

IELA

Idaho English Language Assessment

2015

Score Reports Interpretation Guide



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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 IELA—Idaho’s English Language Assessment. The IELA is administered statewide to all students participating in a Limited English Proficiency (LEP) Program.

The Guide includes information on:

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

Purpose of the IELA. The annual assessment of LEP students in the State of Idaho with the IELA fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure individual student’s progress in achieving proficiency in speaking, listening, reading, writing, and comprehending English. A second objective is to measure the success of language development programs in individual schools and school districts in providing adequate English language development services for students.

Development of the IELA. The initial forms of the IELA, first administered in 2006, were modified versions of an English language proficiency test developed for the Mountain West Assessment Consortium of which Idaho was a member. Over the last few years, new test items have been developed and the content of the IELA in each grade band has been modified to provide a measure of English proficiency that is better aligned with the Idaho English Language Development (ELD) Standards. The forms administered in 2015 have been equated to the 2014 forms so that results from the 2015 administration are reported on the same numerical scale as previous IELA results.

Structure of the IELA. The IELA is comprised of tests in four domains—speaking, listening, reading, and writing. Scores are reported for each of these domains, as well as for comprehension. The comprehension score is calculated on a subset of listening and reading items.

The IELA is administered by grade band. No off-level testing is allowed.

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

For all grade bands except Kindergarten, there are two levels of test form difficulty. Level 1 (e.g., B1, C1, D1, E1) is intended for LEP1 students who are at the Beginner Level in English Language Proficiency. Level 2 (B2, C2, D2, E2) is for all other LEP students.

Reported Scores. Student performance in each of the four language domains and comprehension is reported in terms of raw score, scale score, and proficiency level. Student performance on the overall (Total IELA) test is reported in terms of raw score, scale score, proficiency level, and Idaho Percentile Rank.

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 IELA 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 (Kindergarten Level) Form A is calculated as follows: up to 5 points are allocated for the five items administered to the student. For the 17 items on the Writing Checklist, 1 point is allocated for each skill that the student “does most of the time” or for which the student “demonstrates mastery.” Thus, the maximum raw score for both elements combined is 22 points.

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

Total IELA Proficiency Levels. For the total score, five proficiency levels are reported: Beginning (1), Advanced Beginning (2), Intermediate (3), Early Fluent (4), and Fluent (5). These are based on the total scale 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, three proficiency levels are reported, based on the student’s scale score: Beginning (B), Advanced Beginning to Intermediate (AB+), and Early Fluent to Fluent (EF+). It is important to note that individual language domain tests are not long enough to reliably provide more than three levels of proficiency.

Idaho Percentile Rank. Idaho Percentile Ranks are reported for the Total scale score. The percentile rank compares a student’s performance on the IELA to that of all other same-grade LEP students within the State of Idaho, assessed in the same year. For example, a percentile rank of 56 for a 4th grade student means that this student performed as well as or better than 56 percent of all LEP 4th grade students in the State of Idaho.

Incomplete Testing. Students are required to take all four language domain tests. If a student does not take one or more of the domain tests, the reports will show dashes in place of scores for that domain. The reported Total IELA score is based on the domain tests for which there are scores. Thus, if a student fails to take the Speaking test for whatever reason, the Total IELA score will be based on a 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 fails to take either the Listening or Reading test.

Understanding the Individual Student Report



Individual Student Report

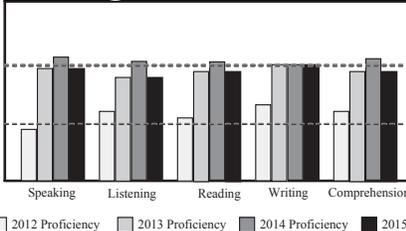
Spring 2015



Student	STUDENT, 19		
School	Sample School 1		
District	Sample District		
Grade	7		
Test Form	D2		
Ethnicity	Hispanic or Latino		
Native Language	Castilian, Spanish		
Placement in LEP	11/08/2011	Birth Date	09/25/1999
LEPX	No	Gender	M
LEP1	No	Special Education	No
ELL-W	No	Accommodated	No
Idaho LEP #	L99992222	Student ID:	123456789
EDUID- Education Unique Identifier (State ID)		123456789	
Missed 20+ Instructional Days This Year:	No		

