

Appendix M—REPORT SHELLS



**Massachusetts Department of Elementary
and Secondary Education
Spring 2009**

SCHOOL: Academic Center for Transition
SCHOOL ID #: 70050046
DISTRICT: Test Site

**Massachusetts English Proficiency Assessment (MEPA) Tests
Preliminary Participation Report
Grade Span 5-6**

SCHOOL	Number of Students Enrolled*	Number Tested	Percent Tested	Number Not Tested						
				Absent—Medically Documented	# Students Reported in SIMS as LEP but Not Tested	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										
MEPA-R/W & MELA-O										

DISTRICT	Number of Students Enrolled*	Number Tested	Percent Tested	Number Not Tested						
				Absent—Medically Documented	# Students Reported in SIMS as LEP but Not Tested	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										
MEPA-R/W & MELA-O										

STATE	Number of Students Enrolled*	Number Tested	Percent Tested	Number Not Tested						
				Absent—Medically Documented	# Students Reported in SIMS as LEP but Not Tested	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										
MEPA-R/W & MELA-O										

*The number of students enrolled includes all LEP students currently enrolled based on the March 2009 SIMS.



**Massachusetts Department of Elementary
and Secondary Education
Spring 2009**

SCHOOL: Academic Center for Transition
SCHOOL ID #: 70050046
DISTRICT: Test Site

**Massachusetts English Proficiency Assessment (MEPA) Tests
Preliminary Results by Year of Enrollment in Massachusetts Schools
Grade Span 5-6**

SCHOOL	Tested Spring 2009 MEPA-R/W & MELA-O			Average Scaled Score**	Level 1		Level 2		Level 3		Level 4		Level 5		
	Year of Enrollment in Massachusetts Schools	# Enrolled*	# Tested**		% Tested	Range 400 - 550	#	%	#	%	#	%	#	%	#
First Year															
Second Year															
Third Year															
Fourth Year															
Fifth Year or more															
All LEP															

DISTRICT	Tested Spring 2009 MEPA-R/W & MELA-O			Average Scaled Score**	Level 1		Level 2		Level 3		Level 4		Level 5		
	Year of Enrollment in Massachusetts Schools	# Enrolled*	# Tested**		% Tested	Range 400 - 550	#	%	#	%	#	%	#	%	#
First Year															
Second Year															
Third Year															
Fourth Year															
Fifth Year or more															
All LEP															

STATE	Tested Spring 2009 MEPA-R/W & MELA-O			Average Scaled Score**	Level 1		Level 2		Level 3		Level 4		Level 5		
	Year of Enrollment in Massachusetts Schools	# Enrolled*	# Tested**		% Tested	Range 400 - 550	#	%	#	%	#	%	#	%	#
First Year															
Second Year															
Third Year															
Fourth Year															
Fifth Year or more															
All LEP															

*The number of students enrolled includes all LEP students currently enrolled based on the March 2009 SIMS.

**Based on students with Reading, Writing, Listening, and Speaking scores.



Massachusetts Department of Elementary
and Secondary Education

Spring 2009

Massachusetts English Proficiency Assessment (MEPA) Tests

Roster of Student Results

Grade Span 7-8

SCHOOL:
SCHOOL ID #:
DISTRICT:

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

Scaled Score Ranges: Reading = 0 to 30 Writing = 0 to 30 Overall MEPA = 400 to 550	Raw Score Ranges: Listening = 0 to 5 Speaking = 0 to 20	MED = Absent—Medically Documented ABS = Absent TRN = Transferred	INV = Invalidated ANA = Accommodation or Alternate Assessment Not Available
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[SHELL v.2.0.1]

How to interpret your child's MEPA results

Your child's overall results on the MEPA tests are reported based on five levels of performance. The performance levels for grade span K–2 are described as follows.

A student at **Level 1** cannot yet communicate in English, and errors almost always interfere with communication. Comprehension is demonstrated either without words, through a few basic English words, or in a language other than English. A student performing at this level typically

- recognizes only a few letters of the alphabet and reads only a few simple words, with help;
- writes only a few letters of the alphabet and may attempt to write words that are mostly incorrect;
- speaks using only a few English words with frequent errors, and cannot be understood easily;
- understands only a little spoken English.

A student at **Level 2** communicates using simple written and spoken English at school, with errors that often interfere with communication and understanding. A student performing at this level typically

- recognizes many letters of the alphabet and reads a few simple words, with help;
- writes some letters of the alphabet and a few basic words, with frequent errors;
- speaks English using basic words and short phrases, and is generally difficult to understand;
- recognizes some basic spoken words and phrases in English, with frequent repetition and explanation.

