

# APPENDIX H—SAMPLE MEPA REPORTS OF RESULTS

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## What are the MEPA performance levels?

Your child's overall results on the MEPA tests are reported in relation to four performance levels. These performance levels are described as follows.

The student at the **Beginning (Beg)** performance level is starting to develop the skills that will lead to effective communication in written and spoken English. A student performing at this level typically:

- Recognizes simple written words and phrases
- Writes basic words or phrases, with frequent errors
- Speaks using basic words or phrases, with frequent errors
- Understands basic spoken vocabulary or phrases

The student at the **Early Intermediate (E. Int)** performance level is developing skills that will lead to effective and complete communication in English. A student performing at this level typically:

- Recognizes simple written words, phrases, and sentences, and reads and comprehends below grade-level texts
- Writes short paragraphs with limited control of standard English conventions
- Speaks using common words and simple phrases; word choice is often inappropriate or incorrect
- Understands basic spoken vocabulary and phrases with frequent need for clarification

The student at the **Intermediate (Int)** performance level demonstrates increasing skills in using and understanding English. Oral and written communication, although somewhat inconsistent, is solid and usually understandable. A student performing at this level typically:

- Recognizes common written words and some academic words, and comprehends simple grade-level texts
- Writes short, simple compositions with partial control of standard English conventions
- Speaks using common words and phrases and basic grammar and sentence structure; uses complex language structures but with occasional errors
- Understands most oral communications, with some need for clarification

The student at the **Transitioning (Trans)** performance level has achieved age-appropriate basic fluency in English, including reading, writing, listening, and speaking. A student performing at this level typically:

- Recognizes most common and academic words, and reads and comprehends moderately difficult grade-level texts
- Writes short compositions demonstrating general control of standard English conventions
- Speaks using appropriate and correct words, phrases, and expressions, as well as basic and complex grammar and sentence structures
- Understands extended and prolonged oral communication, with little or no need for clarification

### Where can I get more information about the MEPA?

For detailed information about the MEPA tests, and help understanding the information contained in this report, please refer to the *Guide to the MEPA for Parents/Guardians* which is available at [www.doe.mass.edu/mcas/epa](http://www.doe.mass.edu/mcas/epa). If you need additional information, please contact your child's school.



## Massachusetts English Proficiency Assessment Spring 2006 Parent/Guardian Report

NAME:  
SASID:  
GRADE:  
SCHOOL:  
DISTRICT:  
FIRST TESTED:

### What is the Massachusetts English Proficiency Assessment (MEPA)?

The MEPA tests are administered to all students in grades 3-12 who are Limited English Proficient (LEP).

The purposes of the MEPA tests are to:

- measure the progress your child is making toward English proficiency;
- identify whether your child has achieved proficiency in English; and
- comply with state and federal assessment requirements.

[SHELLS Ver. 1.0.1]

## How did JANE DOE perform on the MEPA tests?



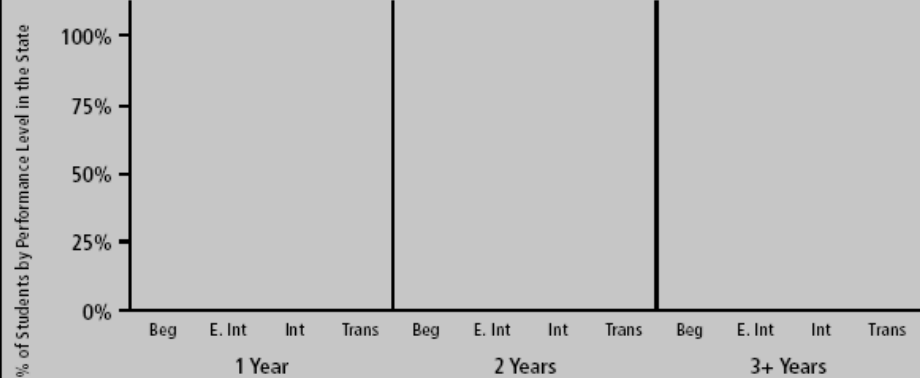
◆ = your child's overall score within the performance level. — = the range of scores your child might receive if the test were taken many times.

For descriptions of each performance level, please refer to the back cover of this report.

### Your child's spring 2006 performance compared to a typical student performing at the Transitioning level

	Below	Approaching	At or Above
Reading			
Writing			
Listening			
Speaking			

### Your child's spring 2006 performance compared to other students in the state who have been in U.S. schools for 1, 2, or 3+ years



Black bar indicates your child's performance level and the number of years he/she has been enrolled in U.S. schools.