2012	2013	2014	2015 Score Summary				
Proficiency Level	Proficiency Level	Proficiency Level	Test	Raw Score	Scale Score	Proficiency Level	Idaho Percentile
B	AB+	EF+	S Speaking (Max RS=25)	19	99	AB+	
AB+	AB+	EF+	L Listening (Max RS=25)	17	96	AB+	
AB+	AB+	EF+	R Reading (Max RS=28)	19	98	AB+	
AB+	EF+	EF+	W Writing (Max RS=27)	18	102	EF+	
AB+	AB+	EF+	C Comprehension (Max RS=48)	55	66	AB+	
Advanced Beginning (2)	Intermediate (3)	Early Fluent (4)	Total IELA (Max RS=105)	73	396	Intermediate (3)	31
IELA Proficient*						No	

8 Proficiency Profile



Legend: 2012 Proficiency (lightest), 2013 Proficiency, 2014 Proficiency, 2015 Proficiency (darkest)

IELA test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. The Proficiency Profile allows you to see differences in performance across the language domains, as well as growth from one year to another, if a student has taken the IELA for at least two years (see panel to the right). For example, a student may demonstrate greater proficiency in speaking English than in reading English. Two scale score "cut" lines are shown in the middle of the Proficiency Profile chart. The lower line marks the cut score for the "Advanced Beginning to Intermediate" proficiency level. The upper line marks the cut score for the "Early Fluent and Above" proficiency level.

* A student is defined as "proficient" in English on the IELA if the student tests at the Early Fluent & Above level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).

Legend: LEPX: Exited out of an LEP program within the past 2 years and on monitoring status; LEP1: New to a U.S. school within the last 12 months; N/A: Proficiency level for 2012, 2013 or 2014 not available. ELL-W: Students who were tested with the ELL Placement Test and qualified as LEP, however their parents/guardians waived services. RS: Raw Score; Max RS: Maximum Possible Raw Score; -- indicates test not taken; EF+ = Early Fluent & Above; AB+ = Advanced Beginning to Intermediate; B = Beginning

- 1 **Test Form** is identified by a letter-number combination. The letter (A, B, C, D, or E) specifies the grade-band form; the number specifies the Beginner (1) or the Intermediate/Advanced (2) version of this form. The exception is grade K (Form A), which does not have separate ability-level forms.
- 2 **ID Numbers**—Three ID numbers are shown for each student. The first is the student's LEP #, created to permit linking of the student's IELA results from year to year. A new LEP # is assigned to those students for whom a valid LEP # is not indicated by the district in time for reporting. The LEP # is unique statewide and must travel with the student if the student changes schools or districts within the State of Idaho. Therefore, it is essential that the LEP # become a part of the student's permanent file. The second is the student's local identification number. The third is the Education Unique Identifier (EDUID). This nine-digit number is part of the statewide student ID system assigned by the Idaho State Department of Education.

- 3 **LEPX, LEP1, or ELL-W**—LEPX indicates that the student has exited from an LEP Program prior to the test administration but is still within his or her two-year monitoring period. LEP1 indicates that the student was new to a U.S. school within 12 months of the test administration date. ELL-W indicates that a student was tested with the ELL Placement Test and qualified as LEP, however, the parents/guardians waived services.
- 4 **Missed Instruction** indicates whether the student has missed more than 20 days of class instruction during the year.
- 5 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. Scale scores or scores derived from scale scores should be used for those comparisons.

- 6 **Scale Scores** are derived from raw scores and provide results for forms within a grade band (e.g., Forms B1 and B2) on a common scale. Scale scores can be used to make comparisons among students and over time. However, scale scores cannot be compared across grade bands (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different grade bands, scale scores must be converted to proficiency levels, or Idaho Percentile Ranks.
- 7 **Proficiency Levels** provide a holistic estimate of the student’s English proficiency. Descriptions of the proficiency levels, overall and for each domain, are available on the State Department of Education website (<http://www.sde.idaho.gov/site/lep/eldStandards.htm>).
- In general terms, the levels are:
- (1) **Beginning**—Students begin to demonstrate basic communication skills, but exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.
 - (2) **Advanced Beginning**—Students communicate with increasing ease in a great variety of social and academic situations, but still exhibit frequent errors that often impede meaning.
 - (3) **Intermediate**—Students begin to expand the complexity and variety of their communication skills but exhibit fairly frequent errors that may impede meaning.
 - (4) **Early Fluent**—Students communicate adequately in complex, cognitively demanding situations. They exhibit some errors that usually do not impede meaning.
 - (5) **Fluent**—Students communicate effectively with various audiences on a wide range of topics, though they may need further enhancement of English language skills to reach the native level of their peers. They may exhibit a few errors that do not impede meaning.
- 8 The **Proficiency Profile** allows you to see differences in performance across the language domains, as well as growth from one year to another, if a student has taken the IELA for at least two years. Two scale score “cut” lines are shown in the middle of the Proficiency Profile chart. The lower line marks the cut score for “Advanced Beginning to Intermediate” proficiency level. The upper line marks the cut score for the “Early Fluent and Above” proficiency level.
- 9 The **Idaho Percentile Rank** corresponding to a given scale score indicates how the student’s performance compares to the performance of same-grade LEP students statewide. For example, a student with a percentile rank of 70 performed as well as or better than 70% of the students in Idaho in the same grade.
- 10 A student is defined as “**proficient**” in English on the IELA if the student tests at the Early Fluent & Above level (EF+) within each domain (listening, speaking, reading, and writing) plus comprehension.

