of the examiner and of students. Examiners may not deviate from the assessment format specified in the grade-level manuals.

Scheduling Test Sessions

The format for the KELPA requires approximately 60-90 minutes for completion of a section (Listening, Reading, Writing, and Speaking), with variations by individual students from 15-40 minutes per section. For any one student, the KELPA must be completed **within two weeks of the day the assessment began**. Scheduling of the individually administered components is a local decision, including the order in which the four sections may be administered.

Test Administration

- All parts of the K-1 assessment are administered entirely one-on-one (individually.) Instructions require scoring and/or recording responses directly onto a student’s individual answer sheet by the examiner as the test questions are being administered to the student.
- At grades 2-12, the Speaking component is administered individually. For greatest efficiency, instructions require scoring and/or recording responses

directly onto a student's individual answer sheet by the examiner as the test questions are being administered to the student.

- At grades 2-12, the Writing component of the KELPA assessment solicits a writing sample from the student within a time limit of 20 minutes. The writing sample is scored locally according to the rubric and results recorded on the student answer sheet for return to CETE. Best practices include each writing sample being scored separately by two raters, and then by a third, if there are major differences in the first two raters' results. **NOTE:** When a rater is recording the five writing sample scores on a student's answer sheet, **the prompt selected by the student must also be coded.**
- Do not allow teachers to conduct comprehensive reviews or drills of tested indicators the day of a test or during the local testing window.
- Do not make changes on student answer sheets. This may be done only by the test-taker during test administration. If a student made exceptionally light marks, the marks may be darkened.
- The exact administration format and scoring rubrics are detailed in the Test Administration Manuals. Examiners are not to deviate from the formats and scripts described in the manuals, using only alternatives specifically stated.
- Although multiple domains (e.g., a block of time to cover Listening, Reading, and Writing) can be tested in one day, back-to-back sessions are not advised for younger students. Once a section of the test has been administered, all four sections must be completed within a period of two weeks.
- In general, an entire section of the test should be completed in one sitting. However, in the primary grades and for selected IEP students, each test part may be administered over two separate test sessions.

Guidelines for Students

- Students may write in the test booklets.
- Students may use blank paper to draft and organize their constructed writing response. This work must be collected and destroyed upon completion of the test session.
- Once finished, students may not return to previously-completed test parts.
- Students may create graphic organizers on a blank sheet of paper at the time of the test. Graphic organizers created prior to the test session by either the teacher or student may **not** be used.
- The use of electronic devices (including cell phones, PDA's, and similar devices), translating dictionaries, web-based translators, and electronic translating are **NOT allowed** on any part of the assessment.

Ethical Issues

- Do not respond to questions during testing that would help the student to understand the question, aid the student in responding to an item, or advise/encourage the student to edit or change a response.

- Do not direct or prompt students to use certain strategies at the beginning of the test session or during the test. It is appropriate to remind students about strategies the day before the assessment.
- Review sessions on content and test-taking strategies must be completed by the day before the test.
- Do not coach or cue students in any way during test administration. This includes gestures and facial expressions.
- Do not say or do anything that would let a student know whether an answer is correct.
- Do not ask students how they got an answer.
- Do not tell students to redo or review any part of the test.
- Do not give the meaning of words in the text or in questions.
- Do not read passages aloud or pronounce isolated words, phrases, or sentences when requested by a student.
- Once testing in a subject has begun, no reviews, teaching, or practicing of tested indicators may be conducted.
- Do not construct answer keys.
- Teachers should also cover “word walls” that students normally have access to when writing something.

Complete and Return Test Materials

A district may complete KELPA testing and return required materials to CETE at any time during the test window. All district answer sheets should be collected, sorted into two groups, and returned in one shipment along with the CDs, according to CETE Cover Sheet instructions.