[SHELLS Ver. 1.0.1]



## Massachusetts Department of Education Spring 2006

### Massachusetts English Proficiency Assessment (MEPA) Tests *Roster of Student Results* Grade Span 3-4

SCHOOL:  
SCHOOL ID #:  
DISTRICT:

PAGE: 1 of 1

Name	SASID	Administration	Grade	Yrs. in U.S.	MEPA-R/W		MELA-O		OVERALL MEPA RESULTS		
					Reading Sessions	Reading Scaled Score	Writing Sessions	Writing Scaled Score	Listening Raw Score	Speaking Raw Score	Overall Scaled Score
1. LName, FName MI	0123456789										

Scaled Score Ranges: Reading = 1 to 30    Writing = 1 to 30    Overall MEPA Scaled Score Range = 300 to 400    Raw Score Ranges: Listening = 0 to 5    Speaking = 0 to 20  
 MED = Medically Documented Absence    ANA = Accommodation or Alternate Assessment Not Available    ABS = Absent    TRN = Transferred During Testing

[SHELLS Ver. 1.0.1]



# Massachusetts Department of Education

## Spring 2006

### Massachusetts English Proficiency Assessment (MEPA) Tests

#### Preliminary Participation Report

#### Grade Span 3-4

SCHOOL:  
SCHOOL ID #:  
DISTRICT:

SCHOOL	Number of Students Included*	Number Tested	Number Not Tested						Percent Tested
			Medically Documented Absence	Not Tested Other Absence	Required Test Accommodations Not Available	Deaf/ Hard of Hearing	Alternate Assessment Not Available	Transferred During Testing	
Test									
MEPA-R/W - Reading and Writing									
MELA-O - Listening and Speaking									
<b>MEPA-R/W &amp; MELA-O</b>									

DISTRICT	Number of Students Included*	Number Tested	Number Not Tested						Percent Tested
			Medically Documented Absence	Not Tested Other Absence	Required Test Accommodations Not Available	Deaf/ Hard of Hearing	Alternate Assessment Not Available	Transferred During Testing	
Test									
MEPA-R/W - Reading and Writing									
MELA-O - Listening and Speaking									
<b>MEPA-R/W &amp; MELA-O</b>									

STATE	Number of Students Included*	Number Tested	Number Not Tested						Percent Tested
			Medically Documented Absence	Not Tested Other Absence	Required Test Accommodations Not Available	Deaf/ Hard of Hearing	Alternate Assessment Not Available	Transferred During Testing	
Test									
MEPA-R/W - Reading and Writing									
MELA-O - Listening and Speaking									
<b>MEPA-R/W &amp; MELA-O</b>									

\*Number of students included equals the number of answer booklets received.



# Massachusetts Department of Education

## Spring 2006

### Massachusetts English Proficiency Assessment (MEPA) Tests Preliminary Results by Year of Enrollment in U.S. Schools Grade Span 3-4

SCHOOL:  
SCHOOL ID #:  
DISTRICT:

SCHOOL	Tested Spring 2006 MEPA-R/W & MELA-O			Average Scaled Score**	Beginning		Early Intermediate		Intermediate		Transitioning	
	# Included*	# Tested**	% Tested		Range 300-400	#	%	#	%	#	%	#
Year of Enrollment in U.S. Schools												
First Year												
Second Year												
Third Year or more												
All LEP												

DISTRICT	Tested Spring 2006 MEPA-R/W & MELA-O			Average Scaled Score**	Beginning		Early Intermediate		Intermediate		Transitioning	
	# Included*	# Tested**	% Tested		Range 300-400	#	%	#	%	#	%	#
Year of Enrollment in U.S. Schools												
First Year												
Second Year												
Third Year or more												
All LEP												

STATE	Tested Spring 2006 MEPA-R/W & MELA-O			Average Scaled Score**	Beginning		Early Intermediate		Intermediate		Transitioning	
	# Included*	# Tested**	% Tested		Range 300-400	#	%	#	%	#	%	#
Year of Enrollment in U.S. Schools												
First Year												
Second Year												
Third Year or more												
All LEP												

\*Number of students included equals the number of answer booklets received. \*\*Number based on students with Reading, Writing, Listening, and Speaking scores.

