MontCAS

(Montana Comprehensive Assessment System)

English Language
Proficiency Assessment

2010-2011

Score Reports Interpretation Guide

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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Overview

The purpose of this guide is to assist educators and other stakeholders with understanding, interpreting, and using the results of the Montana English Language Proficiency Assessment. The MontCAS ELP is administered statewide to all Limited English Proficient (LEP) students.

The guide includes information on

- how and why the MontCAS ELP was developed,
- how the assessments are designed,
- how student performance is scored,
- how performance standards were determined,
- how assessment results are reported, and
- how results can be used to improve programs, instruction, and student performance.

Purpose of the MontCAS ELP. The annual assessment of LEP students in Montana fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure an individual student's progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing English. A second objective is to measure the success of language development programs in achieving adequate student growth in English proficiency in districts participating in Title III.

Development of the MontCAS ELP. The MontCAS ELP is an edited version of the English Language Proficiency test developed for the Mountain West Consortium, of which Montana was a member. The MontCAS ELP was administered for the fifth time (as the 2010–2011 MontCAS ELP) in the fall of 2010 (the first administration was in the fall of 2006). The 2010–2011 forms include some items from previously administered test forms and some new items. The 2010–2011 forms have been equated to the 2009–2010 forms so that results from the 2010 administration are reported on the same scale as previous MontCAS ELP results. In addition, the cut scores previously established in 2006 for each proficiency level by grade apply to 2010 results as well as those from 2009, 2008, and 2007.

Structure of the MontCAS ELP. The MontCAS ELP is comprised of tests in four domains—Listening, Speaking, Reading, and Writing. Scores are reported for each of these domains, as well as for Comprehension. The Comprehension score is calculated using a subset of Listening and Reading items.

The MontCAS ELP is administered by grade span.

Grade Span	Form
K	A
1–2	B1 or B2
3–5	C1 or C2
6–8	D1 or D2
9–12	E1 or E2

In all grade spans, except for K, there are two separate test forms, a Level 1 form intended for beginning students and a Level 2 form intended for more proficient students. Note that no "mixed" scores can be reported: if, for example, a student took both B1 and B2 test forms, results have been reported for only one form.

Reported Scores. Student performance in each of the five language domains and on the overall (Total MontCAS ELP) test is reported in terms of raw score, scaled score, and proficiency level.

Raw Scores. The raw score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. Raw scores on the MontCAS ELP can only be compared for the same domain and the same test form. For example, a Form B1 raw score cannot be compared to a Form B2 raw score.

Note: The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student "does most of the time" or for which they "demonstrate mastery." Thus, the Writing Checklist generated a maximum raw score of 22 points.

Scaled Scores. Scaled scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. MontCAS ELP scaled scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scaled scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scaled scores cannot be compared to Form D scaled scores.

Total MontCAS ELP Proficiency Levels. For the total score, four proficiency levels are reported: Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). These are based on the total scaled score and provide a holistic estimate of the student's English proficiency. It is important to note that students at the same overall Proficiency Level may have different profiles of competence across the language domains.

Domain Proficiency Levels. Within each domain, two proficiency levels are reported, based on the student's scaled score: Below Proficient (BP) and Proficient or Above (PA). (Individual language domain tests are not long enough to reliably provide more than two levels of proficiency.)

Incomplete Testing. Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports will show dashes in place of scores for that domain. The reported Total MontCAS ELP score is based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score will be based on a raw score of zero in Speaking. The reported Comprehension scores—which are based on a subset of Listening and Reading scores—will be affected in the same way if the student failed to take either the Listening or Reading Test.

Cut Scores. The table below shows the MontCAS ELP Total scaled score range that corresponds to each proficiency level. Within a grade cluster (e.g., 3–5), cut scores may vary across each grade. Scaled scores should not be compared across grade clusters (e.g., 1–2 versus 3–5) but can be compared within a grade cluster. In those grade clusters with Level 1 and 2 forms, the cut scores in each grade are the same regardless of the form administered.

