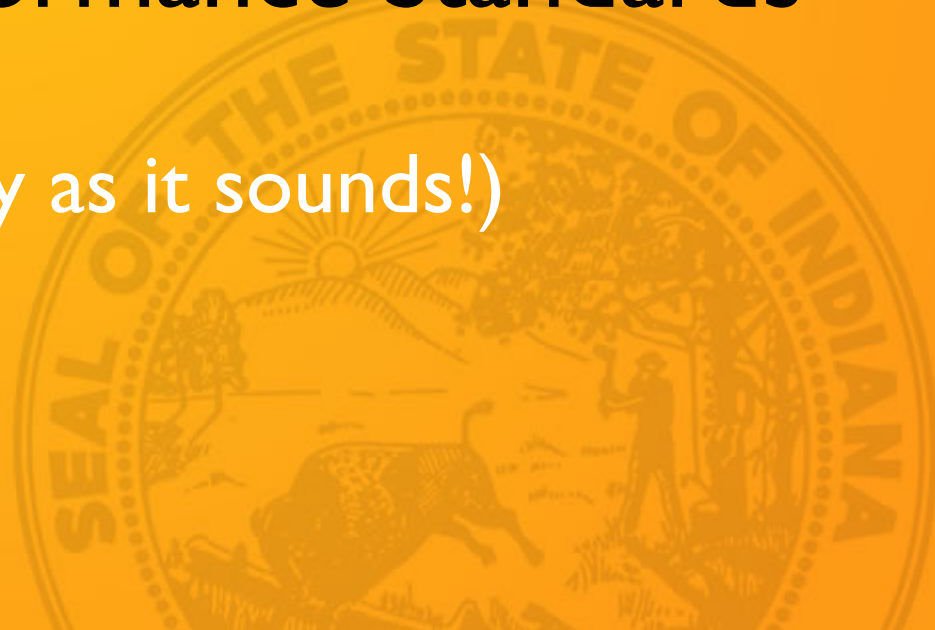




Indiana Department of Education
SUPPORTING STUDENT SUCCESS

State Policy Issues in the Vertical Articulation of English Language Proficiency Performance Standards

(Not as easy as it sounds!)

