



Alternate ELPAC Survey Results: An Interpretive Report for Educators

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1. Background

During the Alternate English Language Proficiency Assessments for California (ELPAC) 2021–22 operational field test, an in-test survey was launched as part of the one-on-one test administration. The survey’s purpose was to collect validity evidence demonstrating how English learners with the most significant cognitive disabilities (ELSCDs) develop English language proficiency (ELP) skills across time. During the test administration, educators provided ratings of ELP skills (listening, speaking, reading, and writing) for each student who took the assessment. The educator ratings for each skill were analyzed and compared with the Alternate ELPAC operational field test results at each of the ELP levels.

From the study analyses, performance skill profiles were produced that begin to lay important foundational knowledge about what skills ELSCDs can do at each level of proficiency for each grade level or grade span. These profiles may be helpful to educators and the field to support programming and planning to better serve this student population. This report presents the results of that study and details how these performance profiles may be used to inform instructional strategies and decision-making to improve educational outcomes for ELSCDs.

2. Performance Skill Profiles

The results establish performance skill profiles that may be useful toward understanding how ELP skills develop across time for ELSCDs. This study’s findings provide much-needed insight into establishing expectations for each level of English proficiency for each grade level and grade span. The performance skill profiles establish expected skills for ELSCDs at each level of proficiency at each grade level or grade span and illustrate how these skills progress over time.

2.A. How the Performance Skill Profiles Were Developed

For each student assessed, educators were asked to rate each student at the highest level of skill observed during instruction for the skills in each domain (Listening, Reading, Speaking, and Writing) of ELP. The categories for each domain included a hierarchy of skills ranging from the most complex to the least complex. The educator’s ratings were evaluated, and performance skill profiles were developed on the basis of the results. The performance skill profiles for all the grade levels and grade spans are provided in [appendix A](#).

2.B. How to Use the Performance Skill Profiles

The example in [table 1](#) can help demonstrate how to use the information in the performance skill profiles for kindergarten. The skills are presented as a hierarchy of skills from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 1. Kindergarten Performance Skill Profiles by ELP Level and Domain Excerpt

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (14%) Attends and responds to simple commands (18%) Indicates a choice when offered an array of items (18%) Points to or touches objects upon request (27%) Does not yet attend to sound (20%) 	<ul style="list-style-type: none"> Follows two-step directions (17%) Follows one-step directions (37%) Attends to simple commands (24%) 	<ul style="list-style-type: none"> Follows two-step directions (40%) Follows one-step directions (35%)

In this kindergarten example, the listening skills range from “does not yet attend to sound” at ELP Level 1 to “follows two-step directions” at ELP Level 3. The largest percent (27%) of test takers in ELP Level 1 can demonstrate listening skills by “pointing to objects upon request.” The largest percent (37%) of test takers in ELP Level 2 can demonstrate listening skills by “following one-step directions.” The largest percent (40%) of test takers in ELP Level 3 can demonstrate listening skills by “following two-step directions.” [Table 2](#) through [table 8](#) present the percent of students demonstrating the skills at each ELP performance level and domain.

Educators locate the ELP performance level obtained by the student on the Alternate ELPAC report and then identify which skill best represents the student in a particular domain. Next, educators identify the next ELP level or domain skill for the student and make instructional decisions to encourage the individual student’s growth.

For example, a student who occasionally follows one-step directions who received ELP Level 1 on the assessment might benefit from increased opportunities to follow one-step directions and encouraged to begin following two-step directions, which is an emerging listening skill at ELP Level 2. A summary of the performance skill profile data for kindergarten through grade two is available in [appendix B](#).

3. Primary Mode of Communication

The survey also included the primary response mode for each student. According to the results of the survey, the majority of students have established a primary mode of communication. Only 10 percent of students in kindergarten have yet to establish a consistent mode of communication. This percent reduces, as a trend, across the subsequent grade levels and grade spans. Only 5 percent of students have not established a primary mode of communication at grade one, 4 percent at grade two, and 3 percent thereafter. This is an important finding for the field because the response skills of students in this population are often underestimated. Establishing a primary mode of communication should be a priority because it is a foundational skill for students to be able to show what they know and can do.