		Scaled Score Range for Proficiency Levels			
Forms	Grade	Novice (N)	Nearing Proficiency (NP)	Proficient (P)	Advanced (A)
A	K	Below 363	363–395	396–424	At or Above 425
B1/B2	1	Below 345	345–373	374–420	At or Above 421
	2	Below 373	373–407	408–465	At or Above 466
C1/C2	3	Below 361	361–383	384–416	At or Above 417
	4	Below 374	374–396	397–429	At or Above 430
	5	Below 387	387–406	407–453	At or Above 454
D1/D2	6	Below 367	367–388	389–412	At or Above 413
	7	Below 367	367–391	392–419	At or Above 420
	8	Below 370	370–391	392–436	At or Above 437
E1/E2	9	Below 370	370–392	393–420	At or Above 421
	10	Below 373	373–395	396–423	At or Above 424
	11	Below 376	376–399	400–434	At or Above 435
	12	Below 376	376–399	400–434	At or Above 435

MontCAS
(Montana Comprehensive Assessment System)
English Language Proficiency Assessment

INDIVIDUAL STUDENT REPORT
English Language Proficiency (ELP) Assessment
2010 - 2011

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Student	GRAY WOLF, JIMMY
School	ABC School
System	ABC System
Grade	7
Test Form	D2
State Student ID	123333789
Birth Date	05/14/1998
Gender	M
Test Date	Fall 2010

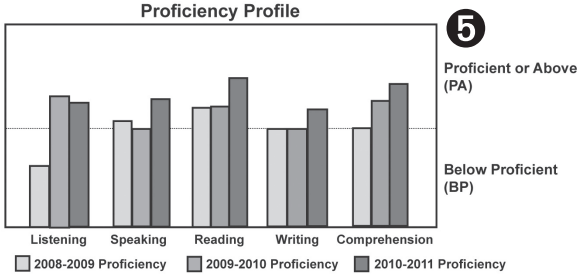
2009 - 2010	2010 - 2011 Total MontCAS ELP		
Proficiency Level	*Raw Score* (Max RS=105)	*Scaled Score*	*Proficiency Level*
Proficient (P)	89	416	Proficient (P)
	State Average Scaled Score	402.4	

2009 - 2010	2010 - 2011 Score Summary				
Proficiency Level		*Test*	*Raw Score*	*Scaled Score*	*Proficiency Level*
PA	**L**	Listening (Max RS=25)	22	107	PA
PA	**S**	Speaking (Max RS=25)	22	108	PA
PA	**R**	Reading (Max RS=28)	26	116	PA
PA	**W**	Writing (Max RS=27)	19	102	PA
PA	**C**	Comprehension (Max RS=48)	45	115	PA

The NCLB Act of 2001 requires an annual assessment of English language proficiency for students identified as limited English proficient (LEP). The purpose of the assessment is to measure students' progress in achieving proficiency in academic English. The MontCAS English Language Proficiency (ELP) Assessment measures proficiency in listening, speaking, reading, writing, and comprehension (domains). The comprehension score is a composite score based on the listening and reading sections.

Novice students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.
Nearing Proficient students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.
Proficient students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.
Advanced students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Proficiency Profile



Legend: **RS**: Raw Score; **Max RS**: Maximum Possible Raw Score; **SS**: Scaled Score; -- indicates test not taken **BP** = Below Proficient **PA** = Proficient or Above

1 **Test Forms** are identified by a letter-number combination. The letter (A, B, C, D, or E) specifies the grade-span; the number specifies the difficulty level of the form (1 is for LEP students with beginner or novice skills in English; 2 is for the more proficient students). The exception is grade K (Form A), which does not have separate ability-level forms.

2 **The State Student ID** is a unique number that is assigned to every student who receives educational services from a public school in Montana. This number follows the student from school to school throughout his or her K–12 career. The ID consists of 9 randomly generated digits, with no leading zeros.

3 **The Raw Score** is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. A raw score can only be interpreted within the context of a given test form. Raw scores cannot be used to compare performance on different test forms. Scaled scores or scores derived from scaled scores should be used for those comparisons.

4 **Scaled Scores** are derived from raw scores and provide results for alternate forms (e.g., Forms B1 and B2) on a common scale. Scaled scores can be used to make comparisons among students and over time. However, scaled scores cannot be compared across grade spans (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different grade spans, scaled scores must be converted to Proficiency Levels.

