

ALTERNATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PROCEDURES

The following procedures apply when a student with moderate to severe disabilities is classified as an English Learner (EL) and the IEP team is considering using an alternate assessment to determine the student's English language proficiency.

1. Using the *Participation Criteria Checklist for Alternate Assessments* as a guideline, the **IEP team** determines if the student is unable to take all or a portion of the *California English Language Development Test (CELDT)* even with appropriate test variations, accommodations, and/or modifications.
2. If the **IEP team** determines the student requires an alternate assessment for one or more of the areas assessed by the *CELDT*, **IEP Form 3C (Other Assessments)** is amended using the instructions in the *GUHSD WISER Forms and Instruction Manual*.
3. Parental written consent to the amended IEP is obtained.
4. During the July 1 to October 31 English language proficiency testing window, the **Special Education Advocate Teacher** arranges for the student to be assessed using the *Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate/Severe Disabilities (VCCALPS)* by:
 - a. Contacting the *GUHSD English Learner Programs Office* at 619 593-2710 to arrange for an interpreter to assist the Advocate Teacher in administering the *VCCALPS* in the student's primary language.
 - b. Contacting other on-site certificated Special Education staff, as needed, to assist the Advocate Teacher with the administration of the *VCCALPS* in English.
5. Upon completion of the *VCCALPS*, the **Special Education Advocate Teacher**:
 - a. Sends a copy of the *VCCALPS* Summary Sheet to the *GUHSD Assessment and Evaluation Office*, which then enters the scores on the *GUHSD Performance Profile*.
 - b. Gives the original copy of the *VCCALPS* to the school's English Language Learner Coordinator.

Participation Criteria Checklist for Alternate Assessments

In order to assist an individualized education program (IEP) team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is "Disagree," the team should consider administering the California English Language Development Test (CELDT) to the student with the use of any necessary test variations, accommodations, and/or modifications.

Circle "Agree" or "Disagree" for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student's learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot take the CELDT even with test variations, accommodations, and/or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

OTHER ASSESSMENTS

IEP Revision Date _____
Last Annual Review Date _____

Last Name _____ First Name _____ GUHSD ID _____

Classroom Assessments

- Accommodations Needed _____
- Modifications Needed _____

District Assessments

- Not required due to participation in CAPA or enrollment in classes that do not have end of course district assessments.
- Accommodations Needed _____
- Modifications Needed _____

California High School Exit Examination (CAHSEE) - Choose only one of the following five options:

- 1. CAHSEE requirement has been met.
- 2. Not required due to participation in the California Alternate Performance Assessment (CAPA).
- 3. Outside testing group (enrolled in grade 12 or 13 and previously participated in CAPA; or on Individual Service Plan - ISP).
- 4. Opt Out - enrolled in grade 11 or higher and eligible for CAHSEE exemption through EC Section 60852.3.
- 5. To participate in CAHSEE:
 - ELA Accommodations Needed _____
 - ELA Modifications Needed _____
 - Math Accommodations Needed _____
 - Math Modifications Needed _____

English Language Proficiency Assessment - Choose at least one option:

- 1. Not applicable (student is English Only, Initial Fluent English Proficient, or Redesignated Fluent English Proficient)
- 2. California English Language Development Test (CELDT)
 - CELDT Accommodations Needed _____
 - CELDT Modifications Needed _____
- 3. Alternate Assessment - Specify rationale, assessment areas, test name(s), and any adaptations:

Physical Fitness Test (PFT) - Choose only one of the following four options:

- 1. Met requirement.
- 2. No participation - student's condition does not permit any participation because _____
- 3. Partial participation - student's condition permits participation in the areas of: _____
- 4. Full participation.
- PFT Accommodations Needed _____

Other Assessments Accommodation/Modification Comments

WISER Forms and Instructions

Revision to IEP Form 3C: Other Assessments

✓ **English Language Proficiency – Choose at least one option:**

1. Not Applicable (student is English Only, Initial English Proficient, or Redesignated Fluent English Proficient)

When a Draft IEP is created and *IEP Form 1: Census and Disability Information* indicates the student is not an English Learner (i.e., the student has been designated English Only, Initial Fluent English Proficient, or Redesignated Fluent English Proficient), this box is automatically checked and all other information entered on *Form 3C* under ELP participation is cleared.

