



# Language of Assessment Results Historical & Current Research



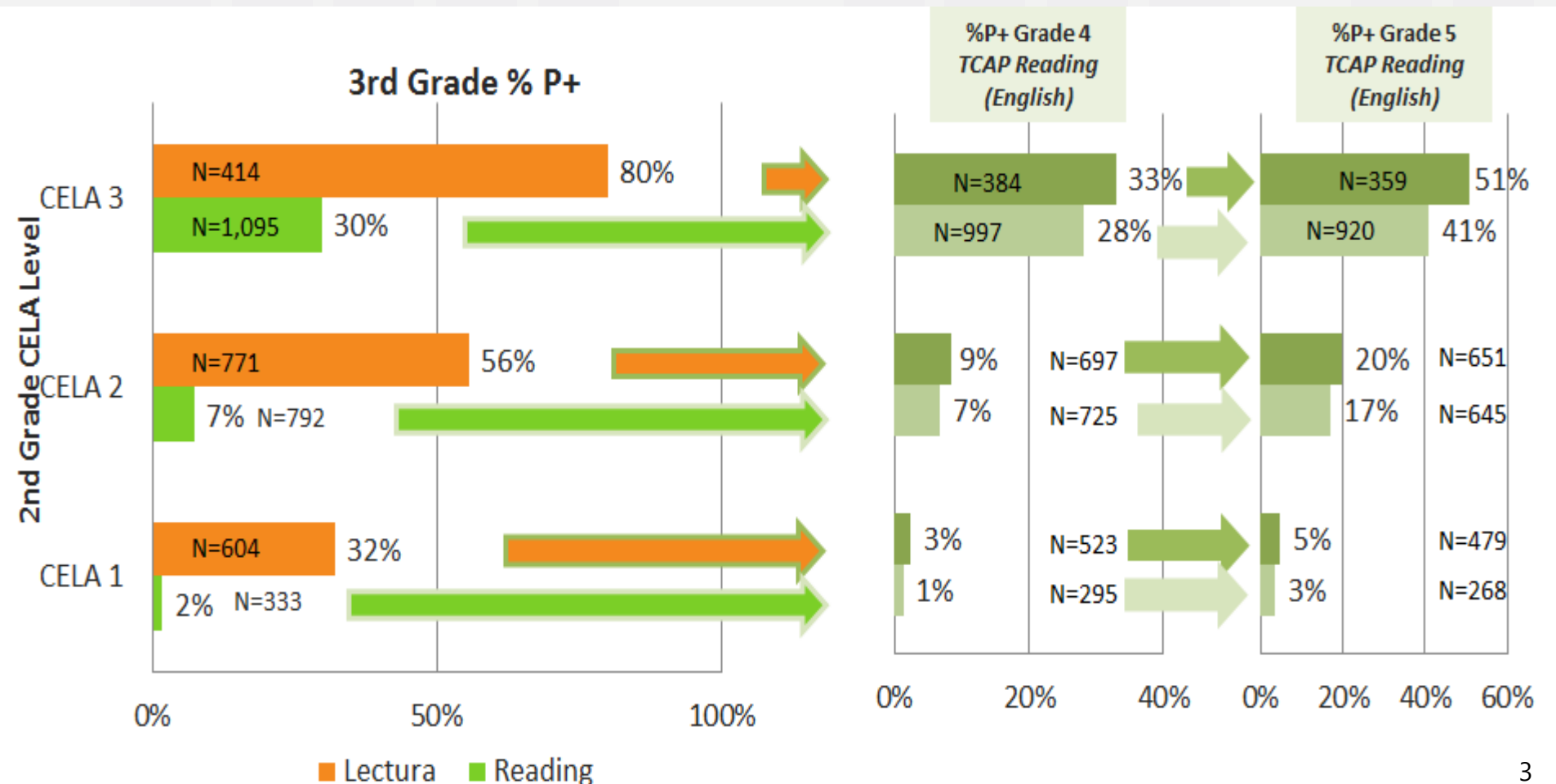
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**PRIOR LANGUAGE OF ASSESSMENT  
RESEARCH: TCAP**