[SHELLS Ver. 1.0.1]



# MEPA 2005/2006 Final Results

## Students Tested in Spring 2005 and Spring 2006

### Grade Span 3–4

DISTRICT ID #: 00100000  
 DISTRICT: Arlington

#### I. Comparison of Performance Levels for Students Tested in Spring 2005 and Spring 2006

			Spring 2006 Performance Levels				Total
			Beginning	Early Intermediate	Intermediate	Transitioning	
Spring 2005 Performance Levels	Beginning	n					
		%					
	Early Intermediate	n					
		%					
	Intermediate	n					
%							
Transitioning	n						
	%						
Total		n					
		%					

Summary data is suppressed for groups with fewer than 10 students.

= Groups whose performance level(s) improved from spring to spring

= Groups whose performance level(s) were maintained from spring to spring

= Groups whose performance level(s) declined from spring to spring

#### II. Students in Transitioning Category in Spring 2006 by Number of Years in Massachusetts Public Schools

			Students in Transitioning Category	
			n	%
Number of Years <sup>1</sup>	1			
	2			
	3			
	4			
	5+			

<sup>1</sup>The Number of Years in Massachusetts Public Schools refers to the number of consecutive years students have been enrolled in Massachusetts public schools.

#### III. Summary of Average Score Change

		Average Reading Scaled Score	Average Writing Scaled Score	Average Listening Raw Score	Average Speaking Raw Score	Average Overall MEPA Scaled Score
DISTRICT	Spring 2005					
	Spring 2006					
	Change					
STATE	Spring 2005					
	Spring 2006					
	Change					

00100000





# MEPA 2005/2006 Final Results

## Students Tested in Fall 2005 and Spring 2006

### Grade Span 3-4

DISTRICT ID #: 00100000  
 DISTRICT: Arlington

#### I. Comparison of Performance Levels for Students Tested in Fall 2005 and Spring 2006

		Spring 2006 Performance Levels				
		Beginning	Early Intermediate	Intermediate	Transitioning	Total
Fall 2005 Performance Levels	Beginning	n				
	%					
	Early Intermediate	n				
	%					
	Intermediate	n				
%						
Transitioning	n					
%						
Total	n					
%						

Summary data is suppressed for groups with fewer than 10 students.

= Groups whose performance level(s) improved from fall to spring

= Groups whose performance level(s) were maintained from fall to spring

= Groups whose performance level(s) declined from fall to spring

#### II. Students in Transitioning Category in Spring 2006 by Number of Years in Massachusetts Public Schools

		Students in Transitioning Category	
		n	%
Number of Years <sup>1</sup>	1		
	2		
	3		
	4		
	5+		

<sup>1</sup>The Number of Years in Massachusetts Public Schools refers to the number of consecutive years students have been enrolled in Massachusetts public schools.

#### III. Summary of Average Score Change

		Average Reading Scaled Score	Average Writing Scaled Score	Average Listening Raw Score	Average Speaking Raw Score	Average Overall MEPA Scaled Score
DISTRICT	Fall 2005					
	Spring 2006					
	Change					
STATE	Fall 2005					
	Spring 2006					
	Change					

00100000

## ***Introduction***

Title III of the No Child Left Behind law (NCLB) requires that states report annually on the **performance** of limited English proficient (LEP) students and their **progress** toward achieving English proficiency. In addition, Chapter 386 of the Massachusetts Acts of 2002 (known as *Question 2*) requires English language learners in Massachusetts to participate in assessments of English language proficiency. The MEPA program is administered in order to comply with these state and federal assessment requirements, and to

- measure the progress LEP students are making toward English proficiency;
- identify whether each LEP student has achieved proficiency in English; and
- provide data and resources to strengthen curriculum, instruction, and classroom assessment for LEP students.

Massachusetts will also use MEPA results from the fall and spring to establish whether school districts are making progress in teaching English Language Learners in reports to the federal government.

The MEPA tests are based on *English Language Proficiency Benchmarks and Outcomes for English Language Learners*, which is available on the Massachusetts Department of Education Web site at <http://www.doe.mass.edu/ell/benchmark.pdf>.

## ***What Assessments Make Up MEPA?***

MEPA is a combination of two different assessments:

1. The **Massachusetts English Proficiency Assessment-Reading and Writing (MEPA-R/W)** measures proficiency in reading and writing for students in grades 3-12. The MEPA-R/W is a written test that consists of two reading sessions and two writing sessions.
2. The **Massachusetts English Language Assessment-Oral (MELA-O)** measures proficiency in both comprehension (listening) and production (speaking) for students in K-12. The MELA-O is an observational assessment in which each LEP student is observed in his/her classroom while participating in everyday classroom activities. Using a scoring rubric, a qualified MELA-O administrator assesses each LEP student's listening and speaking skills.