The information about a student's native language and English Learner (EL) status on *IEP Form 1: Census and Disability Information* is obtained from the GUHSD *Student Information System* when the Draft IEP is created in WISER. If you have questions about a student's native language and/or EL status, contact the EL Coordinator at your school site.

2. California English Language Development Test (CELDT)

When a Draft IEP is created and *IEP Form 1: Census and Disability Information* indicates that the student is designated as an English Learner and neither this option (CELDT) nor option 3 (ALPI) have previously been selected, then this box is automatically checked.

Students, whose school enrollment form indicates that the primary language spoken in the home is a language other than English, are administered the *California English Language Development Test (CELDT)* to determine their English language proficiency in listening, speaking, reading and writing. The *CELDT* is administered through the GUHSD Assessment and Evaluation office on a yearly basis. The testing window is July 1 - Oct 31.

The information about a student's native language and English Learner (EL) status on *IEP Form 1: Census and Disability Information* is obtained from the GUHSD *Performance Profile* when the "Draft IEP" is created in WISER. If you have questions about a student's native language and/or EL status, contact the EL Coordinator at your school site.

CELDT Accommodations Needed _____

CELDT Modifications Needed _____

If the student requires *accommodations* for the *CELDT*, check " CELDT Accommodations Needed." Similarly, if the student requires *modifications*, check " CELDT Modifications Needed." When a student requires accommodations and/or modifications, the instructions under *Entering Accommodations and Modifications Into WISER* on page 68 are followed.

For more information about the *CELDT* and allowable accommodations and modifications, access the GUHSD Special Education Website > Laws and Procedures > Procedures > **English Learners (EL)**.

3. Alternate Assessment - Specify rationale, assessment areas, test name(s), and any adaptations:

Sometimes students with significant disabilities are unable to take a portion or all of the *CELDT* even when given appropriate accommodations and modifications. Using the *Participation Criteria Checklist for Alternate Assessments* as a guideline, the IEP team determines if a student requires an alternate assessment for one or more of the areas assessed by the *CELDT*.

In the Grossmont Union High School District, the alternate assessment for determining English language proficiency is the *Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities (VCCALPS)*.

Using the WISER Lookup values, an explanation of why the student requires an alternate assessment, the area or areas that will be tested using the alternate assessment in place of the *CELDT*, the name of the

alternate assessment(s), and any core adaptations that are required for the student to demonstrate their English proficiency on the alternate assessment are documented.

WISER Lookup Checklist Values

- Rationale for alternate assessment:
- Cognitive impairments prevent student from being able to respond to CELDT prompts or questions even with accommodations and/or modifications.
- Student does not use oral communication, Manually Coded English or American Sign Language and is unable to respond to CELDT prompts or questions even with accommodations and/or modifications.

- Areas to be assessed using alternate assessment:

- Listening
- Speaking
- Reading
- Writing

- Alternate assessment instrument:

- Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)

- Adaptations:

General Adaptations:

- Cues - interchange cues "Show me, Point to, Give me, and Find."
- Position manipulatives and stimulus cards so they are best perceived by the student
- Place materials on a surface with a boundary so they do not fall away or roll out of reach as a student uses them.
- Student is particularly distractible - structure the testing environment to eliminate distractions.

Visual Impairments:

- Student has a visual impairment - enlarge stimulus cards as needed.
- Student has a visual impairment - substitute Braille, textured or auditory materials (such as a beeping ball) for visual stimulus materials as needed.
- Student has a visual impairment - cut the actual outlines of shapes and figures from stimulus cards.
- Student has a visual impairment - change cues such as "Show me" to cues such as "Tell me."
- Student has visual impairment - describe pictures as needed.
- Student has a visual impairment - allow student to handle objects as needed.
- Student uses glasses - they should be worn during assessment.

Auditory Impairments:

- Allow the student to use an augmentative communication device or communication system, such as PECS, in place of oral speech.
- Use ASL or manually coded English, in place of oral speech, when appropriate.
- Allow student to respond with gestures, movements, or vocalization in place of speech.
- When appropriate, accept eye gaze as a way of indicating a response.
- Student uses hearing aids - they should be worn during the assessment. Check the aids daily to make sure they are functioning properly.

