

A Needs-Centered Approach to Design of ELP Assessment and Score Reporting



BACKGROUND

Changes in

- Standards and curriculum
- Use of assessment/data
- Technology



CHALLENGE

Ongoing changes to

- Construct scope and task design
- Score types and reporting design
- Operations

WHAT

WHO

WHY

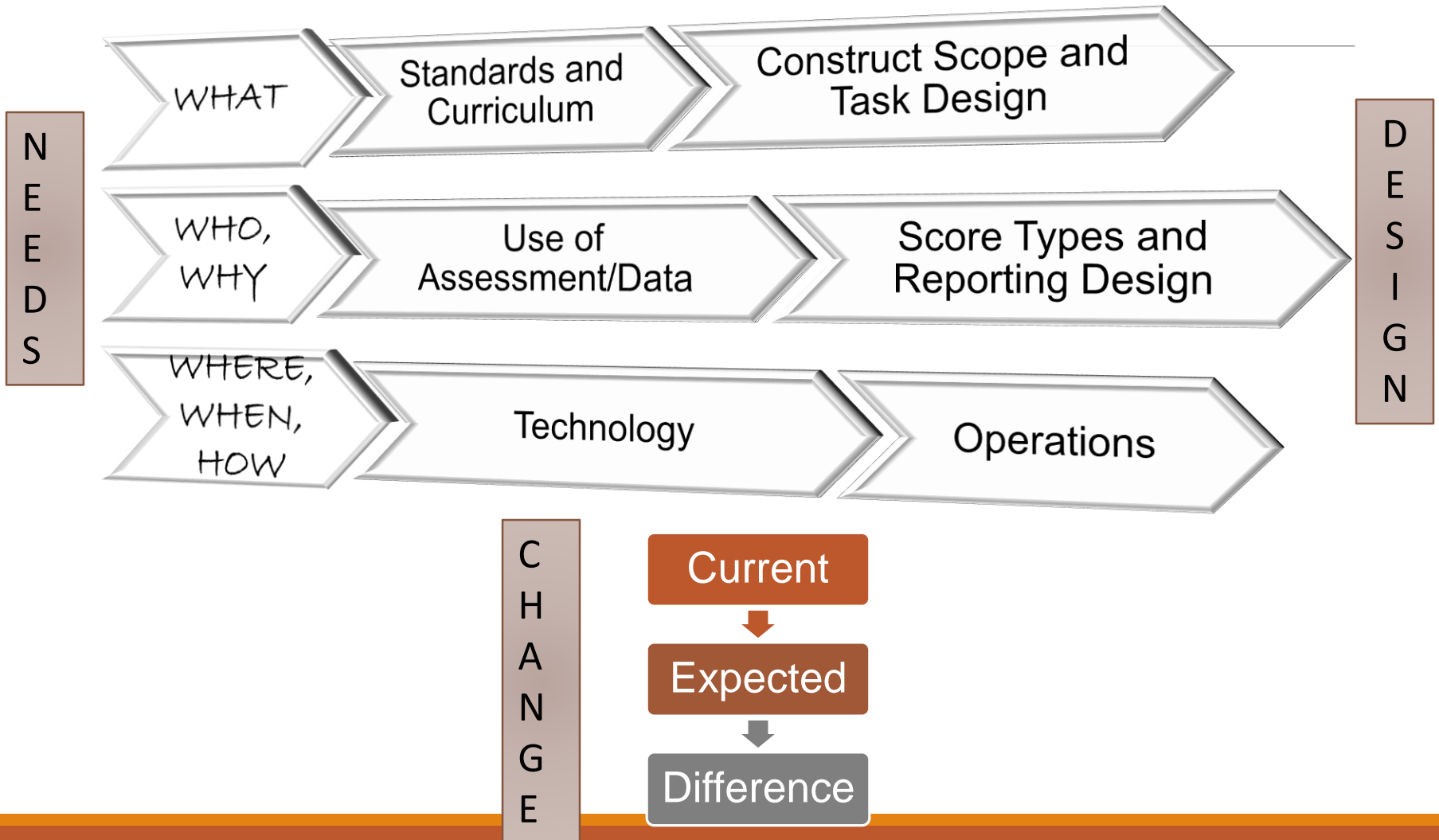
WHERE

WHEN

HOW

Is there a sustainable approach?