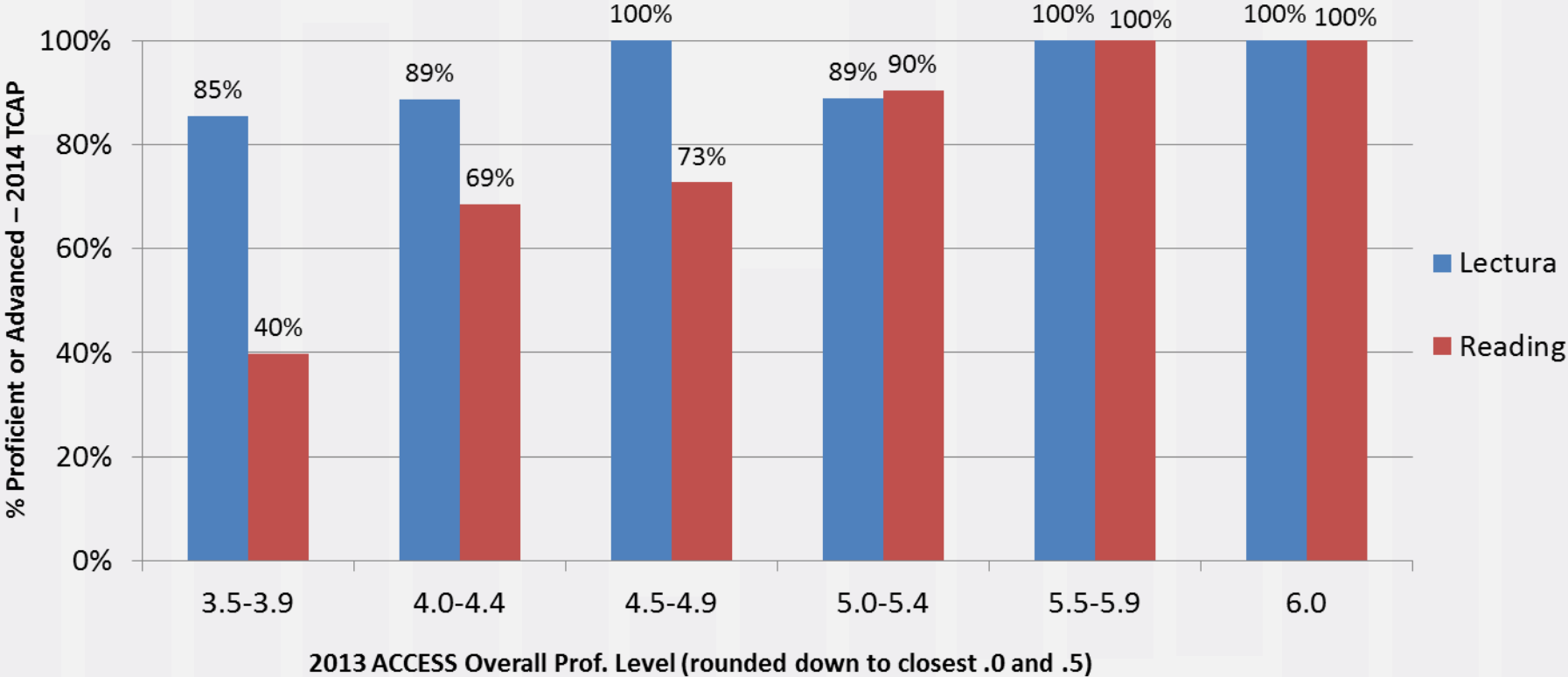
# ELLS AT CELA LEVELS 1-3 PERFORMED HIGHER ON LECTURA, THE SPANISH VERSION OF THE 3RD GRADE READING TEST, THAN THEIR PEERS PERFORMED ON THE TEST IN ENGLISH