Implication: Establishing a primary mode of communication for students is critical for success.

4. Conclusion

This study adds to emerging research on ELSCD. The performance skill profiles may be used by educators to identify skills to improve performance to the next skill level. These results should not be used for decisions on initial placement in ELD programs or for reclassification. The performance skill profiles included in this report are limited to the data obtained from the 2021–22 test administration year. The performance skill profile tables are provided in [appendix A](#) and a summary of the findings in [appendix B](#).

Appendix A. Performance Skill Profiles

[Table 2](#) presents the performance skill profiles for kindergarten. The skills are presented as a hierarchy of skills from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 2. Kindergarten Performance Skill Profiles by ELP Level and Domain

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (14%) Attends and responds to simple commands (18%) Indicates a choice when offered an array of items (18%) Points to or touches objects upon request (27%) Does not yet attend to sound (20%) 	<ul style="list-style-type: none"> Follows two-step directions (17%) Follows one-step directions (37%) Attends to simple commands (24%) 	<ul style="list-style-type: none"> Follows two-step directions (40%) Follows one-step directions (35%)
Reading	<ul style="list-style-type: none"> Recognizes letters (can identify them by name) (10%) Matches objects to pictures (15%) Does not yet understand print (65%) 	<ul style="list-style-type: none"> Reads words, phrases, or sentences with picture or symbol support (10%) Recognizes letter sounds (knows sounds associated with letters) (11%) Recognizes letters (can identify them by name) (21%) Matches objects to pictures (26%) Does not yet understand print (15%) 	<ul style="list-style-type: none"> Identifies individual words without picture support (8%) Reads words, phrases, or sentences when pictures or symbols are provided for support (13%) Recognizes letter sounds (knows sounds associated with letters) (17%) Recognizes letters (can identify them by name) (18%) Matches objects to pictures (22%)

Table 2 (continuation)

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Speaking	<ul style="list-style-type: none"> • Speaks one word (7%) • Uses touch and gestures by pointing (18%) • Uses vocalizations (28%) • Uses an Augmentative and Alternate Communication device (7%) • Not yet intentionally communicative (21%) 	<ul style="list-style-type: none"> • Speaks two to three words (19%) • Speaks one to two words (24%) • Speaks one word (16%) • Touches and gestures (12%) 	<ul style="list-style-type: none"> • Speaks three or more words (19%) • Speaks two to three words (36%) • Speaks one to two words (23%)
Writing	<ul style="list-style-type: none"> • Makes random marks or scribbles (43%) • Does not yet demonstrate expressive writing skills (44%) 	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (29%) • Randomly selects letters or symbols when asked to write (8%) • Makes random marks or scribbles (44%) 	<ul style="list-style-type: none"> • Writes words, but spelling not always correct (10%) • Copies letters and words, but does not produce independent writing (49%) • Randomly selects letters or symbols when asked to write (10%) • Makes random marks or scribbles (20%)

Appendix A. Performance Skill Profiles

[Table 3](#) presents the performance skill profiles for grade one. The skills are presented as a hierarchy of skills from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 3. Grade One Performance Skill Profiles by ELP Level and Domain

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (21%) Attends and respond to simple commands (23%) Points to objects upon request (22%) 	<ul style="list-style-type: none"> Follows two-step directions (20%) Follows one-step directions (39%) Attends and responds to simple commands (20%) 	<ul style="list-style-type: none"> Follows two-step directions (49%) Follows one-step directions (34%)
Reading	<ul style="list-style-type: none"> Recognizes letters (can identify them by name) (13%) Matches objects to pictures (19%) Does not yet understand print (52%) 	<ul style="list-style-type: none"> Reads words, phrases, or sentences when pictures or symbols are provided for support (11%) Recognizes letter sounds (knows sounds associated with letters) (12%) Recognizes letters (can identify them by name) (19%) Matches objects to pictures (26%) Does not yet understand print (11%) 	<ul style="list-style-type: none"> Reads text without any symbol support with comprehension (13%) Reads text without symbol support, but without comprehension (12%) Reads words, phrases, or sentences when pictures or symbols are provided for support (23%) Recognizes letter sounds (knows sounds associated with letters) (13%) Matches objects to pictures (16%)