Sensorimotor Impairments:

- Student has difficulty initiating an activity - extend wait times.
- Student has sensorimotor impairments - accept a change in muscle tone or a change in facial expression as an observed behavior.
- Position and stabilize the student so that the most controlled movement is possible.
- Allow student to direct another in performing physical tasks.

For more information about alternate assessment of English language proficiency, access the GUHSD Special Education Website > Laws and Procedures > Procedures > **English Learners (EL)**.

OTHER ASSESSMENTS

IEP Revision Date 08/29/2011

Last Annual Review Date 05/11/2011

Last Name

First Name **Example**

GUHSD ID 2

Classroom Assessments

- Accommodations Needed
- Modifications Needed

District Assessments

- Not required due to participation in CAPA or enrollment in classes that do not have end of course district assessments.
- Accommodations Needed
- Modifications Needed

California High School Exit Examination (CAHSEE) - Choose only one of the following five options:

- 1. CAHSEE requirement has been met.
- 2. Not required due to participation in the California Alternate Performance Assessment (CAPA).
- 3. Outside testing group (enrolled in grade 12 or 13 and previously participated in CAPA; or on Individual Service Plan - ISP)
- 4. Opt Out - enrolled in grade 11 or higher and eligible for CAHSEE exemption through EC Section 60852.3.
- 5. To participate in CAHSEE:
 - ELA Accommodations Needed
 - ELA Modifications Needed
 - Math Accommodations Needed
 - Math Modifications Needed

English Language Proficiency Assessment - Choose at least one option:

- 1. Not applicable (student is English Only, Initial Fluent English Proficient, or Redesignated Fluent English Proficient)
- 2. California English Language Development Test (CELDT)
 - CELDT Accommodations Needed
 - CELDT Modifications Needed
- 3. **Alternate Assessment - Specify rationale, assessment areas, test name(s), any adaptations:**

Rationale for alternate assessment: Cognitive impairments prevent student from being able to respond to CELDT prompts or questions even with accommodations and/or modifications. Areas to be assessed using alternate assessment: Listening, Speaking, Reading, Writing. Alternate assessment instrument: Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS). Adaptations: Place materials on a surface with a boundary so they do not fall away or roll out of reach as a student uses them. Allow the student to use an augmentative communication device or communication system, such as PECS, in place of oral speech.

Ventura County Special Education Local Plan Area (SELPA)
Mary E. Samples, Assistant Superintendent
www.venturacountyselpa.com

***Ventura County
Comprehensive Alternate
Language Proficiency Survey
for Students with
Moderate-Severe Disabilities
(VCCALPS)***

*Adapted with permission from the
Orange County Office of Education
Alternate Language Proficiency Instrument (ALPI)*

2011

**Contact: Fran Arner-Costello
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Introduction/Purpose

This survey instrument may be used to assess language proficiency of students with disabilities characterized as moderate or severe. It is for students who, because of their disability, cannot access all or part of the CELDT, and is designed for students who participate in the CAPA. It assesses in all areas required by the California Department of Education, including listening, speaking, reading, and writing. It establishes levels in both the primary language as well as English. If unsure about which English Language Development assessment a student will best respond to, the IEP team may consider the “CELDT Participation Criteria.”

Because students with moderate or severe developmental and intellectual disabilities usually have delays in the areas of general language development and cognition, it often is difficult to establish the level of English language proficiency. Therefore, an analysis of proficiency in English as compared to proficiency in the primary language becomes very informative.

The information from this survey can be used to determine whether the student is considered to be an “English Learner” or a student with disabilities in language and cognition, across languages. Students who are considered to be ELs will receive targeted instruction in English Language Development (ELD), including vocabulary, syntax, morphology, and pragmatics unique to the English language. Students who are considered to be delayed in any language will receive targeted instruction in general development of language and communication.

Students who are ELs will have an identified ELD goal in the IEP. In addition, all other goals must be linguistically appropriate, which means that they are at the appropriate EL level, with special consideration given to the language in which the goal is taught (English or primary language).