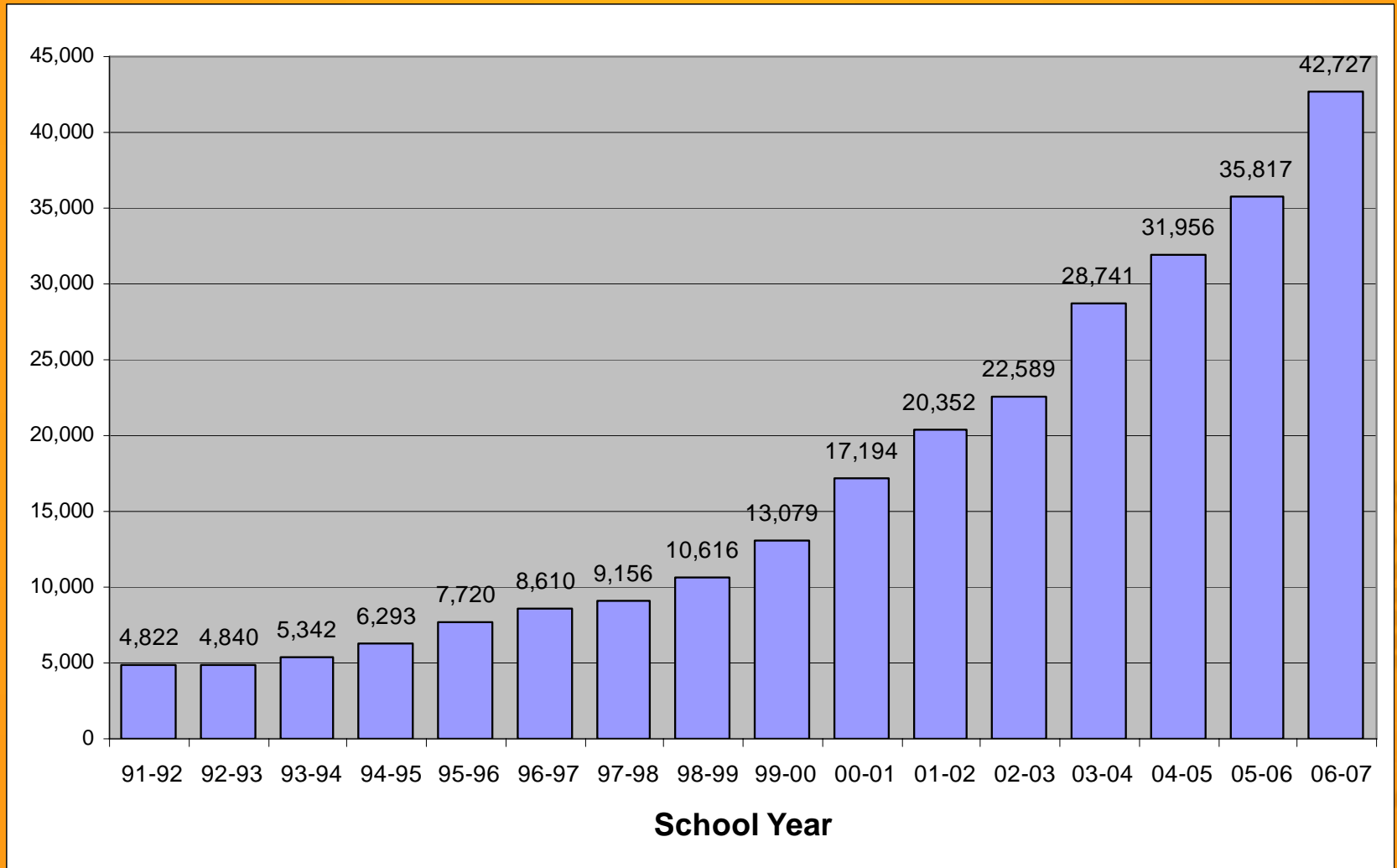


Indiana Context

- Then
 - Historically small concentrated population
 - 5-6 districts with Title III
 - Low visibility for policy makers
- Now
 - 4% of student population
 - Nearly 200 districts with grants
 - Until 07-08 \$700,000 annual state support



ELL Population in Indiana



The Task

- Set Indiana “cut scores” on state adopted English Language Proficiency Test (LAS-Links)
 - Previously districts selected from 3 “shelf” tests
 - Varying alignment to English Proficiency Standards
 - Different definitions of Full English Proficient (FEP)
- Refine Performance Level Descriptors (PLDs)



Some Challenges

- 5 Test Levels
 - K-1, 2-3, 4-5, 6-8, 9-12
- 13 Grade Levels
- 5 “Content” Areas
- 5 Performance Levels (4 cuts)
 - Beginner, Early Intermediate, Intermediate, Advanced, Fluent
- We “ain’t” deep
 - Average ELL Teacher Experience <4 years