Table 3 (continuation)

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Speaking	<ul style="list-style-type: none"> • Speaks one word (13%) • Uses touch and gestures by pointing (19%) • Uses vocalizations (20%) • Not yet intentionally communicative (19%) 	<ul style="list-style-type: none"> • Speaks two to three words (23%) • Speaks one to two words (23%) • Speaks one word (15%) 	<ul style="list-style-type: none"> • Speaks three or more words (27%) • Speaks two to three words (40%) • Speaks one to two words (15%)
Writing	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (14%) • Makes random marks or scribbles (42%) • Does not yet demonstrate expressive writing skills (35%) 	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (34%) • Randomly selects letters or symbols when asked to write (9%) • Makes random marks or scribbles (32%) • Does not yet demonstrate expressive writing skills (11%) 	<ul style="list-style-type: none"> • Writes a simple sentence or phrase, but spelling not always correct (15%) • Writes words, but spelling not always correct (15%) • Writes using word banks (7%) • Copies letters and words, but does not produce independent writing (37%)

Appendix A. Performance Skill Profiles

[Table 4](#) presents the performance skill profiles for grade two. The skills are presented as a hierarchy of skill from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 4. Grade Two Performance Skill Profiles by ELP Level and Domain

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (26%) Attends and responds to simple commands (23%) Points to or touches objects upon request (21%) 	<ul style="list-style-type: none"> Follows two-step directions (35%) Follows one-step directions (36%) Points to or touches objects upon request (18%) 	<ul style="list-style-type: none"> Follows two-step directions (57%) Follows one-step directions (26%)
Reading	<ul style="list-style-type: none"> Recognizes letters (can identify them by name) (13%) Matches objects to pictures (24%) Identifies and names objects (8%) Does not yet understand print (40%) 	<ul style="list-style-type: none"> Reads words, phrases, or sentences when pictures or symbols are provided for support (15%) Recognizes letter sounds (knows sounds associated with letters) (15%) Recognizes letters (can identify them by name) (15%) Matches objects to pictures (26%) 	<ul style="list-style-type: none"> Reads text without any symbol support with comprehension (15%) Reads text without symbol support, but without comprehension (18%) Reads words, phrases, or sentences when pictures or symbols are provided for support (19%) Recognizes letter sounds (knows sounds associated with letters) (16%)

Table 4 (continuation)

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Speaking	<ul style="list-style-type: none"> • Speaks one to two words (13%) • Speaks one word (13%) • Uses touch and gestures by pointing (17%) • Uses vocalizations (22%) • Not yet communicative (13%) 	<ul style="list-style-type: none"> • Speaks two to three words (31%) • Speaks one to two words (21%) • Speaks one word (13%) 	<ul style="list-style-type: none"> • Speaks three or more words (35%) • Speaks two to three words (45%)
Writing	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (19%) • Makes random marks or scribbles (41%) • Does not yet demonstrate expressive writing skills (27%) 	<ul style="list-style-type: none"> • Writes words (spelling not always correct) (8%) • Copies letters and words, but does not produce independent writing (42%) • Makes random marks or scribbles (22%) 	<ul style="list-style-type: none"> • Writes a simple sentence or phrase (spelling not always correct) (19%) • Writes words (spelling not always correct) (17%) • Copies letters and words, but does not produce independent writing (41%)

Appendix A. Performance Skill Profiles

[Table 5](#) presents the performance skill profiles for grade span three through five. The skills are presented as a hierarchy of skills from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 5. Grade Span Three Through Five Performance Skill Profiles by ELP Level and Domain