For our students with moderate-severe disabilities, this may mean that they will be taught to make simple requests or express needs first in the primary language, or, that instructions for functional skill activities are given in both English as well as the primary language, (or primary language only).

The VCCALPS can also be used to assist in reclassifying a student to Fully English Proficient (RFEP) who has formerly been considered an EL. For students who perform at low levels in both English and the primary language, the IEP team may recommend to the district English Language Development department that the low proficiency level in English is due to the disability. Although the IEP team may make the recommendation, the final decision about reclassification lies with the ELD Department, with input from parent(s).

For two years following reclassification, students will continue to receive support and monitoring of their English language development.

Source:

CELDT Participation Criteria for Alternate Assessment

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the CELDT even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle “Agree” or “Disagree” for each item:

Agree application	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for in school, work, home, and community environment.
Agree general learning	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot address the performance level assessed in the CELDT, even with accommodations or modifications.
Agree	Disagree	The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in the alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in the alternate assessment is not based on language, cultural, or economic difference.
Agree motor	Disagree	The decision to participate in the alternate assessment is not based on the deafness/blindness, visual, auditory, and/or disabilities.
Agree	Disagree	The decision to participate in the alternate assessment is not primarily based on a specific categorical label.
Agree	Disagree	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is “Disagree”, the team should consider including the student in the CELDT with the use of any necessary accommodations or modifications.

IEP Team Decision: _____ is eligible for participating in the CELDT.

IEP Team Decision: _____ is **not** eligible for participating in the CELDT.

Instructions

This instrument should be used in a similar manner as the CELDT, and must be used for all students with a language other than English on the Home Language Survey.

WHEN: For all students entering school, the assessment should be administered within the first 30 days of enrollment. For students transferring in from special education preschool programs, it can be administered as part of the Preschool to Kindergarten Transition Assessment. This assessment is required even if the student was considered to be an IFEP in preschool.

HOW/WHO: The listening, reading and writing portions of the assessment are to be administered in multiple sessions in short lengths of time as tolerated by the student. Because there is a great deal of overlap in the content of the items in English and primary language, it is suggested that those sections be administered in random order, with at least an hour between sessions. They should be administered by classroom staff who know the student well, to assure maximum performance.

The speaking session should be completed by those who know the student well, at minimum the teacher and primary caregiver.

Some sections require that directions and/or prompts be given in the primary language, so a person who is fluent in that language is required.

The assessor is advised to use the least intrusive prompting or adaptations necessary to obtain a response from the student. If he/she is capable of pointing, speaking, etc, they should be required to do so. If not, eye gaze, head nod, or indicating yes/no to adult model will suffice.

For each section, jot down the items or words the student correctly responds to or performs. Circle the number which best correlates with performance, place in points column and total the number of points per page.

Record totals from each page on the Summary Sheet, which will indicate levels in each area to be used for decision making and planning.

Listening – Primary Language VCCALPS

Listening: Provide oral requests in **primary language** only. Describe responses on lines provided, then circle the score which best applies and record in points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

In response to the primary language, the student: **Points**

1. Turns head when called (describe):

Never 0-1/5 times	Rarely 2/5 Times (2 pts)	Occasionally 3/5 Times (3 pts.)	[0-5]
Often 4/5 Times (4 pts)	Frequently 5/5 Times (5 pts.)		

2. Identifies body parts by pointing, eye gaze or indicating yes/no to adult model. (May use pictures or have student point to self.) (list):

0	1 (1 pt.)	2 (2 pts.)	3 (3 pts.)	4 (4 pts.)	5+ (5 pts.)	[0-5]
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3. Identifies family members/familiar people, by pointing, eye gaze or indicating yes/no to adult model. (May use people or pictures.) (list):

0	1 (1 pt.)	2-3 (2 pts.)	4-5 (3 pts.)	6-7 (4 pts.)	8+ (5 pts.)	[0-5]
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4. Identifies foods/food items by pointing, eye gaze or indicating yes/no to adult model (list):

0	1 (1 pt.)	2-3 (2 pts.)	4-5 (3 pts.)	6-7 (4 pts.)	8+ (5 pts.)	[0-5]
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5. Responds to commands (record highest level obtained):

1 part command with light physical prompt (1 pt.)	1 part with visual prompt (2 pts.)	[0-5]
1 part, no visual (3 pts.)	2 part, visual (4 pts.)	
2 part, no visual. (5 pts.)		