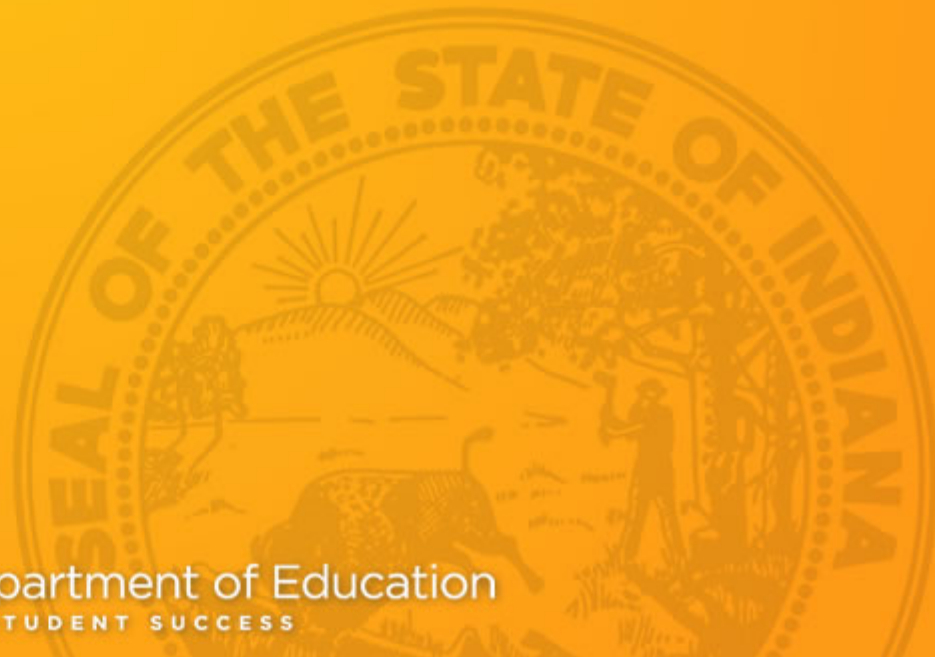
Process

- 6 Grade Level Panels
 - K, 1, 2, 4, 7, & 11
 - 1 per test level plus K based on rec.
 - 6-7 members
 - 4 Cuts set in each “content” area
- Interpolation between grades