A student at **Level 3** communicates using basic English at school, though errors sometimes interfere with communication and understanding. A student performing at this level typically

- reads and understands many common words and most letters of the alphabet, including some grade-level academic language;
- writes commonly used words and simple sentences, with some errors;
- speaks English using common words, including some grade-level academic vocabulary, and basic grammar and sentence structure, with some errors;
- understands most basic spoken English, including some grade-level academic vocabulary, with some repetition and explanation.

A student at **Level 4** is generally fluent in English at school. Oral and written communication is mostly correct and usually understandable, with few or minor errors. A student performing at this level typically

- reads and understands most common words, including many grade-level academic words;
- writes short sentences and short texts, with few errors;
- speaks English with basic fluency, using grade-appropriate words and sentences, with occasional errors;
- understands most spoken English during classroom discussions, including grade-level academic vocabulary, with only occasional repetition and explanation.

A student at **Level 5** is fluent and communicates effectively in English across all academic subjects, with very few errors. Oral and written communication is correct and understandable. A student performing at this level typically

- reads and understands most grade-level texts;
- writes and edits grade-level texts with fluency, using standard grade-level English writing conventions;
- speaks English with fluency, using grade-level academic vocabulary correctly;
- understands spoken English, with little or no need for repetition or explanation.



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Massachusetts English Proficiency Assessment Spring 2009 Parent/Guardian Report

NAME: Student, Fictitious A.
SASID: 0123456789
GRADE: K
SCHOOL: Charles D Harrington
DISTRICT: Chelmsford
FIRST TESTED: Spring 2009

What is the Massachusetts English Proficiency Assessment (MEPA)?

The MEPA tests are administered to all students in grades K-12 who are limited English proficient (LEP). The purposes of the MEPA tests are to:

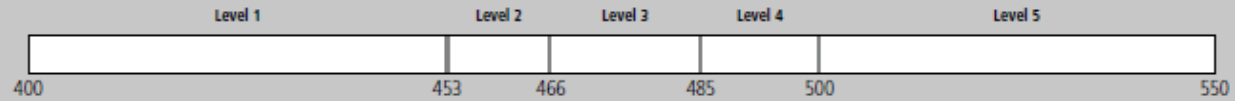
- measure the progress your child is making toward English proficiency;
- identify whether your child has achieved proficiency in English; and
- comply with state and federal assessment requirements.

Where can I get more information about the MEPA?

For detailed information about the MEPA tests, and a better understanding of 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. If you need additional information, please contact your child's school.

How did JANE DOE perform on the MEPA tests?

Spring 2009
Grade: K
Score: 375
Performance Level: Level 5



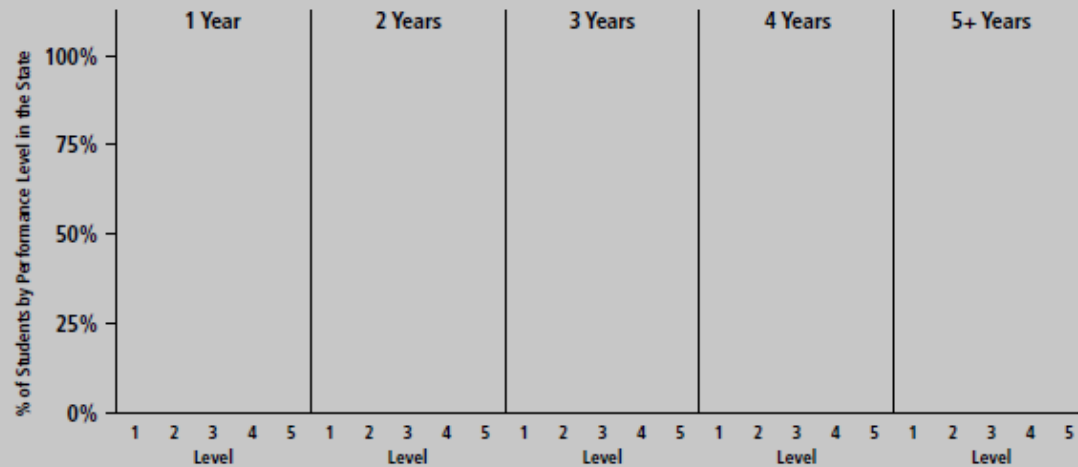
◆ = your child's overall score within the performance level. = the range of scores your child might receive if the test were taken many times.

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

Your child's spring 2009 performance (✓) compared to a typical student performing at Level 5

	Below	Approaching	At or Above
Reading			
Writing			
Listening			
Speaking			

Your child's spring 2009 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.