5 **The Proficiency Profile** summarizes ability across the language domains as well as growth from one year to another, if a student has taken the MontCAS ELP for at least two years. The height of the bars shows how ability differs by language domain. The dotted line in the middle of the Proficiency Profile chart marks the cut score between the Below Proficient (BP) and the Proficient or Above (PA) levels, allowing you to see where student ability falls with respect to this criterion.

6 **Proficiency Levels** provide a holistic estimate of the student's English proficiency.

In general terms, the levels are:

Novice (N) – Students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.

Nearing Proficiency (NP) – Students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.

Proficient (P) – Students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Advanced (A) – Students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Parent Report

The results of your student's English Language Proficiency Assessment are shown in this report by raw score, scaled score and performance level.

Raw score refers to the number of points a student has earned for a particular test. Raw scores should not be compared across language domains. A maximum raw score is shown for each language domain and the Total MontCAS ELP.

Scaled scores are derived from raw scores and permit comparisons between level 1 and 2 forms (e.g., Form C1 and C2) within a grade cluster. Scaled scores range from 0 to 200 in the component tests and from 0 to 700 in the Total MontCAS ELP.

Performance levels describe a student's performance on the MontCAS ELP assessment and are based on the total scaled score. The MontCAS ELP reports four performance levels for the total score (N, NP, P, A), which are organized into two groups for each domain (BP, PA). These performance levels are described in more detail on the back cover.

B **YOUR STUDENT'S RESULTS**

The following charts show your student's performance on the English Language Proficiency Assessment. These charts include raw scores, scaled scores, and performance levels.

Total MontCAS ELP. This table indicates your student's overall performance on the 2010 - 2011 assessment. For comparative purposes, your student's overall proficiency level for last year, 2009 - 2010, and average state results for the current year are included. The score summary and proficiency profile on the next page provide more detailed information about how your child performed in each language domain.

2009 - 2010	2010 - 2011 Total MontCAS ELP		
Proficiency Level	*Raw Score* (Max RS=105)	*Scaled Score*	*Proficiency Level*
Proficient (P)	89	416	Proficient (P)
	State Average Scaled Score	402.4	

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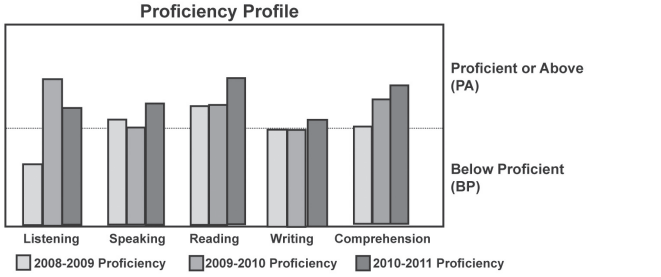
Score Summary. The Score Summary chart provides your student's results for each of five components of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The maximum raw score (Max RS) is indicated for each component. For example, the maximum raw score (Max RS) that could be earned for the Listening test was 25 points.

2009 - 2010	2010 - 2011 Score Summary				
Proficiency Level	*Test*		*Raw Score*	*Scaled Score*	*Proficiency Level*
PA	**L**	Listening (Max RS=25)	22	107	PA
PA	**S**	Speaking (Max RS=25)	22	108	PA
PA	**R**	Reading (Max RS=28)	26	116	PA
PA	**W**	Writing (Max RS=27)	19	102	PA
PA	**C**	Comprehension (Max RS=48)	45	115	PA

Proficiency Profile. The profile indicates your student's performance across the language domains, as well as growth from one year to the next.



Legend: RS: Raw Score; **Max RS**: Maximum Possible Raw Score; **SS**: Scaled Score; **--** indicates test not taken
BP = Below Proficient **PA** = Proficient or Above

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A customized parent report was generated for each LEP student who participated in the fall 2010 MontCAS English Language Proficiency (ELP) Assessment. This report was based on the school-level individual student report and should be shared by classroom teachers during parent-teacher conferences or other interactions with parents. The report includes detailed results of a student's ELP test performance, including raw scores, scaled scores and performance levels, in each language domain and for the total MontCAS ELP. The proficiency profile permits a comparison of student ability across the language domains and in comparison to average performance across the state.