## ***MEPA Performance Levels***

The student's results on the MEPA tests are reported in relation to four performance levels. These performance levels are described as follows.

The student at the **Beginning** performance level is starting to develop the skills that will lead to effective communication in written and spoken English.

The student at the **Early Intermediate** performance level is developing skills that will lead to effective and complete communication in English.

The student at the **Intermediate** performance level demonstrates increasing skills in using and understanding English. Oral and written communication, although somewhat inconsistent, are solid and usually understandable.

The student at the **Transitioning** performance level has achieved age-appropriate basic fluency in English, including reading, writing, listening, and speaking.

## ***MEPA Scaled Scores***

The overall scaled score range is 300-400. An overall scaled score is available only for students who have scores in each of the tested areas of reading, writing, listening, and speaking.

Scaled scores from 300 to 324 correspond to the **Beginning** performance level; scaled scores from 375 to 400 correspond to the **Transitioning** performance level. The range of scaled scores that correspond to the **Early Intermediate** and **Intermediate** performance levels differ by grade span, according to where the cut scores were set during the standard setting process.

## What are the MEPA performance levels?

Your child's overall results on the MEPA tests are reported in relation to four performance levels. These performance levels are described as follows.

A student at the **Beginning (B)** performance level is starting to develop the skills that will lead to effective communication in written and spoken English. A student performing at this level typically:

- recognizes simple written words and phrases
- writes basic words or phrases, with frequent errors
- speaks using basic words or phrases, with frequent errors
- understands basic spoken vocabulary or phrases

A student at the **Early Intermediate (EI)** performance level is developing skills that will lead to effective and complete communication in English. A student performing at this level typically:

- recognizes simple written words, phrases, and sentences, and reads and comprehends below grade-level texts
- writes short paragraphs with limited control of standard English conventions
- speaks using common words and simple phrases; word choice is often inappropriate or incorrect
- understands basic spoken vocabulary and phrases with frequent need for clarification

A student at the **Intermediate (I)** performance level demonstrates increasing skills in using and understanding English. Oral and written communication, although somewhat inconsistent, is solid and usually understandable. A student performing at this level typically:

- recognizes common written words and some academic words, and comprehends simple grade-level texts
- writes short, simple compositions with partial control of standard English conventions
- speaks using common words and phrases and basic grammar and sentence structure; uses complex language structures but with occasional errors
- understands most oral communications, with some need for clarification

A student at the **Transitioning (T)** performance level has achieved age-appropriate basic fluency in English, including reading, writing, listening, and speaking. A student performing at this level typically:

- recognizes most common and academic words, and reads and comprehends moderately difficult grade-level texts
- writes short compositions demonstrating general control of standard English conventions
- speaks using appropriate and correct words, phrases, and expressions, as well as basic and complex grammar and sentence structures
- understands extended and prolonged oral communication, with little or no need for clarification

## Where can I get more information about the MEPA?

For detailed information about the MEPA tests, and help understanding the information contained in this report, please refer to the *Guide to the MEPA for Parents/Guardians* which is available at [www.doe.mass.edu/mcas/mepa](http://www.doe.mass.edu/mcas/mepa). If you need additional information, please contact your child's school.



## Massachusetts English Proficiency Assessment *Spring 2008* *Parent/Guardian Report*

NAME:  
SASID:  
GRADE:  
SCHOOL:  
DISTRICT:  
FIRST TESTED:

## What is the Massachusetts English Proficiency Assessment (MEPA)?

The MEPA tests are administered to all students in grades 3-12 who are Limited English Proficient (LEP). The purposes of the MEPA tests are to:

- measure the progress your child is making toward English proficiency;
- identify whether your child has achieved proficiency in English; and
- comply with state and federal assessment requirements.

[Shell Ver. 1.0.1]

## How did JANE DOE perform on the MEPA tests?

SPRING 2008

Grade:

Score:

Performance Level:

SPRING 2007

Grade:

Score:

Performance Level:

SPRING 2006

Grade:

Score:

Performance Level:

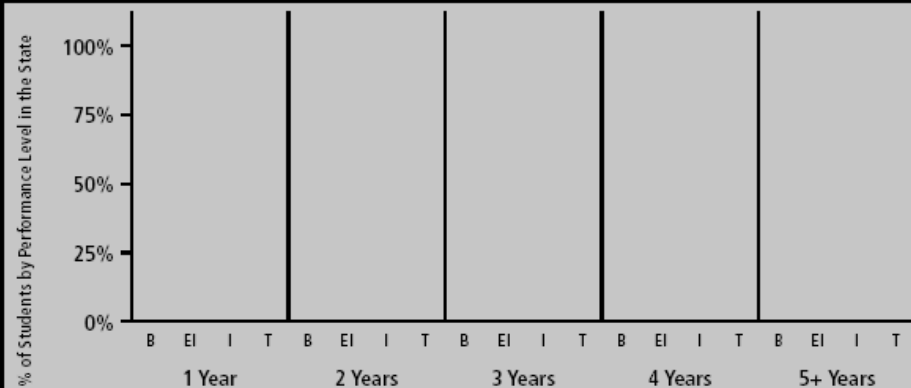
◆ = your child's overall score within the performance level. — = the range of scores your child might receive if the test were taken many times.

For descriptions of each performance level, please refer to the back cover of this report.

### Your child's spring 2008 performance (✓) compared to a typical student performing at the Transitioning level

	Below	Approaching	At or Above
Reading			
Writing			
Listening			
Speaking			

### Your child's spring 2008 performance compared to other students in the state who have been in Massachusetts schools for 1, 2, 3, 4, or 5+ years



Black bar indicates your child's performance level and the number of years he/she has been enrolled in Massachusetts schools.

[Shell Ver. 1.0.1]



**Massachusetts Department of Elementary and Secondary Education**  
**Spring 2008**  
**Massachusetts English Proficiency Assessment (MEPA) Tests**  
*Roster of Student Results*  
**Grade Span 3-4**

SCHOOL:
SCHOOL ID #:
DISTRICT:

PAGE: 1 of 1

Name	SASID	Yrs. in Mass.	Administration	Grade	MEPA-R/W				MELA-O		OVERALL MEPA RESULTS	
					Reading Sessions	Scaled Score	Writing Sessions	Scaled Score	Listening Raw Score	Speaking Raw Score	Overall Scaled Score	Performance Level

Scaled Score Ranges: Reading = 1 to 30 Writing = 1 to 30 Overall MEPA = 300 to 400	Raw Score Ranges: Listening = 0 to 5 Speaking = 0 to 20	MED = Medically Documented Absence ANA = Accommodation or Alternate Assessment Not Available ABS = Absent	TRN = Transferred During Testing INV = Invalidated Test Results
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**Massachusetts Department of Elementary and Secondary Education**  
**Spring 2008**  
**Massachusetts English Proficiency Assessment (MEPA) Tests**  
*Preliminary Participation Report*  
**Grade Span 3-4**

SCHOOL: SCHOOL ID #: DISTRICT:
--------------------------------------

SCHOOL	Number of Students Included*	Number Tested	Number Not Tested						Percent Tested
			Medically Documented Absence	Not Tested Other Absence	Required Test Accommodations Not Available	Deaf/ Hard of Hearing	Alternate Assessment Not Available	Transferred During Testing	
Test									
MEPA-R/W - Reading and Writing									
MELA-O - Listening and Speaking									
<b>MEPA-R/W &amp; MELA-O</b>									

DISTRICT	Number of Students Included*	Number Tested	Number Not Tested						Percent Tested
			Medically Documented Absence	Not Tested Other Absence	Required Test Accommodations Not Available	Deaf/ Hard of Hearing	Alternate Assessment Not Available	Transferred During Testing	
Test									
MEPA-R/W - Reading and Writing									
MELA-O - Listening and Speaking									
<b>MEPA-R/W &amp; MELA-O</b>									

STATE	Number of Students Included*	Number Tested	Number Not Tested						Percent Tested
			Medically Documented Absence	Not Tested Other Absence	Required Test Accommodations Not Available	Deaf/ Hard of Hearing	Alternate Assessment Not Available	Transferred During Testing	
Test									
MEPA-R/W - Reading and Writing									
MELA-O - Listening and Speaking									
<b>MEPA-R/W &amp; MELA-O</b>									

\*Number of students included equals the number of answer booklets received.