- These students continued their higher performance into 4th and 5th grades



# 2014 TCAP PERFORMANCE BY ACCESS LEVELS

## ELA-S/ELA-S/E Classrooms: Lang. of Assessment Result by ACCESS Level

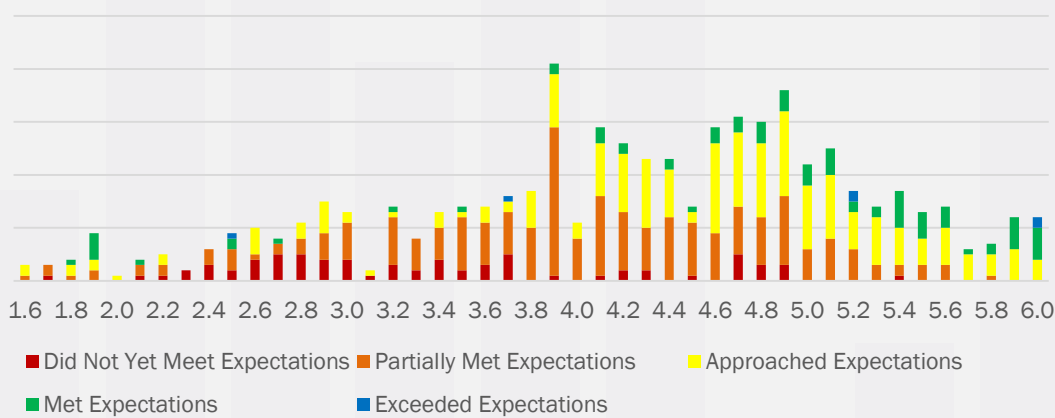


Note: For each Prof Level, Lectura and Reading are significantly different up to 5.0

# **COLORADO SPANISH LANGUAGE ASSESSMENT (CSLA): 2016**

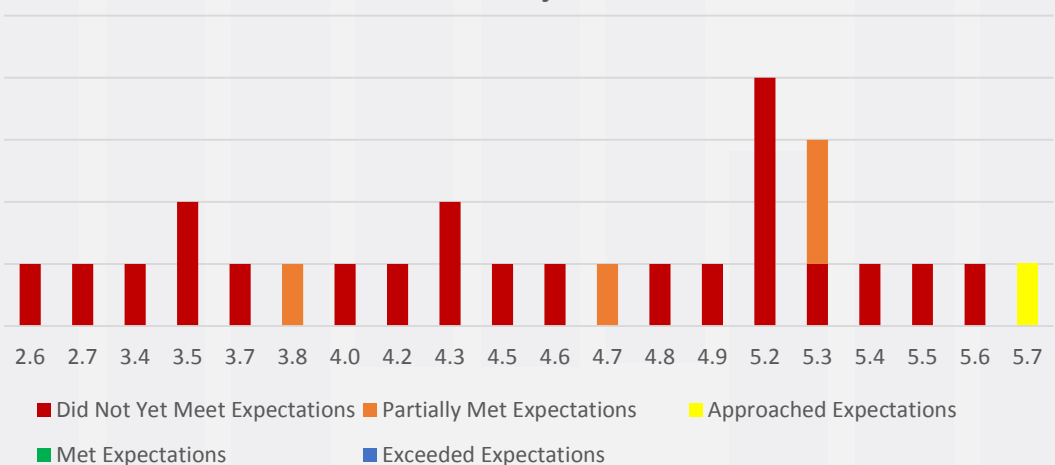
# MORE 3<sup>RD</sup> GRADE STUDENTS WHO WERE REQUIRED TO TAKE CMAS SLA SCORED IN THE TOP 3 PROFICIENCY LEVELS WHEN THEIR CMAS LANGUAGE OF ASSESSMENT WAS SPANISH

Count of Required 3rd Grade - CMAS SLA by ACCESS Proficiency Level



- Students who were required to CMAS SLA but who took CMAS ELA did not score in the Met or Exceeded performance level suggesting a need for a higher required ACCESS Overall cut-score. This trend continues on the next two slides.