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (24%) Attends and responds to simple commands (22%) Points to or touches objects upon request (22%) 	<ul style="list-style-type: none"> Follows two-step directions (36%) Follows one-step directions (33%) Attends and responds to simple commands (18%) 	<ul style="list-style-type: none"> Follows two-step directions (66%) Follows one-step directions (25%)
Reading	<ul style="list-style-type: none"> Recognizes letters (can identify them by name) (14%) Matches objects to pictures (23%) Does not yet understand print (38%) 	<ul style="list-style-type: none"> Reads text without symbol support, but without comprehension (11%) Identifies individual words without picture support (10%) Reads words, phrases, or sentences when pictures or symbols are provided for support (16%) Recognizes letter sounds (knows sounds associated with letters) (11%) Recognizes letters (can identify them by name) (13%) Matches objects to pictures (21%) 	<ul style="list-style-type: none"> Reads text without any symbol support with comprehension (30%) Reads text without symbol support, but without comprehension (15%) Reads words, phrases, or sentences when pictures or symbols are provided for support (22%) Recognizes letter sounds (knows sounds associated with letters) (11%)

Table 5 (continuation)

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Speaking	<ul style="list-style-type: none"> • Speaks one to two words (14%) • Speaks one word (12%) • Uses touch and gestures by pointing (17%) • Uses vocalizations (19%) 	<ul style="list-style-type: none"> • Speaks three or more words (15%) • Speaks two to three words (32%) • Speaks one to two words (24%) 	<ul style="list-style-type: none"> • Speaks three or more words (50%) • Speaks two to three words (38%)
Writing	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (21%) • Makes random marks or scribbles (34%) • Does not yet demonstrate expressive writing skills (30%) 	<ul style="list-style-type: none"> • Writes a simple sentence or phrase (spelling not always correct) (9%) • Writes words (spelling not always correct) (11%) • Copies letters and words, but does not produce independent writing (41%) • Makes random marks or scribbles (14%) 	<ul style="list-style-type: none"> • Writes one to three sentences (spelling not always correct) (20%) • Writes a simple sentence or phrase (spelling not always correct) (25%) • Writes words (spelling not always correct) (15%) • Copies letters and words, but does not produce independent writing (23%)

Appendix A. Performance Skill Profiles

[Table 6](#) presents the performance skill profiles for grade span six through eight. The skills are presented as a hierarchy of skills from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 6. Grade Span Six Through Eight Performance Skill Profiles by ELP Level and Domain

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (21%) Attends and respond to simple commands (26%) Points to or touches objects upon request (24%) 	<ul style="list-style-type: none"> Follows two-step directions (39%) Follows one-step directions (32%) Attends to simple commands (19%) 	<ul style="list-style-type: none"> Follows two-step directions (70%) Follows one-step directions (22%)
Reading	<ul style="list-style-type: none"> Reads words, phrases, or sentences when pictures or symbols are provided for support (8%) Matches objects to pictures (27%) Does not yet understand print (44%) 	<ul style="list-style-type: none"> Reads text without symbol support, but without comprehension (15%) Identifies individual words without picture support (12%) Reads words, phrases, or sentences when pictures or symbols are provided for support (23%) Match objects to pictures (15%) 	<ul style="list-style-type: none"> Reads text without any symbol support with comprehension (40%) Reads text without symbol support, but without comprehension (21%) Reads words, phrases, or sentences when pictures or symbols are provided for support (18%)

Table 6 (continuation)

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Speaking	<ul style="list-style-type: none"> • Speaks one to two words (11%) • Speaks one word at a time (12%) • Uses touch and gestures (17%) • Uses vocalizations (17%) 	<ul style="list-style-type: none"> • Speaks three or more words (19%) • Speaks two to three words (31%) • Speaks one to two words or phrases (20%) 	<ul style="list-style-type: none"> • Speaks three or more words (55%) • Speaks two to three words (33%)
Writing	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (19%) • Makes random marks or scribbles (32%) • Does not yet demonstrate expressive writing skills (34%) 	<ul style="list-style-type: none"> • Writes one to three sentences (spelling not always correct) (8%) • Writes a simple sentence or phrase (spelling not always correct) (14%) • Writes words (spelling not always correct) (14%) • Copies letters and words, but does not produce independent writing (30%) 	<ul style="list-style-type: none"> • Writes one to three sentences (spelling not always correct) (33%) • Writes a simple sentence or phrase (spelling not always correct) (30%) • Writes words (spelling not always correct) (12%) • Copies letters and words, but does not produce independent writing (12%)

