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| **Proficiency**: A term in ELP assessment that indicates that a student shows the ability to use the English language at the level required at their grade level.  **Rubric**: A scoring guide that contains descriptions of different levels of student success based on a specific set of learning objectives or standards.  **Stage Adaptive Test/Testing**: An assessment where items are selected by a computer. Each selection is based on the student’s earlier performance.  **Student with Significant Cognitive Disabilities**: Students who are eligible using one of the categories of disability under IDEA. These disabilities impact a student’s ability to think, listen, learn, or understand. Cognitive disabilities can prevent students from reaching grade-level standards.  **For more information, please contact your student’s teacher or visit** [**elpa21.org/alt-elpa.**](http://www.elpa21.org/alt-elpa)  **(INSERT STATE INFORMATION HERE).** |  | The contents of this document were created by ELPA21 by adapting terms from the ELPA21 Glossary of Terms. The purpose of this document is to help parents understand important concepts associated with their student’s English language development programming and assessment. | |  | | --- | |  | |  |  | **Parent Glossary**  © 2024 Regents of the University of California |
| **Alt ELPA Parent Glossary**  **This resource is designed to help parents define common terms related to the Alt ELPA Assessment System.**  **Accessibility/Access**: How educational materials and services provide fair opportunities for students with disabilities.  **Accessibility Features**: Supports available to students during computer-based tests. Accessibility features ensure that students receive fair access to tests.  **Accommodations**: Changes in test administration that increase access for English learners with Individualized Education Programs (IEPs) or 504 plans. Accommodations may include, for example, a change in the test setting, timing, or presentation.  **Alt ELPA Screener:** An assessment used to determine if a student is eligible or ineligible for an English learner program.  **Alternate Assessment (AA)**: An assessment for students with significant cognitive disabilities. For these students, the general test is not appropriate even with accommodations.  **College and Career Readiness (CCR)**: The knowledge, skills, and habits that students need to be successful in higher education or skills training. |  |  | |  | | --- | | **Content-specific**: The language used to communicate information in particular subject areas (English language arts, mathematics, science). Also referred to as “discipline-specific.”  **Content Standards**: The knowledge and skills teachers are expected to teach students at each grade level to explain what students should know and be able to do in each subject.  **Differentiated Instruction**: Individualized and customized instruction designed to meet the needs of students.  **Domain**: The range of content covered by a test. The four language domains are listening, reading, writing, and speaking.  **English Language Proficiency (ELP)**: The ability of students to use the English language to communicate ideas, knowledge, and information.  **English Language Proficiency Standards for Students with Significant Cognitive Disabilities:** The expectations of language development for English learners with the most significant cognitive disabilities.  **English Learner (EL)**: Students who are developing proficiency in English and need specialized instruction to access educational opportunities in English. | |  |  | **English Learner Students with Disabilities (ELSWDs)**: ELs who are yet unable to communicate fluently or learn effectively in English. ELSWDs have a 504 plan or Individualized Education Program (IEP). Students with an IEP may have one or more disabilities.  **Home Language Survey (HLS)**: A form given to parents of new students that indicates that a household might use a language other than English. It identifies potential ELs.  **Individualized Education Program (IEP)**: A written statement for each student with a disability. An IEP includes decisions on instruction, placement, and testing.  **Individuals with Disabilities Education Act (IDEA)**: A law that ensures public schools serve the needs of students with disabilities. This law requires that these students receive appropriate special services that meet their specific needs.  **Learning Goals**: Statements that describe what students are expected to learn by the end of the school year, course, lesson, or project.  **Performance Levels**: Categories describing the results of an assessment. These levels explain the stages of English language development that ELs are expected to accomplish. |