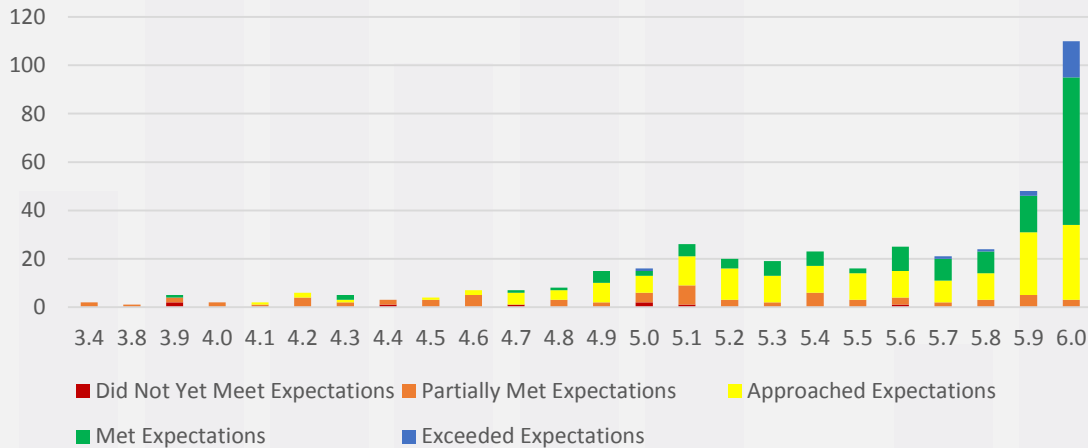
Count of Required 3rd Grade - CMAS ELA by ACCESS Proficiency Level



	Required 3rd Grade - CMAS SLA	Required 3rd Grade - CMAS ELA
Total N	653	27
# of Students with ACCESS Overall 3.5-4.9	293	13
# of Students with ACCESS Overall 3.5-4.9 and who Met or Exceeded Expectations	24	0

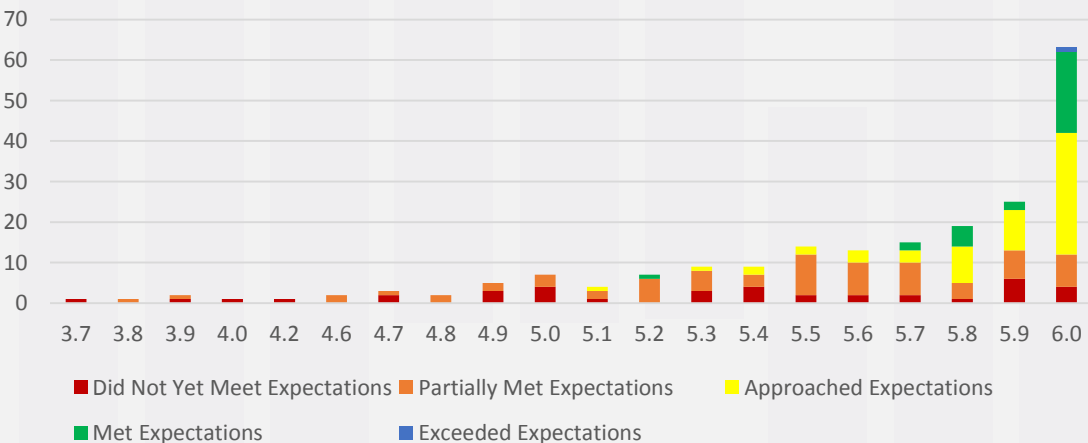
# 3<sup>RD</sup> GRADE STUDENTS WHO WERE RECOMMENDED TO TAKE CMAS SLA HAD A GREATER DISTRIBUTION OF STUDENTS SCORING IN THE TOP 3 PROFICIENCY LEVELS

Count of Recommended 3rd Grade - CMAS SLA by ACCESS Proficiency Level



- The trend from the previous slide is more apparent when looking at recommend 3<sup>rd</sup> grade student performance on CMAS ELA.

Count of Recommended 3rd Grade - CMAS ELA by ACCESS Proficiency Level



	Recommended 3rd Grade - CMAS SLA	Recommended 3rd Grade - CMAS ELA
Total N	415	203
# of Students with ACCESS Overall 3.5-4.9	65	18
# of Students with ACCESS Overall 3.5-4.9 and who Met or Exceeded Expectations	10	0