Appendix A. Performance Skill Profiles

[Table 7](#) presents the performance skill profiles for grade span nine and ten. The skills are presented as a hierarchy of skills from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 7. Grade Span Nine and Ten Performance Skill Profiles by ELP Level and Domain

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (25%) Attends and responds to simple commands (20%) Points to or touches objects upon request (19%) 	<ul style="list-style-type: none"> Follows two-step directions (47%) Follows one-step directions (28%) Attends and responds to simple commands (16%) 	<ul style="list-style-type: none"> Follows two-step directions (76%) Follows one-step directions (16%)
Reading	<ul style="list-style-type: none"> Reads words, phrases, or sentences when pictures or symbols are provided for support (13%) Recognizes letters (can identify them by name) (9%) Matches objects to pictures (21%) Does not yet understand print (39%) 	<ul style="list-style-type: none"> Reads text without any symbol support with comprehension (21%) Reads text without symbol support, but without comprehension (15%) Identifies individual words without picture support (12%) Reads words, phrases, or sentences when pictures or symbols are provided for support (21%) 	<ul style="list-style-type: none"> Reads text without any symbol support with comprehension (55%) Reads text without symbol support, but without comprehension (21%) Reads words, phrases, or sentences when pictures or symbols are provided for support (11%)
Speaking	<ul style="list-style-type: none"> Speaks one word (12%) Uses gestures (14%) Uses vocalizations (17%) Not yet communicative (13%) 	<ul style="list-style-type: none"> Speaks three or more words (28%) Speaks two to three words (30%) Speaks one to two words (19%) 	<ul style="list-style-type: none"> Speaks three or more words (69%) Speaks two to three words (23%)

Table 7 (continuation)

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Writing	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (24%) • Makes random marks or scribbles (25%) • Does not yet demonstrate expressive writing skills (34%) 	<ul style="list-style-type: none"> • Writes one to three sentences (spelling not always correct) (16%) • Writes a simple sentence or phrase (spelling not always correct) (19%) • Writes words (spelling not always correct) (16%) • Copies letters and words, but does not produce independent writing (26%) 	<ul style="list-style-type: none"> • Writes one to three sentences (spelling not always correct) (51%) • Writes a simple sentence or phrase (spelling not always correct) (30%)

Appendix A. Performance Skill Profiles

[Table 8](#) presents the performance skill profiles for grade span eleven and twelve. The skills are presented as a hierarchy of skills from the most to the least complex. The percentage of test takers who demonstrated these skills does not add up to 100 percent. All skills with fewer than 10 students were excluded for interpretation. The percentages represent students demonstrating these skills at each performance level.

Table 8. Grade Span Eleven and Twelve Performance Skill Profiles

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Listening	<ul style="list-style-type: none"> Follows one-step directions (25%) Attends and responds to simple commands (21%) Points to or touches objects upon request (20%) 	<ul style="list-style-type: none"> Follows two-step directions (51%) Follows one-step directions (28%) Attends and responds to simple commands (14%) 	<ul style="list-style-type: none"> Follows two-step directions (85%)
Reading	<ul style="list-style-type: none"> Matches objects to pictures (30%) Does not yet understand print (39%) 	<ul style="list-style-type: none"> Reads text without symbol support with comprehension (22%) Reads text without support but without comprehension (13%) Reads words, phrases, or sentences when pictures or symbols are provided for support (22%) 	<ul style="list-style-type: none"> Reads text without symbol support with comprehension (64%) Reads text without support but without comprehension (13%)
Speaking	<ul style="list-style-type: none"> Speaks one to two words (12%) Uses gestures (16%) Uses vocalizations (19%) Not yet communicative (12%) 	<ul style="list-style-type: none"> Speaks three or more words (29%) Speaks two to three words (29%) Speaks one to two words (19%) 	<ul style="list-style-type: none"> Speaks three or more words (75%)