Section A provides an explanation of terms—raw score, scaled scores, and performance levels—used in the Parent Report.

Section B shows the student's overall performance on the assessment in the Total MontCAS ELP table. The student's total raw score, scaled score, and proficiency level are provided, along with the Average State Scaled Score for this grade, for comparison.

Section C provides more detailed information about student performance in the Score Summary chart. The chart shows student results for each component of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The raw score, scaled score, and proficiency levels are listed for each of the five components.

Section D illustrates student performance in relation to the proficiency levels for up to 3 years (2008–2009, 2009–2010, 2010–2011), if a student took the MontCAS ELP assessment more than one year. The Proficiency Profile chart shows the scaled score "cut" line between proficiency levels Below Proficient (BP) and Proficient or Above (PA).

MontCAS
(Montana Comprehensive Assessment System)
English Language Proficiency Assessment

CONFIDENTIAL
SCHOOL ROSTER
English Language Proficiency (ELP) Assessment
Grade 8 (A)
2010 - 2011

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

ABC School

SYSTEM: **ABC System (9999)** (C) Test Date: Fall 2010

(B) Student Name / Number of Students Listed: 10	Gender	Test Form	Listening			Speaking			Reading			Writing			Comprehension			Total		(D)
			RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Proficiency Level
BLANEY, THOMAS G. State ID#: 123456789 DOB: 01/21/1997	M	D2	20	101	PA	17	95	BP	15	94	BP	5	78	BP	33	97	PA	57	383	Nearing Proficiency
CRUZ, ROBERT † State ID#: 123467890 DOB: 04/05/1997	M	D2	18	97	PA	--	--	--	--	--	--	9	86	BP	23	89	BP	27	357	Novice
DE NIRO, RENEE State ID#: 235678907 DOB: 07/21/1997	F	D2	18	97	PA	22	108	PA	7	82	BP	5	78	BP	23	89	BP	52	379	Nearing Proficiency
FOSTER, BILLY L. State ID#: 435621897 DOB: 08/01/1997	M	D2	21	104	PA	22	108	PA	15	94	BP	11	89	BP	34	98	PA	69	394	Proficient
GRANT, KIRSTEN T. State ID#: 860847350 DOB: 12/03/1996	F	D2	21	104	PA	20	102	PA	16	95	BP	18	101	PA	35	99	PA	75	399	Proficient
LAW, JULIA D. State ID#: 975089899 DOB: 10/20/1996	F	D2	20	101	PA	17	95	BP	9	85	BP	8	84	BP	27	92	BP	54	381	Nearing Proficiency
MILLER, JUDE D. State ID#: 775534221 DOB: 09/22/1996	M	D2	17	95	BP	22	108	PA	18	98	PA	9	86	BP	33	97	PA	66	391	Nearing Proficiency
RAVEN, ANDREW State ID#: 896453311 DOB: 06/12/1997	M	D2	20	101	PA	22	108	PA	11	88	BP	12	91	BP	29	94	BP	65	390	Nearing Proficiency
STRONG, TREVOR State ID#: 353243678 DOB: 06/11/1997	M	D2	19	99	PA	20	102	PA	18	98	PA	13	93	BP	34	98	PA	70	395	Proficient
WILSON, ALAN State ID#: 796685767 DOB: 05/31/1997	M	D2	21	104	PA	22	108	PA	18	98	PA	18	101	PA	40	106	PA	79	403	Proficient

Legend: **RS:** Raw Score; **Max RS:** Maximum Possible Raw Score; **SS**: Scaled Score; -- indicates test not taken **BP** = Below Proficient **PA** = Proficient or Above Page 1
Note: Any students who took the assessment with non-standard accommodations are marked with † symbol.

The MontCAS ELP School Roster report lists all students—in a single school in a single grade—who took the MontCAS ELP in a certain year. The School Roster report includes the following information:

Section A shows the grade, the assessment year, the school name, and system name.

