Kansas Assessments and English Language Learners

Vicki Peyton, PhD
Center for Educational Testing and Evaluation
University of Kansas
vpeyton@ku.edu
Topics of Discussion

- Assessing English Language Learners
- Kansas English Language Proficiency Assessment (KELPA)
- Rules and Regulations concerning the KELPA
- Characteristics of ELLs in Kansas
- KELPA Proficiency Results
- Future Directions for Assessing ELLs
Assessing English Language Learners (ELLs)

- General Information
  - All ELLs must take the Kansas English Language Proficiency Assessment regardless of time enrolled in a U.S. school
  - All ELLs take all content state assessments unless an exception is granted
  - ELLs take the general content assessments
Kansas English Language Proficiency Assessment

- KELPA

- Dual Purpose of Development
  - Developed to meet the needs of the No Child Left Behind (NCLB) federal mandate
  - Kansas Department of Education chose to develop their own assessment versus using a commercially developed assessment
Kansas English Language Proficiency Assessment

- **Purpose**
  - To determine a student’s level of English language proficiency
  - To determine whether a student continues to be an English Language Learner (ELL)
Kansas English Language Proficiency Assessment

- All ELLs must be assessed annually
- Five grade bands
  - Kindergarten and 1st grades
  - 2nd and 3rd grades
  - 4th and 5th grades
  - 6th, 7th, and 8th grades
  - High School (9th, 10th, 11th, and 12th)
Kansas English Language Proficiency Assessment

- Four language domains assessed
  - Listening
  - Speaking
  - Reading
  - Writing

- Approximately 90 to 120 minutes

- Use of language support is **not** allowed
  - Dictionaries, translation dictionaries, translators, etc.

- Accommodations such as additional time and frequent breaks are allowed
Kansas English Language Proficiency Assessment

- **Scoring of KELPA**
  - **Constructed Response**
    - Speaking and Writing
    - Locally scored
  - **Selected Response**
    - Listening, Reading, and Writing
    - Multiple choice and True-False Format
    - Scored by Center for Educational Testing and Evaluation
Kansas English Language Proficiency Assessment

Differential Weights Used to Calculate Total Composite Score

<table>
<thead>
<tr>
<th></th>
<th>KG</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Writing</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
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<tr>
<td>Listening</td>
<td>35%</td>
<td>30%</td>
<td>25%</td>
<td>25%</td>
<td>30%</td>
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<tr>
<td>Speaking</td>
<td>35%</td>
<td>30%</td>
<td>25%</td>
<td>15%</td>
<td>10%</td>
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</tbody>
</table>
Kansas English Language Proficiency Assessment

- Mode of Testing
  - Paper and Pencil

- Method of Test Administration
  - Individual Administration
    - K-1
    - Speaking for all students
  - Group Administration
    - 2nd thru High School
Kansas English Language Proficiency Assessment

- Proficiency Levels
  - Beginning
  - Intermediate
  - Advanced
  - Fluent

- Performance Level Descriptors
Who is to be tested on the KELPA?

**Inclusion criteria:**

- “Any student identified as an English Language Learner (ELL)/Limited English Proficient (LEP) based on the previous year’s KELPA administration as being ‘not proficient’ or according to the Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), or the Language Proficiency Test Series (LPTS).”
Who is to be tested on the KELPA?

- Other inclusion criteria
  - Placement or identification
  - A student whose home language is other than English and who may not have been assessed for English proficiency after enrolling in the district
    - Must be assessed within 30 days after enrollment
    - Within two weeks if enrolled at beginning of school year
Who is to be tested on the KELPA?

- Other inclusion criteria continued
  - Students whose parents waived participation in an English as a Second Language (ESL) Program
    - Coded as “not receiving services” in KIDS database
  - Students who have exited the ESL program but may need to be reassessed
    - Determination of current proficiency level
    - Coded as “Monitored – ESOL” in KIDS database
    - Taken at discretion of the district
Who is to be tested on the KELPA?