Total Listening Points (Primary) _____ [0-25]

Listening – English

VCCALPS

Listening: Provide oral requests in **English** only. Describe responses on lines provided, then circle the score which best applies and record in points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

In response to English, the student:	Points
1. Turns head when called (describe): _____ _____ _____	
Never 0-1/5 times Often 4/5 Times (4 pts)	Rarely 2/5 Times (2 pts) Frequently 5/5 Times (5 pts.)
Occasionally 3/5 Times (3 pts.)	[0-5]
2. Identifies body parts by pointing, eye gaze or indicating yes/no to adult model (May use pictures or have student point to self.) (list): _____ _____ _____	
0	1 (1 pt.)
2 (2 pts.)	3 (3 pts.)
4 (4 pts.)	5+ (5 pts.)
[0-5]	
3. Identifies family members/familiar people by pointing, eye gaze or indicating yes/no to adult model. (May use people or pictures.) (list): _____ _____ _____	
0	1 (1 pt.)
2-3 (2 pts.)	4-5 (3 pts.)
6-7 (4 pts.)	8+ (5 pts.)
[0-5]	
4. Identifies foods/food items by pointing, eye gaze or indicating yes/no to adult model (list): _____ _____ _____	
0	1 (1 pt.)
2-3 (2 pts.)	4-5 (3 pts.)
6-7 (4 pts.)	8+ (5 pts.)
[0-5]	
5. Responds to commands (record highest level obtained): _____ _____ _____	
1 part command with light physical prompt (1 pt.) 1 part, no visual (3 pts.)	1 part with visual prompt (2 pts.) 2 part, visual (4 pts.)
2 part, no visual. (5 pts.)	[0-5]

Total Listening Points (English) _____ **[0-25]**

Speaking – Primary Language

VCCALPS

Speaking: Use input from people who know the student (parents, siblings, teachers). Describe on lines provided, then circle the score which best applies and record in the points column.

In the primary language:	Points
<p>1. Student indicates toileting needs (describe): _____ _____ _____</p>	<p>_____</p>
<p>Not at all (0pts) Gestures (1 pt) Vocalizations (2pts) Word (primary language)(3 pts) Phrase (primary language)(4 pts) Sentence (primary language)(5pts)</p>	<p>[0-5]</p>
<p>2. Student indicates need for assistance (i.e., more of an item, physical help, negations, etc.)(describe): _____ _____ _____</p>	<p>_____</p>
<p>Not at all (0pts) Gestures (1 pt) Vocalizations (2pts) Word (primary language)(3 pts) Phrase (primary language)(4 pts) Sentence (primary language)(5pts)</p>	<p>[0-5]</p>
<p>3. Student uses words in primary language (list): _____ _____ _____ _____</p>	<p>_____</p>
<p>0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.)</p>	<p>[0-5]</p>
<p>4. Student uses phrases in primary language (may not be semantically correct) (list): _____ _____ _____ _____</p>	<p>_____</p>
<p>0 2 word phrase (2 pt.) 3 word phrase (3 pts.) 4 word phrase (4 pts.) 5 word phrase or more (5 pts.)</p>	<p>[0-5]</p>
<p>5. Student uses complete sentences in primary language (may not be semantically correct) (list): _____ _____ _____ _____ _____</p>	<p>_____</p>
<p>0 1 sentence (1 pt.) 2 sentences (2 pts.) 3 sentences (3 pts.) 4 sentences (4 pts.) 5 sentences or more (5 pts.)</p>	<p>[0-5]</p>

NOTE: If student uses an augmentative communication system, records words or phrases used in the primary language (if any).

Total Speaking Points (Primary) _____ [0-25]

Speaking – English

VCCALPS

Speaking: Use input from people who know the student (parents, siblings, teachers).). Describe on lines provided, then circle the score which best applies and record in the points column.