Section B lists each student alphabetically, along with his or her state student ID number, date of birth, and gender. The Test Form column identifies the specific test form administered to the students.

Section C lists each student's raw score (RS), scaled score (SS), and proficiency level (Prof), in each language domain (Speaking, Listening, Reading, Writing, and Comprehension). Note that the Comprehension score is based on a subset of items from the Listening and Reading sections of the assessment. The language domain proficiency levels are: Below Proficient (BP) and Proficient or Above (PA).

Section D lists each student's Total MontCAS ELP raw score, total scaled score, and proficiency level: Novice (N), Nearing Proficiency (NP), Proficient (P), or Advanced (A).

MontCAS
(Montana Comprehensive Assessment System)
English Language Proficiency Assessment

SYSTEM SUMMARY REPORT
English Language Proficiency (ELP) Assessment
Grade 11 (A)
2010 - 2011

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

SYSTEM: **ABC System (9999)**

Test Form: **E1, E2**
Test Date: **Fall 2010**

(B)

Proficiency Level	Listening		Speaking		Reading		Writing		Comprehension	
	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students
Proficient or Above (PA)	At or Above 100	7 (50%)	At or Above 100	21 (95%)	At or Above 100	10 (71%)	At or Above 100	10 (71%)	At or Above 100	8 (57%)
Below Proficient (BP)	Below 100	7 (50%)	Below 100	1 (5%)	Below 100	4 (29%)	Below 100	4 (29%)	Below 100	6 (43%)
(D) N Students:	14*		22		14*		14*		14*	
Mean Scaled Score:										
System:	103.1		114.9		104.4		104.6		102.4	
State:	103.4		106.7		102.8		104.7		101.9	
Median Scaled Score:										
System:	98		113		105		100		101	
State:	104		103		103		106		102	

*Summary statistics exclude students who did not take this subtest.

(C)

Proficiency Level	Total		
	Scaled Score Range	Number of Students	Percent
Advanced (A)	At or Above 435	2	9%
Proficient (P)	400 - 434	8	36%
Nearing Proficiency (NP)	376 - 399	4	18%
Novice (N)	Below 376	8	36%
N Students:	22		
Mean Scaled Score:			
System:	390.8		
State:	403.0		
Median Scaled Score:			
System:	394		
State:	404		

Legend: **Mean Scaled Score:** The arithmetic average of a set of scaled scores. It is found by adding all the scores in the distribution and dividing by the total number of scores.
Median Scaled Score: The middle score in a distribution or set of ranked scaled scores. Half the scores in the set are below the median, and half are above it (the 50th percentile).

Use of the information by schools and teachers to assist students is encouraged.