[Shell Ver. 1.0.1]



**Massachusetts Department of Elementary and Secondary Education**  
**Spring 2008**  
**Massachusetts English Proficiency Assessment (MEPA) Tests**  
*Preliminary Results by Year of Enrollment in Massachusetts Schools*  
**Grade Span 3-4**

SCHOOL: SCHOOL ID #: DISTRICT:
--------------------------------------

SCHOOL	Tested Spring 2008 MEPA-R/W & MELA-O			Average Scaled Score**	Beginning		Early Intermediate		Intermediate		Transitioning	
	# Included*	# Tested**	% Tested		Range 300-400	#	%	#	%	#	%	#
Year of Enrollment in Massachusetts Schools												
First Year												
Second Year												
Third Year												
Fourth Year												
Fifth Year or more												
All LEP												

DISTRICT	Tested Spring 2008 MEPA-R/W & MELA-O			Average Scaled Score**	Beginning		Early Intermediate		Intermediate		Transitioning	
	# Included*	# Tested**	% Tested		Range 300-400	#	%	#	%	#	%	#
Year of Enrollment in Massachusetts Schools												
First Year												
Second Year												
Third Year												
Fourth Year												
Fifth Year or more												
All LEP												

STATE	Tested Spring 2008 MEPA-R/W & MELA-O			Average Scaled Score**	Beginning		Early Intermediate		Intermediate		Transitioning	
	# Included*	# Tested**	% Tested		Range 300-400	#	%	#	%	#	%	#
Year of Enrollment in Massachusetts Schools												
First Year												
Second Year												
Third Year												
Fourth Year												
Fifth Year or more												
All LEP												

\*Number of students included equals the number of answer booklets received. \*\*Based on students with Reading, Writing, Listening, and Speaking scores.

[Shell Ver. 1.0.1]



# MEPA 2007/2008 Final Results

## Students Tested in Spring 2007 and Spring 2008 in Grade Span 3-4

DISTRICT ID #:  
DISTRICT:

### I. Comparison of Performance Levels for Students Tested in Spring 2007 and Spring 2008

			Spring 2008 Performance Levels				Total
			Beginning	Early Intermediate	Intermediate	Transitioning	
Spring 2007 Performance Levels	Beginning	n					
		%					
	Early Intermediate	n					
		%					
	Intermediate	n					
%							
Transitioning	n						
	%						
Total		n					
		%					

Summary data is suppressed for groups with fewer than 10 students.

= Groups whose performance level(s) improved from spring to spring

= Groups whose performance level(s) were maintained from spring to spring

= Groups whose performance level(s) declined from spring to spring

### II. Students in Transitioning Category in Spring 2008 by Number of Years in Massachusetts Public Schools

			Students in Transitioning Category	
			n	%
Number of Years <sup>1</sup>	1			
	2			
	3			
	4			
	5+			

<sup>1</sup>The Number of Years in Massachusetts Public Schools refers to the number of consecutive years students have been enrolled in Massachusetts public schools.

### III. Summary of Average Score Change

		Average Reading Scaled Score	Average Writing Scaled Score	Average Listening Raw Score	Average Speaking Raw Score	Average Overall MEPA Scaled Score
DISTRICT	Spring 2008					
	Spring 2007					
	Change					
STATE	Spring 2008					
	Spring 2007					
	Change					

[ SHELLS Ver. 1.0.1 ]





# MEPA 2007/2008 Final Results

## Students Tested in Fall 2007 and Spring 2008 in Grade Span 3-4

DISTRICT ID #:  
DISTRICT:

### I. Comparison of Performance Levels for Students Tested in Fall 2007 and Spring 2008

			Spring 2008 Performance Levels				Total
			Beginning	Early Intermediate	Intermediate	Transitioning	
Fall 2007 Performance Levels	Beginning	n					
		%					
	Early Intermediate	n					
		%					
	Intermediate	n					
%							
Transitioning	n						
	%						
Total		n					
		%					

Summary data is suppressed for groups with fewer than 10 students.

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			Students in Transitioning Category	
			n	%
Number of Years <sup>1</sup>	1			
	2			
	3			
	4			
	5+			

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### III. Summary of Average Score Change

		Average Reading Scaled Score	Average Writing Scaled Score	Average Listening Raw Score	Average Speaking Raw Score	Average Overall MEPA Scaled Score
DISTRICT	Spring 2008					
	Fall 2007					
	Change					
STATE	Spring 2008					
	Fall 2007					
	Change					

[ SHELLS Ver. 1.0.1 ]

## ***Introduction***

Title III of the No Child Left Behind law (NCLB) requires that states report annually on the performance of limited English proficient (LEP) students and their progress toward achieving English proficiency. In addition, Chapter 386 of the Massachusetts Acts of 2002 (known as *Question 2*) requires English language learners in Massachusetts to participate in assessments of English language proficiency. The MEPA program is administered in order to comply with these state and federal assessment requirements, and to

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## ***MEPA Scaled Scores***

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