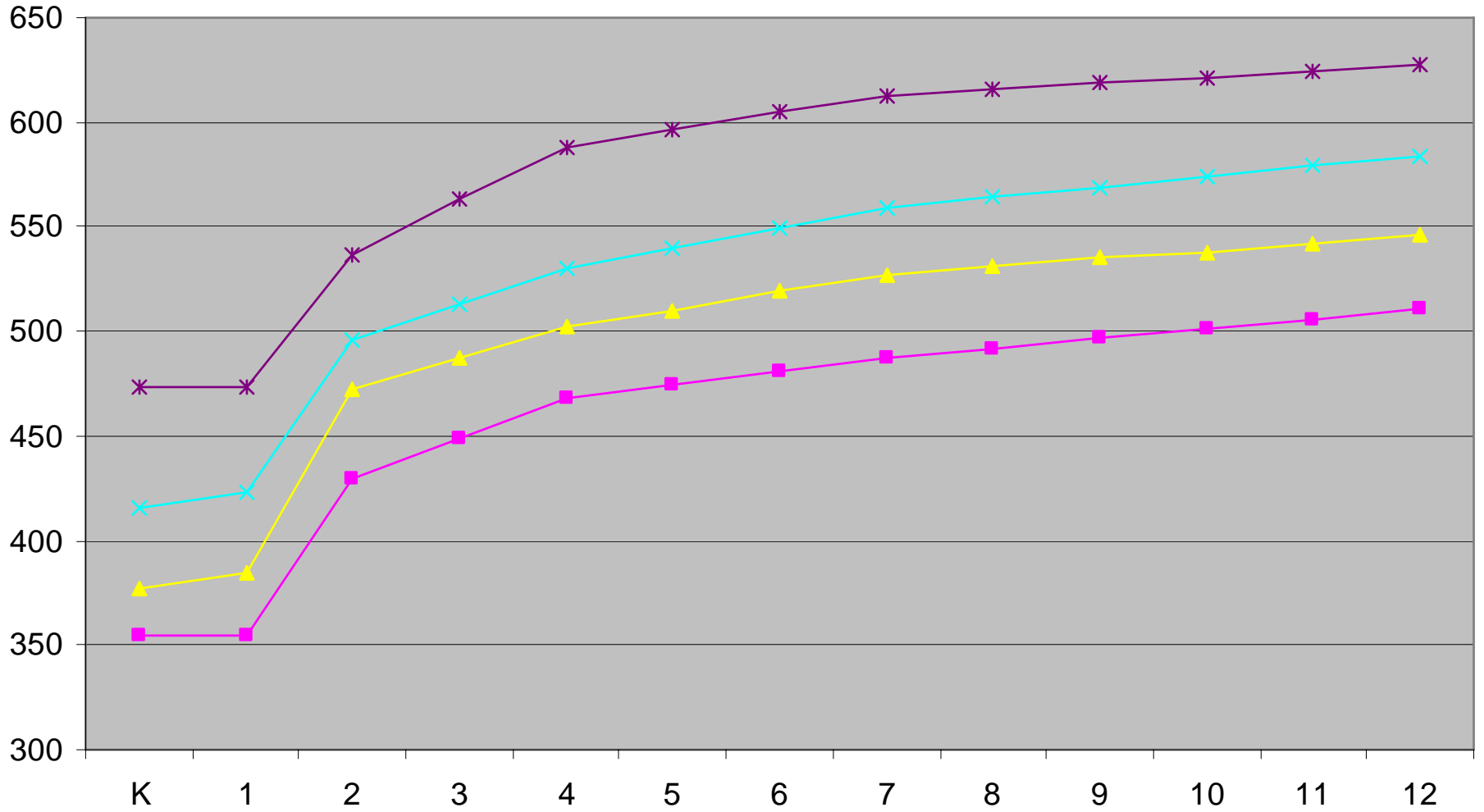


Results

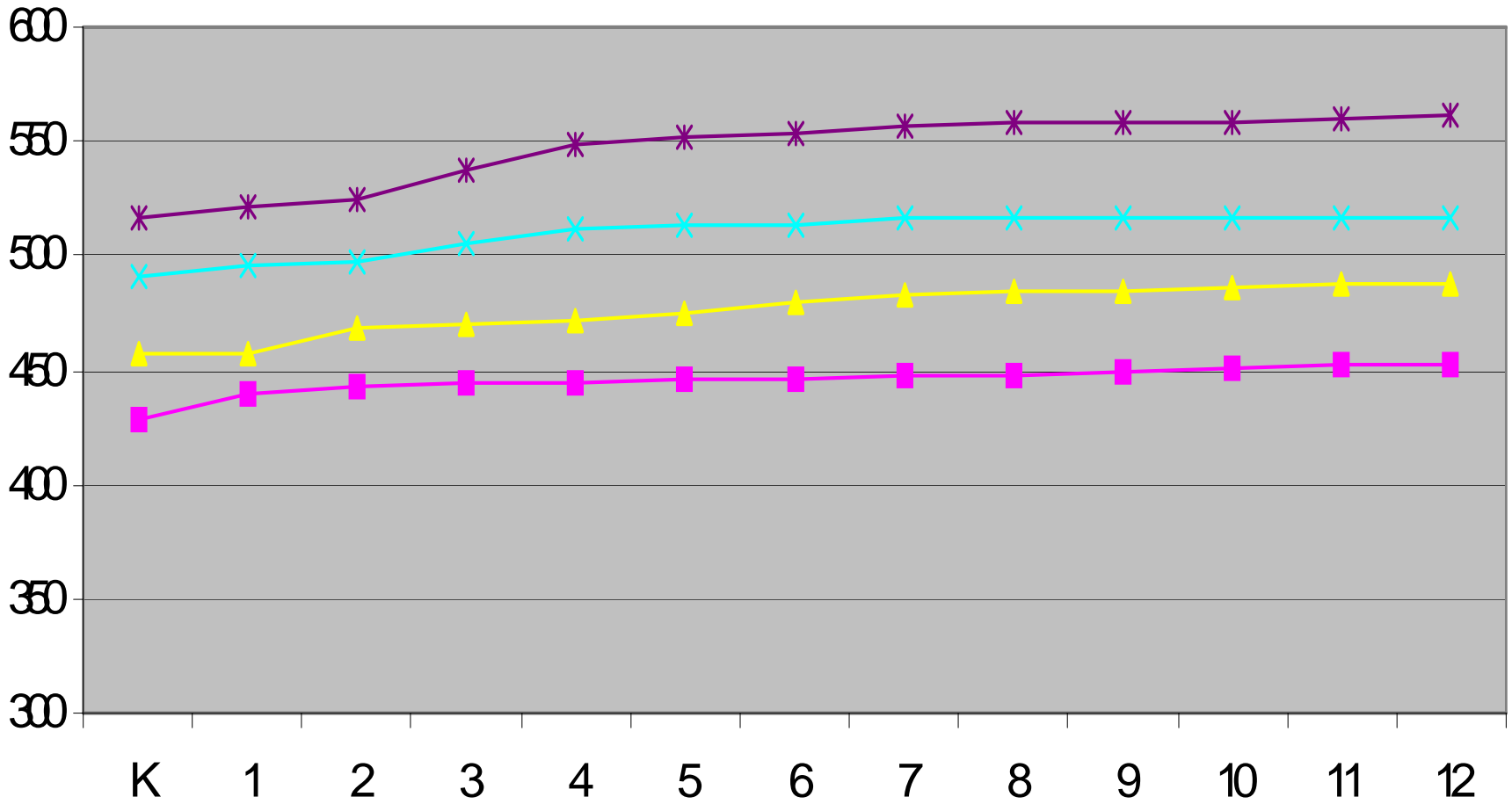
- Education is a progressive discovery of our own ignorance.
 - Will Durant