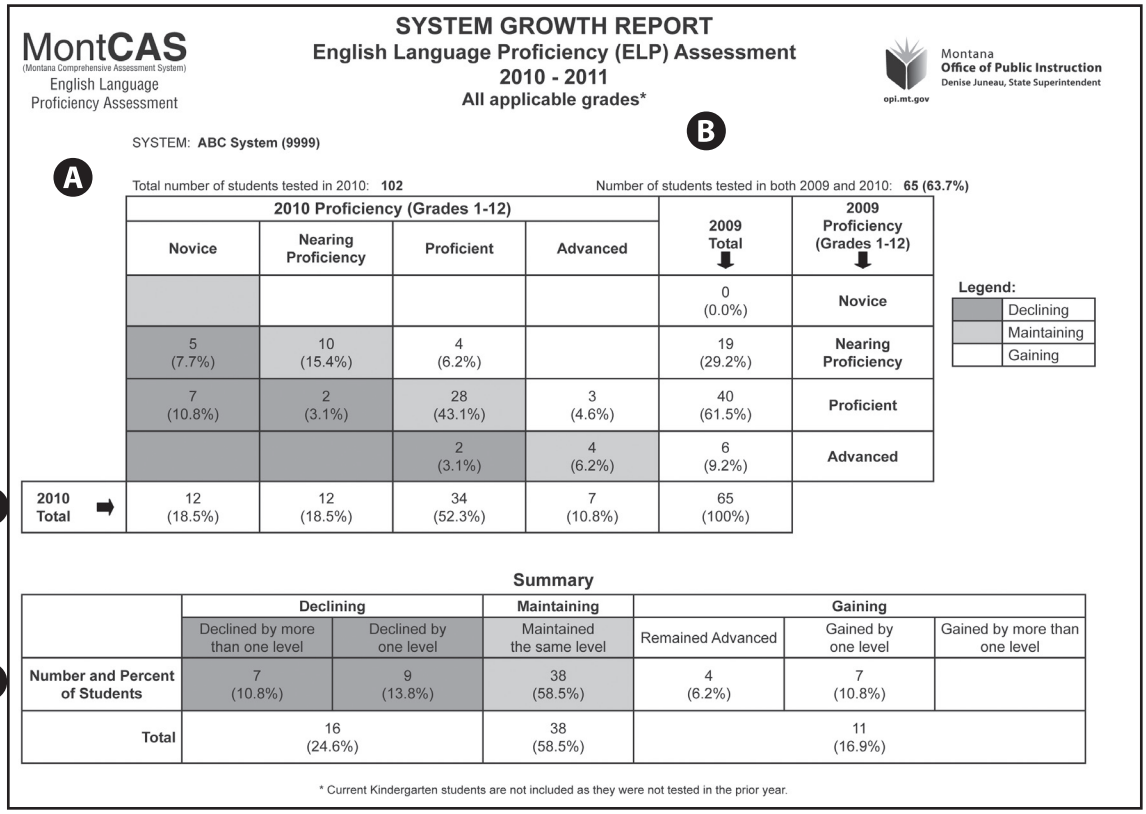
The MontCAS ELP System and School Summary Reports show the distribution of scores by grade within a system or school. The reports are produced even if the number of LEP students in a particular grade is very small. Reports for less than 10 students include a footer indicating that they may not be distributed to the public; the student information is protected by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

Section A shows the grade, the assessment year, and the system name.

Section B For each language domain (Speaking, Listening, Reading, Writing, and Comprehension), the report shows—in the Number and Percent of Students columns—the number and percent of students whose scores placed them in each of the two Proficiency Level groupings: Below Proficient (BP) and Proficient or Above (PA).

Section C The Total MontCAS ELP section shows scaled scores corresponding to each of 4 overall proficiency levels—Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). The Number of Students column shows the number of students whose performance placed them in each category and the Percent column represents that number as a percentage of the students in this grade who were tested. For example, the 8 in the Proficient (P) cell of the sample report above indicates that 8 students in the system scored in the Proficient (P) range, which is 36% of the students in this grade.

Section D The N Students line shows the total number of students in the system in this grade for whom there is a language domain score and a total score. For example, the sample report shows that 22 11th-grade students took the Speaking Test. The Mean Scaled Score line shows the average scaled score in each domain and overall for all tested students in the system. For example, the sample report shows that the mean scaled score on the Speaking Test for this system was 114.9. The Median Scaled Score line shows the median scaled score in each domain and overall. The state mean and median are also shown for each domain and overall. Means and medians are shown only if N is 10 or greater.



MontCAS
(Montana Comprehensive Assessment System)
English Language Proficiency Assessment

SYSTEM GROWTH REPORT
English Language Proficiency (ELP) Assessment
2010 - 2011
All applicable grades*

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

SYSTEM: **ABC System (9999)**

A

Total number of students tested in 2010: **102**

Number of students tested in both 2009 and 2010: **65 (63.7%)**

B

	2010 Proficiency (Grades 1-12)					
	Novice	Nearing Proficiency	Proficient	Advanced	2009 Total	2009 Proficiency (Grades 1-12)
					0 (0.0%)	Novice
	5 (7.7%)	10 (15.4%)	4 (6.2%)		19 (29.2%)	Nearing Proficiency
	7 (10.8%)	2 (3.1%)	28 (43.1%)	3 (4.6%)	40 (61.5%)	Proficient
			2 (3.1%)	4 (6.2%)	6 (9.2%)	Advanced
C 2010 Total	12 (18.5%)	12 (18.5%)	34 (52.3%)	7 (10.8%)	65 (100%)	

Legend:
- Declining
- Maintaining
- Gaining

Summary

	Declining		Maintaining	Gaining		
	Declined by more than one level	Declined by one level	Maintained the same level	Remained Advanced	Gained by one level	Gained by more than one level
D Number and Percent of Students	7 (10.8%)	9 (13.8%)	38 (58.5%)	4 (6.2%)	7 (10.8%)	
Total	16 (24.6%)		38 (58.5%)	11 (16.9%)		

* Current Kindergarten students are not included as they were not tested in the prior year.