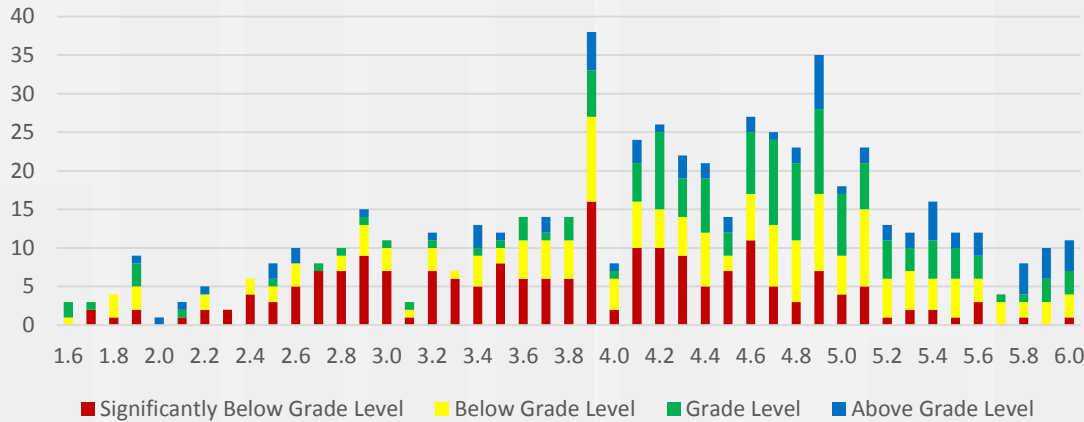


**READ ACT LANGUAGE OF  
ASSESSMENT: 2016**

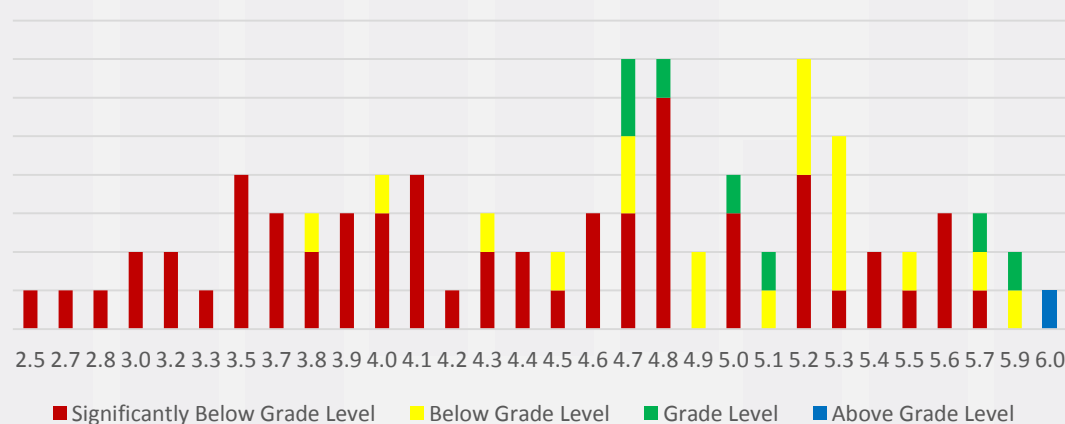


# MORE 3<sup>RD</sup> GRADE STUDENTS WHO WERE REQUIRED TO TAKE CMAS SLA SCORED AT OR ABOVE GRADE LEVEL WHEN THEIR READ ACT LANGUAGE OF ASSESSMENT WAS SPANISH

Count of Required 3rd Grade – Spanish READ Act Assessment by ACCESS Proficiency Level



Count of Required 3rd Grade - English READ Act Assessment by ACCESS Proficiency Level