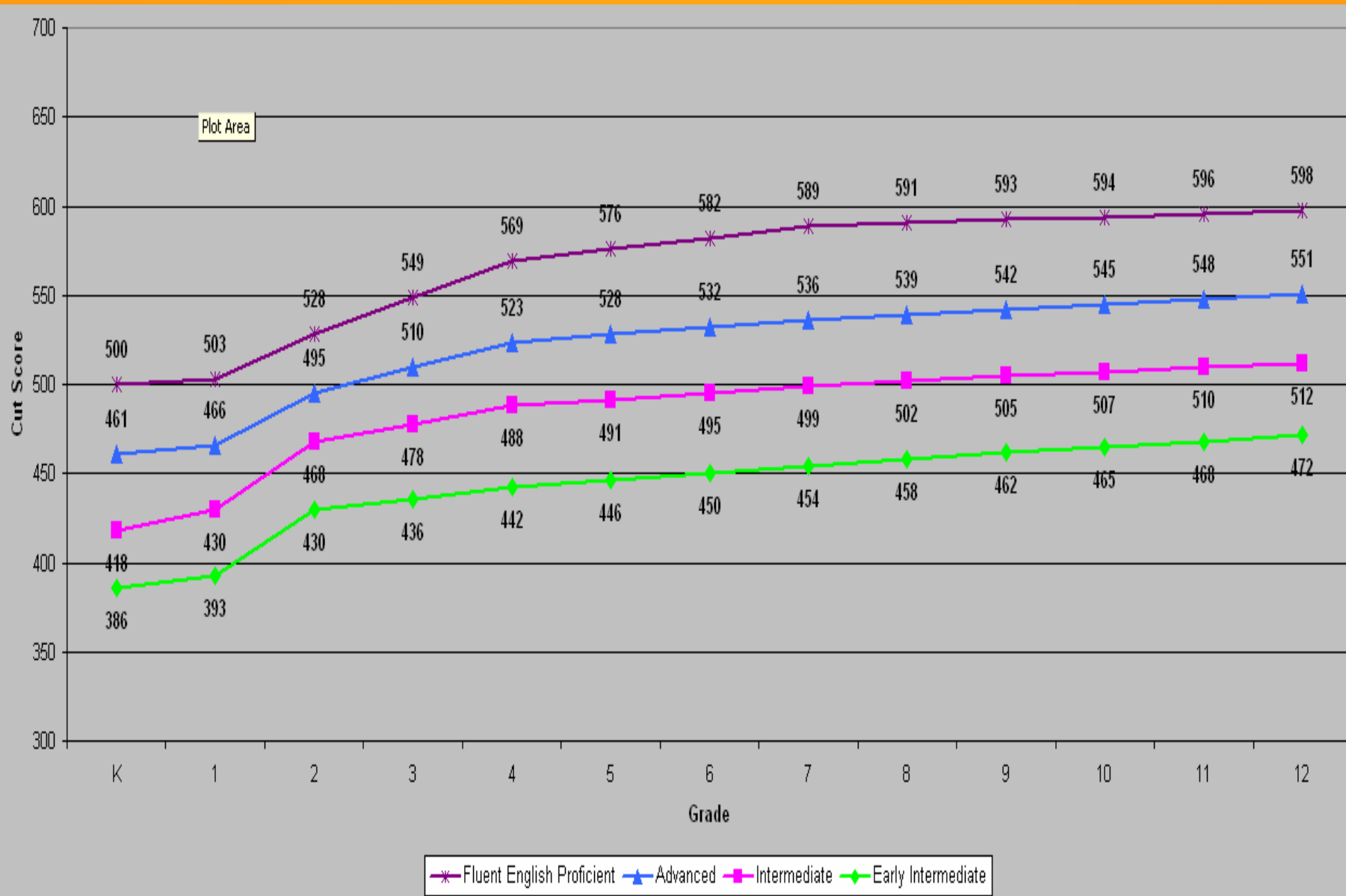


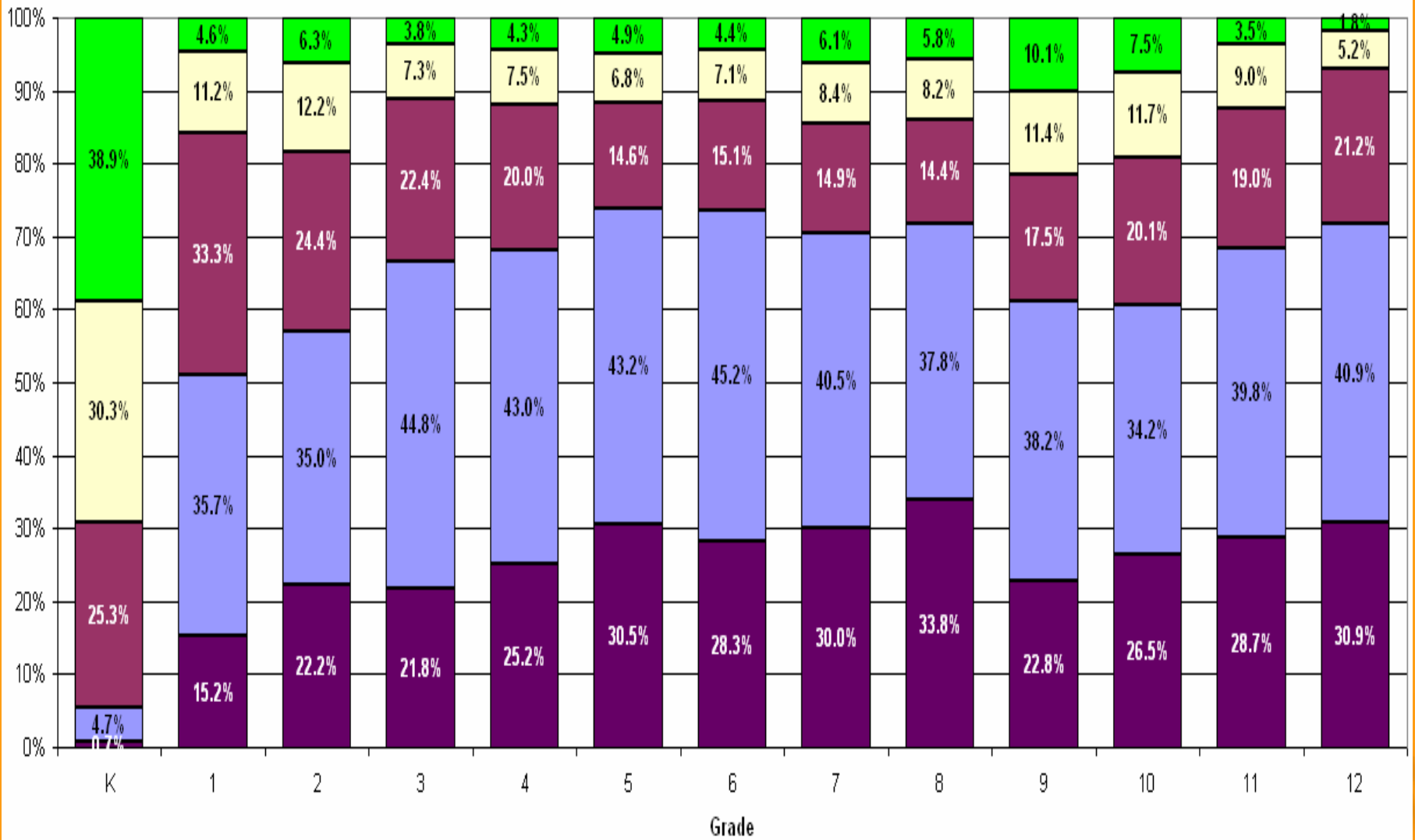
Reading



Speaking







■ Fluent English Proficient
 ■ Advanced
 ■ Intermediate
 ■ Early Intermediate
 ■ Beginner



Concerns/Conclusions

- Proficiency Depends on Grade Level
 - The fact that other tests and cut score settings produce similar results is both comforting and disturbing
- ELP Systems contain interactions that are not easily understood or explained
 - Test levels
 - Access to grade level content
- More work is needed
 - How best to set cuts for these systems
 - How to explain and understand policy conundrums