A NEEDS-CENTERED APPROACH



discussion (1)

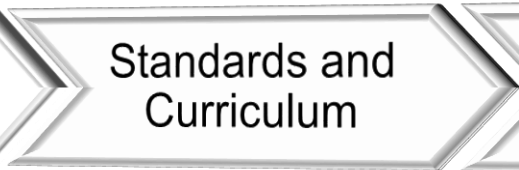
In your local educational context, have you observed any change(s) in the following?

- Standards and curriculum*
- Use of assessment/data*
- Use of technology*

Describe what you have observed and talk about how you think the change(s) may have impacted assessment of students' language proficiency:

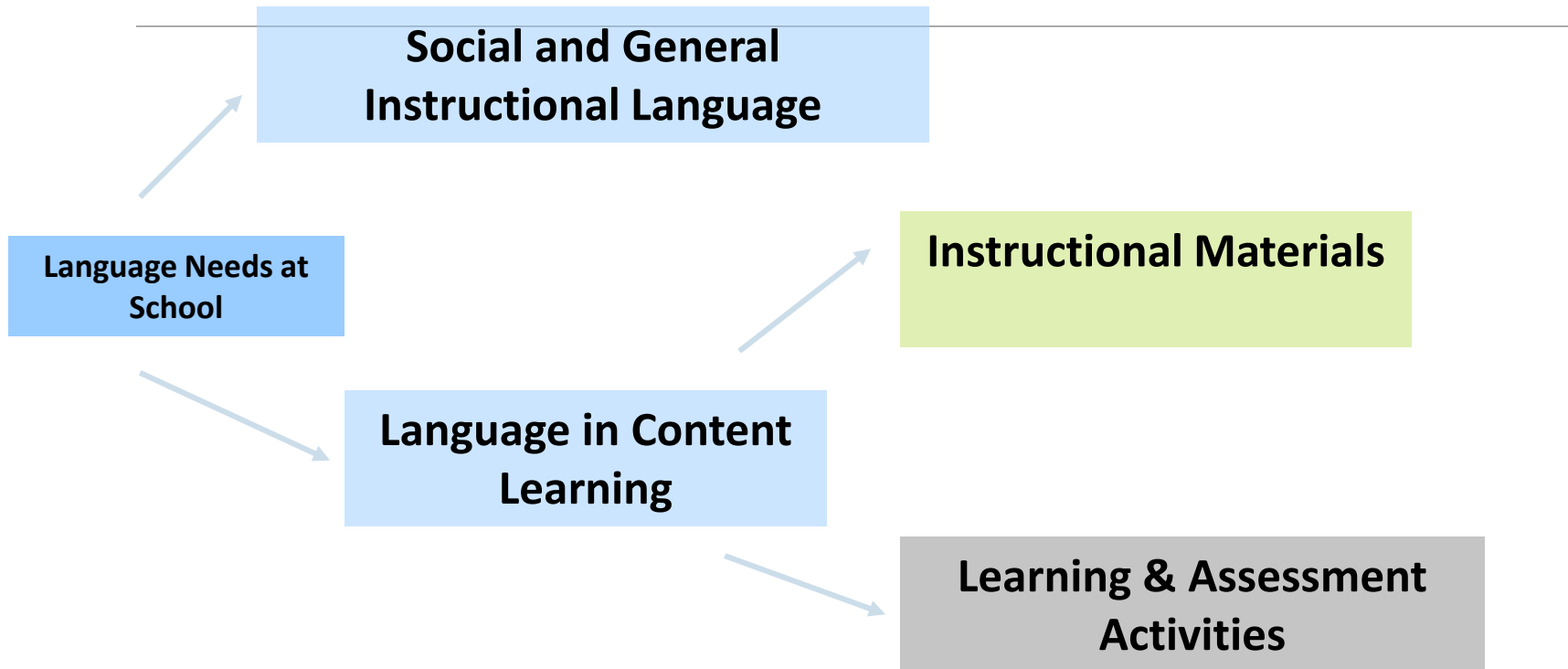
- *Construct scope and task design:* _____
- *Score types and reporting design:* _____
- *Operations:* _____