Understanding the School Roster Report



SCHOOL ROSTER REPORT

Grade 7

1 Spring 2015

Sample School 1



DISTRICT: Sample District (000)

Student Name	Gender	LEPX	LEP1	ELL-W	Test Form	Assigned Idaho LEP #	Speaking			Listening			Reading			Writing			Total IELA						
							(Max RS: D1=20; D2=25)			(Max RS: D1=20; D2=25)			(Max RS: D1=20; D2=28)			(Max RS: D1=20; D2=27)			(Max RS: D1=80; D2=105)						
							RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	IPR	Prof
STUDENT_19 EDUID: 123456789 DOB: 09/25/1999	M	N	N	N	D2	L12345678	19	99	AB+	17	96	AB+	19	98	AB+	18	102	EF+	35	98	AB+	73	396	31	3
STUDENT_21 EDUID: 123456789 DOB: 03/25/2000	F	N	N	N	D2	L12345678	18	97	AB+	21	104	EF+	19	98	AB+	20	106	EF+	37	100	EF+	78	401	41	4
STUDENT_22 EDUID: 123456789 DOB: 08/12/2000	M	N	N	N	D2	L12345678	18	97	AB+	15	92	AB+	17	95	AB+	16	98	AB+	30	93	AB+	66	390	21	3
STUDENT_23 EDUID: 123456789 DOB: 01/03/1999	M	N	N	N	D2	L12345678	16	93	AB+	7	79	B	2	66	B	2	67	B	9	74	B	27	355	3	1
STUDENT_28 EDUID: 123456789 DOB: 08/24/2000	F	N	N	N	D2	L12345678	8	79	B	11	86	AB+	10	85	AB+	12	91	AB+	19	84	AB+	41	369	6	2

NOT TESTED

Student Name	Reason
STUDENT, NOTTESTED ID#: 123456789 DOB: 11/07/1999	withdrawn from district

Legend: LEPX: Exited out of an LEP program within the past 2 years and on monitoring status; LEP1: New to a U.S. school within the last 12 months; Y = Yes
 ELL-W: Students who were tested with the ELL Placement Test and qualified as LEP, however their parents/guardians waived services.
 RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scale Score; — indicates test not taken; IPR: Idaho Percentile Rank Prof: Proficiency Level
 5 = Fluent 4 = Early Fluent 3 = Intermediate 2 = Advanced Beginning 1 = Beginning EF+ = Early Fluent & above AB+ = Advanced Beginning to Intermediate B = Beginning

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

- 1** Section 1 shows the grade, the assessment year, the school name, and district name.
- 2** Section 2 lists the students alphabetically, along with their state ID number, their date of birth, their gender, as well as the following information:
 - The LEPX column is marked Y if the student had been exited from an LEP program before taking the 2013 IELA. An LEPX student may have been administered the IELA as part of his or her two-year LEPX monitoring. Current LEPX students are not required to take the IELA, so they are not included in growth calculations.
 - The LEP1 column is marked Y if the student was new to a U.S. school within 12 months of the test administration date.
 - The ELL-W column is marked Y if the student's parent/guardian waived LEP services.
 - The Test Form column identifies the specific test form administered to the student.

- The Assigned Idaho LEP # column contains the student's LEP Identification Number. This student specific number is important because it will permit monitoring of the student's progress from year to year even if that student transfers to another school or another district within the State of Idaho. Therefore, it is imperative that this LEP # be recorded in the student's cumulative file.
- 3** Section 3 lists each student's raw score (RS), scale score (SS), and proficiency level (Prof), in each language domain (speaking, listening, reading, and writing) plus 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: Beginning (B), Advanced Beginning through Intermediate (AB+), and Early Fluent through Fluent (EF+).
- 4** Section 4 lists each student's Total IELA raw score, total scale score, Idaho Percentile Rank (IPR), and overall proficiency level.
- 5** Section 5 lists any students who were identified during the Pre-ID process, but were not tested, and the reason given.