- Be sure the scores for individually administered speaking components have been entered on each student answer sheet.
- Be sure the topic chosen by the student for the writing sample is identified on the answer sheet and that the five scores determined locally for the writing sample have been entered.
- Return all answer sheets separated into two groups, a K-1 group and a 2-12 group (Cover sheets provided in letter to Test Coordinator):

CETE
 KELPA Materials Enclosed
 1122 West Campus Road, Room 735
 The University of Kansas
 Lawrence, KS 66045-3101

Accurate Data

Test coordinators need to ensure the accuracy and completeness of the identifying/demographic information that is recorded on students’ answer sheets. Accurate student and building identification is needed so that the system can 1) match data records to students in the KIDS system, 2) prepare accurate building and district score reports, and

3) calculate accurate AMAOs. Errors in this information will result in inaccurate reports. It is the district's responsibility to check each student's answer sheet carefully to ensure the accuracy of the coded information.

Data from KIDS is used to create an answer sheet for each student, however a few details (e.g., test form, accommodations, etc.) should be recorded locally. Any information listed below that is not pre-slugged on the answer sheet for a student, must be completed.

If a pre-slugged answer sheet does not exist for a student, then an answer sheet must be completed with **all** information listed below. Blank answer sheets are provided. Complete the following:

The following information must be supplied for each student prior to testing:

1. USD Number
2. Building Code Number
3. Current grade level of the student
4. Group (optional field for teacher's name)
5. ESOL Code (see pg. 2)
6. Printed Student's name (Last, First, Middle Initial)
7. Student's State ID (from KIDS database)
8. Building Code Number (darken circles)
9. Current grade level of the student (darken circles)
10. Test Form: (three-digit Form Number must be provided); **it is imperative that the correct Form Number be supplied and coded**
11. Date of Administration
12. ACCD: Accommodations may be allowed in some cases. Specific approval must be requested from KSDE by contacting Lee Jones (ljones@ksde.org, 785-296-4349) or Mark Stephenson (mstephenson@ksde.org, 785-296-3379) by the end of the testing window.

Reports

Test results will be posted approximately two weeks after all materials are returned to CETE for processing. They can be accessed by authorized district personnel using the Management and Reporting Tool at www.cete.us. There is a link for KELPA reports in the menu on the left side of the page. It is the district's responsibility to review preliminary KELPA results and resolve any "outstanding problems" in the report. Corrections can be made until the end of June, after which all results become final.

Accommodation Overview

Accommodations are allowed on KELPA only for students with IEP and 504 plans. Only those accommodations documented on their plans may be used.

- Accommodations should not be used on the state assessments if they have not been a regular part of instruction.
- Reading to students any text (including isolated words) in the reading passages is prohibited. Violations will result in the student being counted as not tested.
- Use of a translating dictionary, website, or translating device is not allowed on any part of KELPA.

- Previously-created materials may not be used.
- Use of teacher-generated or student-generated journals, notes, logs, etc. is prohibited.
- Use of commercially-made or teacher-generated graphic organizers is prohibited.
- Accommodation codes are bubbled on the front of the answer sheet, or submitted via the online student editor at the CETE website.
- To use an accommodation other than one listed here, the district test coordinator will send the request to Lee Jones (ljones@ksde.org) at KSDE. If the accommodation changes the construct being tested, the student will count as non-participating.
- The accommodation code for extra time may be used on the writing section.

Accommodation Codes for IEP/504 Students

- 0 Separate, quiet, or individual setting is provided (Setting)
- 1 Frequent breaks during the assessment are provided (Setting)
- 2 A Braille edition of the assessment is provided (Presentation)
- 3 A large print edition of the assessment is provided (Presentation)
- 4 Student used visual magnification (Presentation)
- 9 Some other accommodation is used
- 10 Directions were signed to student (Presentation)
- 12 Student used a Braille writer or slate and stylus (Response)
- 14 Student read the assessment to a tape recorder and played it back to himself.

Special Circumstance Codes

Title III requires all K-12 ELLs, including those not receiving language services, be assessed. There are no exceptions in the law or guidance regarding the testing of ELLs. There are, however, instances in which a student cannot be assessed. Special Circumstances codes can be assigned by Lee Jones (ljones@ksde.org, 785-296-4349) or Mark Stephenson (mstephenson@ksde.org, 785-296-3379). In some cases the coding may document why a student did poorly (e.g. SC-07 chronic absence) but will not exclude the student from report calculations. In others it will exclude the student from report calculations (e.g. SC-01 long-term suspension of a general education student).

Contact Information

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