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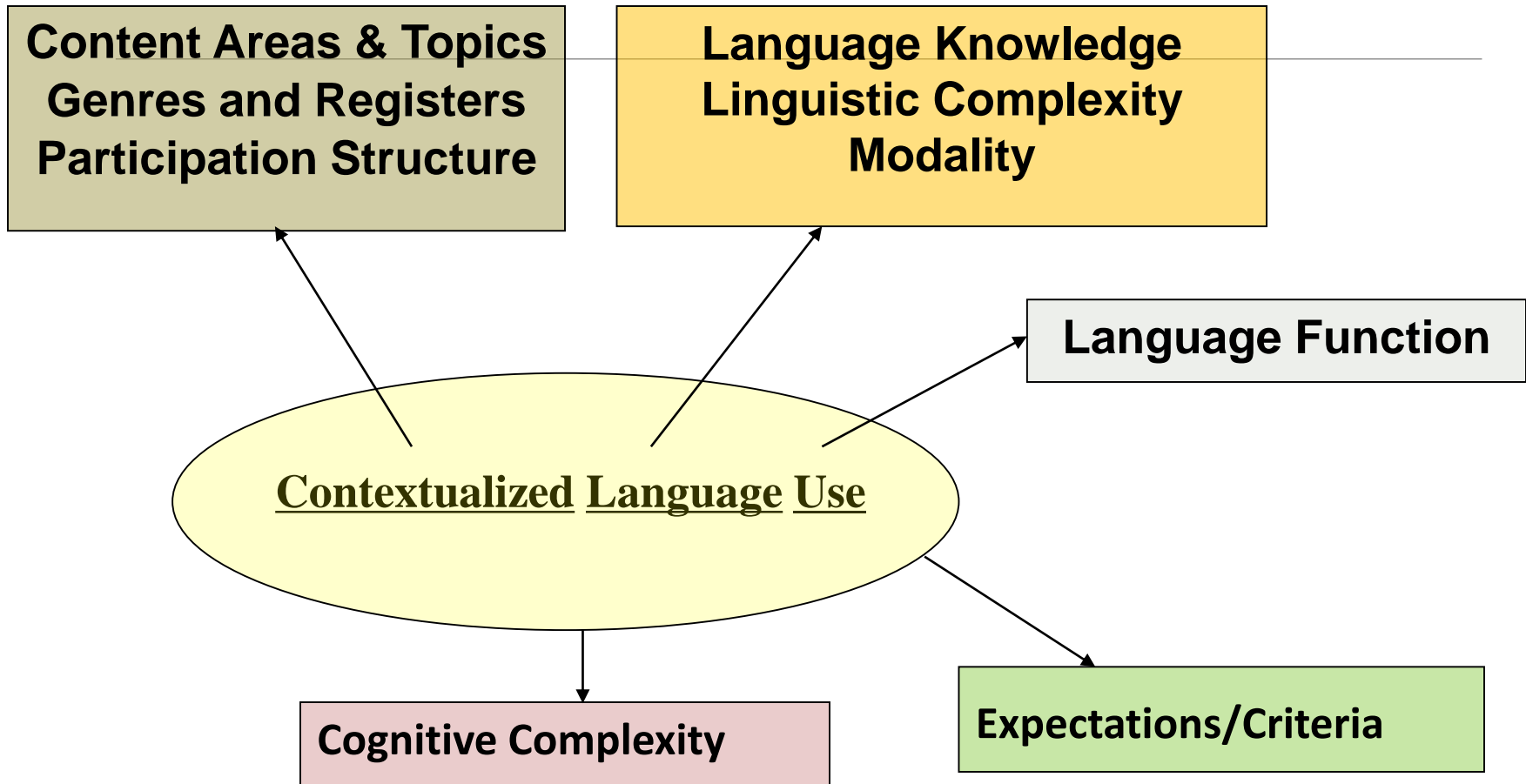
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Understanding Students' Language Needs—Target Language Use (TLU) Domain