Understanding the District and School Summary Reports

DISTRICT SUMMARY REPORT											IELA Idaho English Language Assessment				
Grade 8 Spring 2015											Test Form: D1,D2				
All Students (excludes LEPX and ELL-W students)															
DISTRICT: Sample District															
Proficiency Level	Speaking		Listening		Reading		Writing		Comprehension		Proficiency Level	Total IELA			
	Scale Score Range	Frequency	Scale Score Range	Frequency	Scale Score Range	Frequency	Scale Score Range	Frequency	Scale Score Range	Frequency		Scale Score Range	Frequency	Percent	
Early Fluent & Above (EF+)	102 and Above	7	102 and Above	8	102 and Above	10	102 and Above	10	102 and Above	9	Fluent (5)	423 and Above	3	27.3	
Advanced Beginning to Intermediate (AB+)	80 - 101	4	80 - 101	3	80 - 101	1	80 - 101	1	80 - 101	2	Early Fluent (4)	404 - 422	6	54.5	
Beginning (B)	Below 80	0	Below 80	0	Below 80	0	Below 80	0	Below 80	0	Intermediate (3)	375 - 403	2	18.2	
											Advanced Beginning (2)	357 - 374	0	0	
											Beginning (1)	Below 357	0	0	
N Students:		11	N Students:		11	N Students:		11	N Students:		11	N Students:			11
<u>Mean</u>			<u>Mean</u>			<u>Mean</u>			<u>Mean</u>			<u>Mean</u>			
Scale Score:		111.9	Scale Score:		107.7	Scale Score:		108.7	Scale Score:		105.9	Scale Score:			413.6
<u>Median</u>			<u>Median</u>			<u>Median</u>			<u>Median</u>			<u>Median</u>			
Scale Score:		0	Scale Score:		0	Scale Score:		0	Scale Score:		0	Scale Score:			0
												Idaho Percentile Rank:			
												Idaho Percentile Rank:			
												Proficient			6 * 54.5 *

*Summary statistics exclude students who did not take this test.
* Number and percent that met proficiency = EF+ on all domains.

Legend: LEPX: Exited out of an LEP program within the past 2 years and on monitoring status
ELL-W: Students who were tested with the ELL Placement Test and qualified as LEP, however their parents/guardians waived services.

This report includes student information for less than 10 students and may not be distributed to the public under protection by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

The IELA District and School Summary Reports show the distribution of scores by grade within a district 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 C.F.R. Part 99).

- 1 **Section 1.** This section shows the grade, the assessment year, and the district or school name.
- 2 **Section 2.** For each language domain (speaking, listening, reading, and writing) plus comprehension, the report shows—in the Frequency column—the number of students whose scores placed them in each of the three proficiency level groupings: Beginning (B), Advanced Beginning through Intermediate (AB+), and Early Fluent through Fluent (EF+).
- 3 **Section 3.** The Total IELA section shows scale scores corresponding to each of five overall proficiency levels—Beginning, Advanced Beginning, Intermediate, Early Fluent, and Fluent. The Frequency 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 7 in the Early Fluent/

Frequency cell of the sample report above indicates that seven students in the district or school scored in the Early Fluent range, which is 50.0% of the students in this grade. The star symbol indicates the number and percent of students that met “proficiency,” as defined for Idaho. For example, the sample report shows that nine of the students are considered proficient (EF+ on all domains).

- 4 **Section 4.** The N Students line shows the total number of students in the district in this grade for whom there is a language domain score and a total score. For example, the sample report shows that eleven 8th grade students took the Speaking test. The Mean Scale Score line shows the average scale score in each domain and overall for all tested students in the district. For example, the sample report shows that the mean scale score on the Speaking test for this district was 111.9. The Median Scale Score line shows the median scale score (middle point of rank-ordered scores) in each domain and overall. The Idaho Percentile Rank (IPR) line (in the Total IELA column) shows the statewide percentile rank of the district’s mean score and of the district’s median score. A mean IPR above 50 indicates that the district’s mean score is above the state average for students in this grade. A mean IPR below 50 indicates that the district’s mean score is below the state average. Means and medians are shown only if N is 10 or greater.