Table 8 (continuation)

Domain	ELP Level 1	ELP Level 2	ELP Level 3
Writing	<ul style="list-style-type: none"> • Copies letters and words, but does not produce independent writing (22%) • Makes random marks or scribbles (24%) • Does not yet demonstrate expressive writing skills (35%) 	<ul style="list-style-type: none"> • Writes one to three sentences (spelling not always correct) (16%) • Writes a simple sentence or phrase (spelling not always correct) (22%) • Writes words (spelling not always correct) (14%) • Copies letters and words, but does not produce independent writing (27%) 	<ul style="list-style-type: none"> • Writes one to three sentences (spelling not always correct) (55%) • Writes a simple sentence or phrase (spelling not always correct) (29%)

Appendix B. Summary of Findings

Summary of Findings For Kindergarten Through Grade Two

This appendix presents a summary of the performance skill profiles for kindergarten and grades one and two. Summaries are based on data obtained from the tables provided in [appendix A](#).

Listening

ELP Level 1. Students who received ELP Level 1 in kindergarten and grade one primarily demonstrated listening skills by pointing to or touching objects upon request and attending and responding to simple commands.

ELP Level 2. Students who attained ELP Level 2 in kindergarten and grade one were able to demonstrate listening skills by following one-step directions.

ELP Level 3. Students who attained ELP Level 3 primarily demonstrated the listening skill of following two-step directions. The study results reveal that after grade two, following two-step directions leads to higher test performance across the grade levels and grade spans.

Implication: If educators can build on a student's ability to respond to simple commands and point to or touch objects upon request at ELP Level 1 and provide instruction and practice around following simple one-step directions, such as making a choice between two things, those skills will support the student to attain ELP Level 2. If educators can move students toward consistently following two-step directions, those skills will help the students demonstrate a higher level of English proficiency.

Reading

ELP Level 1. Students who received ELP Level 1 in kindergarten through grade two do not yet consistently demonstrate an understanding of written words.

ELP Level 2. Students who attained ELP Level 2 were able to demonstrate reading skills by matching objects to pictures and recognizing letters by name.

ELP Level 3. Students who attained ELP Level 3 were reading words, phrases, or sentences when pictures or objects were provided for support and were recognizing letters and letter sounds.

Implication: Reading is a developmental skill. Most students in kindergarten through grade two are not yet reading words independently. It is appropriate to provide pictures or object support when teaching reading. Reading text without picture or object support increases across the grade levels and grade spans after grade two.

Writing

ELP Level 1. Students who received ELP Level 1 either did not demonstrate any writing skills or were scribbling or making random marks without intentionality.

ELP Level 2. Students who attained ELP Level 2 were copying letters and words to demonstrate an understanding of written expression. Scribbling or making random marks still accounted for a significant percentage of Level 2 students.

ELP Level 3. Students who attained ELP Level 3 were practicing writing words and copying letters and words.

Implication: In kindergarten through grade two, educators should provide many opportunities for students to scribble, write random letters, and copy letters and words. However, in grade span three through five, these skills are indicative of lower performance. ETS recommends focusing on increasing student skills in writing simple sentences. The ability to write a simple sentence has an increasing trend from kindergarten and grade one through grade six. Beginning at grade six, writing one to three sentences becomes the best predictor of higher levels of ELP.

Speaking

Level 1. Students who received ELP Level 1 were using touch and gestures by pointing or using vocalizations, or they were not yet intentionally communicative.

Level 2. Students who attained ELP Level 2 were speaking one to three words.

Level 3. Students who attained ELP Level 3 were speaking two to three words or more than three words. By grade three, the predictor of ELP Level 3 performance was the ability to speak three or more words. Speaking skills increased across each test performance level.

Implication: Students whose primary communication mode is speaking can be encouraged to put words together to form simple requests or statements.

Summaries of findings for other grade spans are forthcoming.