**An example of LAS Links new development*

Understanding Students' Language Needs—Characteristics of a TLU task



	CCSS						
Language Needs	ELA and Literacy in History/Social Studies, Science, Technical Subjects						Math
	English Language Arts				Literacy in Other Subjects		
	Reading	Writing	Listening & Speaking	Language	Reading	Writing	
Content Topics							
Instructional Materials							
Learning Activities							

INDICATOR ID	INDICATOR DESCRIPTION (optional)	CONTENT AREA OF THE TASK TOPIC	GENRE OF THE TASK	LANGUAGE KNOWLEDGE TARGETED IN THE TASK	MODALITY- INPUT	MODALITY- OUTPUT	LINGUISTIC SCOPE-INPUT	LINGUISTIC SCOPE- OUTPUT	LANGUAGE USE GOAL-TASK
RI 7_Gr6	<p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	2a. Academic-ELA/Social Science/History	2. Informational	2. Pragmatic knowledge (e.g., language functions and sociolinguistic knowledge of conventions)	3. Multiple Sources	0. Not Specified	3. Extended Discourse	0. Not Specified/Applied	6. Analyze/Synthesize (e.g., compare and contrast....)

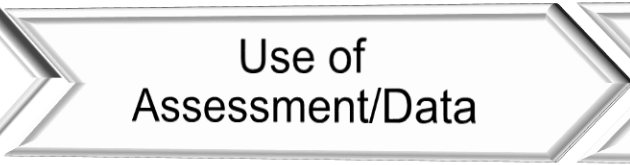
discussion (2)

Which of the following student group(s) have you interacted most with?

- English language learners(ELL)*
- Initial fluent English proficient students (IFEP)*
- Reclassified fluent English Proficient students (RFEP)*
- Speakers of English who have lacked exposure to academic English, e.g., Standard English Learners (SELs)*
- Students with disabilities (SWD)*
- Others. Please specify: _____*

What language needs do you think should be assessed and monitored for each group?

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Understanding Needs: Use of Assessment/Data

WHO

- Administrator
- Teacher
- Student
- Parent
- Community
- Researcher

WHY

(purpose)

- To evaluate
- To diagnose
- To predict

(stakes)

- high
- low

(level)

- Individual
- Group

(time)

- Current
- Across time

(frame of reference)

- Absolute standards
- Self
- Peer(s) from the same group
- Peer(s) from a different group

**Selected example use of preLAS Observational Assessment for 3yrs old.*

Guide to Interpretation of Scores
(See Technical Notes for detailed information.)

	Typical Performance		
Age	Total Score	Oral Language Score	Early Literacy Score
3 years 0–5 months	34–61	26–47	12–23
3 years 6–11 months	44–71	32–54	16–28

ITEM LEVEL INTERPRETATIONS FOR 3 YEARS 0–5 MONTHS

	The bars show ranges of typical performance. ◆ shows the most frequently observed performance.			
	No performance	Emerging performance	Progressing performance	Successful performance
1 Participates in classroom routines such as greetings and leave-takings, using polite words, calling out responses, and transitioning to new activities			◆	
2 States needs, likes, dislikes, and feelings to others			◆	

discussion (3)

What are the primary uses of language proficiency assessments in your local context?

Describe the types of scores/records that you think are most valuable for each use.

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WHERE,
WHEN,
HOW

Technology

Operations

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Understanding Needs: Uses of Technology

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Development	<ul style="list-style-type: none">• Item pool• Test form assembly
Delivery	<ul style="list-style-type: none">• On-demand• Digital
Administration	<ul style="list-style-type: none">• Test taker-driven• Accommodation
Scoring	<ul style="list-style-type: none">• Recording• Machine/AI scoring
Reporting	<ul style="list-style-type: none">• Immediate reporting• Inquiry• Presentation
Instruction	<ul style="list-style-type: none">• Automated assignment• Individualized instruction

discussion (4)

What are the primary uses of technology on language proficiency assessments that you have observed in your local context?

What additional uses of technology on assessment do you think could benefit your local context?