Understanding the District and School Growth Reports

		2015 Proficiency (Grades 1-12)					2014 Total
		Beginning	Advanced Beginning	Intermediate	Early Fluent	Fluent	
2014 Proficiency	Beginning	3 (4.8%)					3 (4.8%)
	Advanced Beginning	3 (4.8%)	2 (3.2%)				5 (7.9%)
	Intermediate		6 (9.5%)	14 (22.2%)	5 (7.9%)		25 (39.7%)
	Early Fluent			7 (11.1%)	12 (19.0%)	2 (3.2%)	21 (33.3%)
	Fluent				6 (9.5%)	3 (4.8%)	9 (14.3%)
2015 Total		6 (9.5%)	8 (12.7%)	21 (33.3%)	23 (36.5%)	5 (7.9%)	63 (100.0%)

		Declining		Maintaining	Gaining		
		Declined by more than one level	Declined by one level	Maintained the same level	Remained Fluent	Gained by one level	Gained by more than one level
Number and Percent of Students		0 (0.0%)	22 (34.9%)	31 (49.2%)	3 (4.8%)	7 (11.1%)	0 (0.0%)
Total		22 (34.9%)		31 (49.2%)	10 (15.9%)		

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

		Proficiency Level Change from any year (2013, 2012, 2011, 2010, 2009, 2008, 2007 or 2006) to 2015 for Students with no matched Data in 2014					
		Total number of students assessed in 2015 and matched to either 2013, 2012, 2011, 2010, 2009, 2008, 2007 or 2006: 27 (30.0%)					
Number and Percent of Students		0 (0.0%)	0 (0.0%)	14 (51.9%)	13 (48.1%)	0 (0.0%)	0 (0.0%)
Total		0 (0.0%)		14 (51.9%)	13 (48.1%)		

The IELA Growth Report shows the proficiency level profile within a district or school for those students who were assessed with the IELA and have been confirmed by an LEP # match. The Growth Report includes the following information:

- 1 Section 1 shows the district or school name and total number of students from the designated grade or grades tested in 2015. Growth Reports do not include students currently classified as LEPX. The sample report shows growth for Grades 1-12.
- 2 Section 2 shows the total number (and percentage) of students assessed in 2015 and matched by LEP # to 2014.
- 3 Section 3 shows a distribution of students by proficiency level for both 2014 and 2015 and how the proficiency of students in 2014 changed in 2015. Student proficiency level in 2014 is shown in the rows and summarized in the last column on the right. For example, 5 students (7.9%) performed at the Advanced Beginning level in 2014. Student proficiency level in 2015 is shown in the columns and summarized in the last row on the bottom. For example, 8 students (12.7%) performed at the Advanced Beginning level in 2015. Thus comparing the right-most column (2014 total) to the bottom row (2015 total) shows how the distribution of abilities for these students

changed from 2014 to 2015. In addition, each cell in the table shows how the students at a particular level in 2014 changed in 2015. For example, of those 21 students (33.3%) who performed at the Early Fluent level in 2014, in 2015, 12 (19%) tested at Early Fluent, 7 (11.1%) tested at Intermediate, and 2 (3.2%) tested at Fluent. 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 2013 to 2014 and those above the diagonal gained one or more levels from 2014 to 2015.

- 4 Section 4 summarizes the changes from 2014 to 2015 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 Fluent in both 2014 and 2015 were counted in the “gaining” category.
- 5 Section 5 shows the proficiency level change for students assessed in 2015 but not in 2014. The data is matched back to a previous (2013, 2012, 2011, 2010, 2009, 2008, 2007, 2006) administration.

Using IELA Results

Monitoring Progress. IELA test results can be used to determine whether students are making adequate 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 band, scale scores can also be compared from year to year, as long as the student is being assessed with the same-letter form. Scale scores cannot be used to monitor progress during the year when students move to the next grade band, that is, in 1st grade, 3rd grade, 6th grade, and 9th grade.

Proficiency levels can be compared when a student moves from one grade level to the next even when that move crosses a grade-band boundary.

Informing Instruction. IELA 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 Intermediate overall, but have different strengths and weaknesses in the language domains. One may be lagging behind in speaking, the other in reading.

Program Exit Decisions. Results from the IELA are appropriate to inform decisions about program exit. These decisions should be based on the overall proficiency level along with competence in each of the language domains. Using these sources of information, decision criteria can be aligned with local curricula and implemented in such a way that the likelihood of student success in the mainstream classroom is maximized.

A student is defined as "proficient" in English on the IELA if the student tests at the Early Fluent & Above level (EF+) within each language domain (speaking, listening, reading, and writing) plus comprehension.

Once a student is defined as proficient on the IELA, a school or district may use the exit criteria to determine if the student is ready to exit the LEP program. For more information on exit criteria, Annual Measurable Achievement Objectives (AMAOs), and accountability procedures for Idaho local education agencies (LEAs), see the State Department of Education website (<http://www.sde.idaho.gov/site/assessment/IELA/scoreReports.htm>).

All exited students are required to be monitored for a period of two years to make sure they are functioning well in a mainstream classroom.



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