- Criteria for exiting the English as a Second Language program
  - ELLs are placed on monitored status after achieving a category rating of “fluent” in all four domains and the total composite for two consecutive years

- KELPA is optional for students on monitored status
Characteristics of Kansas ELLs

Percent of ELLs in each KELPA grade band (N = 33035)

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<thead>
<tr>
<th>Grade Band</th>
<th>Percentage</th>
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<tr>
<td>KG</td>
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<td>1st</td>
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<td>2nd</td>
<td>12</td>
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<tr>
<td>3rd</td>
<td>10.8</td>
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<tr>
<td>4th - 5th</td>
<td>18.5</td>
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<tr>
<td>6th - 8th</td>
<td>18.5</td>
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<td>9th - 12th</td>
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Characteristics of Kansas ELLs

Ethnicity/Race

<table>
<thead>
<tr>
<th>Percentage</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi</th>
<th>Missing</th>
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<tbody>
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<td>0.5</td>
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<tr>
<td>1.9</td>
<td></td>
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</tbody>
</table>

Ethnicity/Race:
- American Indian: 0.5%
- Asian: 10.3%
- Black: 1.2%
- Hispanic: 82.3%
- White: 3.6%
- Multi: 1.9%
- Missing: 0.1%
Characteristics of Kansas ELLs

- Chinese (Mandarine or Cantonese) (1.1%)
- Dinka (Sudanese) (<1%)
- French (<1%)
- German (High or Low) (1.5%)
- Hmong (<1%)
- Khmer (Cambodian) (<1%)
- Korean (<1%)
- Lao (1.2%)
- Native American (<1%)
- Philippine or Tagalog (<1%)
- Russian (<1%)

- Sign Language (<1%)
- Spanish (82.5%)
- Vietnamese (3.3%)
- Arabic (1.8%)
- Somali (<1%)
- Thai (<1%)
- Portuguese (<1%)
- Farsi (Iranian) (<1%)
- Chuukese (Marshall Island/Micronesian) (<1%)
- Yugoslavian (Bosnian/Serb/Croatian) (<1%)
- Other (5.1%)
Characteristics of Kansas ELLs

ESOL/Bilingual Program Type

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Percentage</th>
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<tr>
<td>Title III</td>
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<td>State ESOL</td>
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<td>Monitored</td>
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<td>6.1</td>
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<td>Late Assessment</td>
<td>2.5</td>
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Characteristics of Kansas ELLs

- Regular Education (90.1%)
- Autism (<1%)
- Development Disability (1.2%)
- Emotional Disturbance (<1%)
- Gifted (<1%)
- Hearing Impairment (<1%)
- Learning Disability (5.5%)

- Multiple Disabilities (<1%)
- Mental Retardation (<1%)
- Other Health Impairment (<1%)
- Orthopedic Impairment (<1%)
- Speech/Language (1.8%)
- Traumatic Brain Injury (<1%)
- Visual Impairment (<1%)
KELPA Results

Performance Category by Domain

Listening  Reading  Writing  Speaking
Beginning  Intermediate  Advanced  Fluent
KELPA Results

Kindergarten (n = 2219)

Listening
Reading
Writing
Speaking

Beginning
Intermediate
Advanced
 Fluent

Kindergarten (n = 2219)

Kindergarten (n = 2219)

Listening
Reading
Writing
Speaking

Beginning
Intermediate
Advanced
 Fluent
KELPA Results

First Grade (n = 3945)
KELPA Results

Second Grade (n = 3673)
KELPA Results

Third Grade (n = 3336)
KELPA Results

Fourth and Fifth Grades (n = 5696)
KELPA Results

Sixth thru Eighth Grades (n = 5660)
KELPA Results

Ninth thru Twelfth Grades (n = 3867)
KELPA Results

Learning Disability (n = 1742)
KELPA Results Summary

- Fewest percent of students are in Beginning category regardless of domain
  - Move out of this domain fairly quickly
- A majority of students score in the Intermediate and Advanced categories regardless of domain
  - Advanced appears to be the hardest domain to move out of
- Students generally score well on the Speaking domain
Future Directions

- Validation Studies

- How KELPA relates to other English Language Proficiency instruments such as the IPT, LAS, and LPTS

- Do the items on the KELPA function differently across the multiple primary languages found in Kansas?

- Relationships between KELPA and general assessment content areas
Questions or Comments?