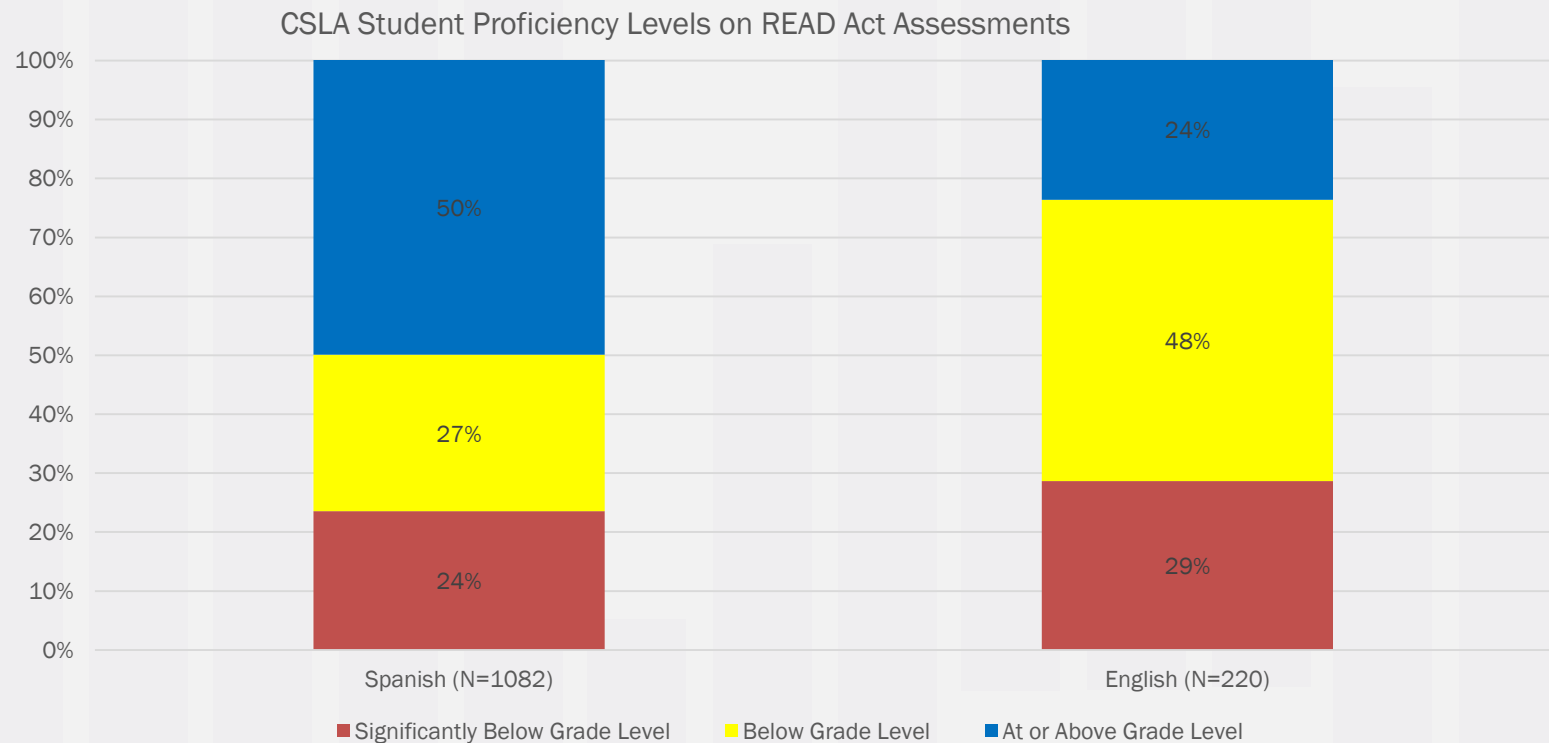


- Students who were on the required to CMAS SLA but who took an English READ Act assessment had lower counts (8 vs. 216) and a lower overall percentage (9% vs. 37%) of students scoring At or Above Grade Level. This indicates a need to align CMAS SLA LOA guidelines to READ Act assessments.

	Required 3rd Grade - CMAS SLA	Required 3rd Grade - CMAS ELA
Total N	589	87
# of Students with ACCESS Overall 3.5-4.9	317	48
# of Students who scored At or Above Grade Level	216	8

# STUDENTS WITH ALIGNED READ ACT AND CSLA TEST LANGUAGES OUTPERFORMED THOSE WHOSE TEST LANGUAGES WERE NOT ALIGNED

- 50% of Students who took CMAS SLA and then took their Spring READ Act assessment in Spanish scored At or Above Grade Level compared to 24% students who took their Spring READ Act Assessment in English.



EDL2 and Istation – ISIP Spanish are the two Spanish READ Act Assessments.

Note: The differences between students taking CSLA and Spring Read Act in Spanish vs. English are statistically significant.