The MontCAS ELP System Growth Report shows the proficiency level profile within a system for those students who were assessed with the MontCAS ELP in both 2009 and 2010 (and have been confirmed by a State ID # match).

Note: System Growth Reports are provided only when there are 10 or more students who were tested (and matched by State ID #) in both 2009-2010 and 2010-2011 MontCAS ELP assessments. If the system has fewer than 10 students, Individual Reports should be examined to determine growth.

The Growth Report includes the following information:

Section A shows the system name and total number of students from the designated grade or grades tested in 2010. The sample report shows growth for grades 1–12. Kindergarten is not included in the sample because these students were not tested in the prior year.

Section B shows the total number (and percentage) of students assessed in 2010 and matched by State ID # to 2009.

Section C shows a distribution of students by proficiency level for both 2009 and 2010 and how the proficiency of students in 2009 changed in 2010. Student proficiency level in 2009 is shown in the rows and summarized in the second to the last column on the right. For example, 19 students (29.2%) performed at the Nearing Proficiency level and 40 students (61.5%) at the Proficient level in 2009. Student proficiency level in 2010 is shown in the columns and summarized in the last row on the bottom. For example, 34 students (52.3%) performed at the Proficient level in 2010. Thus comparing the 2009 Total column to the bottom row (2010 Total) shows how the distribution of performance for these students changed from 2009 to 2010. Each cell in the table shows how the students at a particular level in 2009 changed in 2010. For example, of those 40 students (middle row) who performed at the Proficient level in 2009, 28 (43.1%) tested at Proficient in 2010, and 4.6% tested at Advanced. The cells on the diagonal (upper left to lower right) show students whose proficiency level did not change. Those below the diagonal declined one or more levels from 2009 to 2010 and those above the diagonal gained one or more levels from 2009 to 2010.

Section D summarizes the changes from 2009 to 2010 shown in the upper panel. The bottom row aggregates students according to how their level changed and categorizes them as declining, maintaining, or gaining. Students who tested at Advanced (A) in both 2009 and 2010 were counted in the "gaining" category.

Using MontCAS ELP Results

Monitoring Progress. MontCAS ELP test results can be used to determine whether students are making progress in developing English proficiency overall and within each language domain. To make comparisons between one year and the next, proficiency levels should be used.

Note: Within a grade span, scaled scores can also be compared from year to year, as long as the student is being assessed with the same-letter form. Scaled scores cannot be used to monitor progress from year to year when students have moved to the next grade span, that is, in 1st grade, 3rd grade, 6th grade, and 9th grade.

Informing Instruction. MontCAS ELP test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. Proficiency levels provide useful information on an individual student's profile across the language domains. For example, two students may both score as Proficient overall but have different strengths and weaknesses in the language domains. One may be lagging behind in Speaking, the other in Reading. With this information, instruction can be tailored to the individual student's needs.

Montana's Definition of "Proficient" for LEP Students Who Participate in the English Language Proficiency Assessment

In order to determine when LEP students become proficient, districts will take into account multiple measures which include:

- A score of Proficient (P) or Advanced (A) overall on the ELP assessment along with a rating of Proficient or Above (PA) in all domains (Listening, Speaking, Reading, and Writing). Students scoring as Proficient (P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as Advanced (A), along with additional measures and teacher input, would be considered proficient and not expected to take the ELP assessment again.
- Input from additional measures of reading, writing, or language development available from school assessments that link to the district process in place for the identification of LEP students.

This recommendation is based on input from representative school district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians.

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Montana
Office of Public Instruction
Denise Juneau, State Superintendent