In English:	Points
<p>1. Student indicates toileting needs (describe): _____ _____ _____</p>	<p>_____</p>
<p>Not at all (0 pts) Gestures (1 pt) Vocalizations (2pts) Word (primary language)(3 pts) Phrase (primary language)(4 pts) Sentence (primary language)(5pts)</p>	<p>[0-5]</p>
<p>2. Student indicates need for assistance (i.e., more of an item, physical help, negations, etc.)(describe): _____ _____</p>	<p>_____</p>
<p>Not at all (0pts) Gestures (1 pt) Vocalizations (2pts) Word (primary language)(3 pts) Phrase (primary language)(4 pts) Sentence (primary language)(5pts)</p>	<p>[0-5]</p>
<p>3. Student uses words in English (list): _____ _____ _____ _____</p>	<p>_____</p>
<p>0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21+(5 pts.)</p>	<p>[0-5]</p>
<p>4. Student uses phrases in English (may not be semantically correct)(list): _____ _____ _____</p>	<p>_____</p>
<p>0 2 word phrase (2 pt.) 3 word phrase (3 pts.) 4 word phrase (4 pts.) 5 word phrase or more (5 pts.)</p>	<p>[0-5]</p>
<p>5. Student uses complete sentences in English (list): _____ _____ _____ _____ _____</p>	<p>_____</p>
<p>0 1 sentence (1 pt.) 2 sentences (2 pts.) 3 sentences (3 pts.) 4 sentences (4 pts.) 5 sentences or more (5 pts.)</p>	<p>[0-5]</p>

NOTE: *If student uses an augmentative communication system, records words or phrases used in English (if any).*

Total Speaking Points (English) _____ [0-25]

**Reading – Primary Language
VCCALPS**

Reading: Present student with text in primary language. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Matches letter or character when presented with choice of two in primary language (pointing, eye gaze, or indicating yes/no to adult model). Present at least 10 trials (list):

0 2 correct (1 pt.) 4 correct (2 pts.) 6 correct (3pts) 8 correct (4pts) 10 correct (5 pts.) [0-5]

2. Indicates sounds of letters/meaning of characters in primary alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

3. Matches word from primary language when presented with choice of two to match with. Present at least 5 trials of different words (matching, pointing, or eye gaze) (ie, "Which word is the same?") (list):

0 1correct (1pt) 2 correct(2pts) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5]

4. When presented with two words in primary language indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5]

5. Reads site words in primary language (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

Total Reading Points (Primary) _____ [0-25]

Reading – English

VCCALPS

Reading: Present all text in English. Present directions in both English and primary language. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Matches letter or character when presented with choice of two in English (pointing, eye gaze, or indicating yes/no to adult model). Present at least 10 trials (list):

0 2 correct (1 pt.) 4 correct (2 pts.) 6 correct (3pts) 8 correct (4pts) 10 correct (5 pts.) [0-5]

2. Indicates sounds of letters/meaning of characters in English alphabet (making sound or indicating yes/no to adult model) (ie, "What sound does this make?") (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

3. Matches word from English when presented with choice of two to match with. Present at least 5 trials of different words (matching, pointing, or eye gaze) (ie, "Which word is the same?") (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5]

4. When presented with two words in English indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):

0 1 correct (1 pt.) 2 correct (2 pts.) 3 correct (3 pts.) 4 correct (4 pts.) 5 correct (5 pts.) [0-5]

5. Reads site words in English (list):

0 1-5(1 pt.) 6-10(2 pts.) 11-15(3 pts.) 16-20(4 pts.) 21-25(5 pts.) [0-5]

Total Reading Points (English) _____ [0-25]

Writing – Primary Language

VCCALP

Writing: Present student with directions in primary language and English. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Traces letters/characters in primary language (present at least ten - include any letters unique to primary language) (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

2. Copies/types letters/characters minimally legibly in primary language when presented with model (present at least ten) (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

3. Prints letters from model minimally legibly when shown briefly and then removed (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

4. Prints/types/stamps alphabet letters/characters in primary language when read aloud (list):

0

1-5(1 pt.)

6-10(2 pts.)

11-15(3 pts.)

16-20(4 pts.)

21-25(5 pts.)

[0-5]

5. Writes/types words in primary language (either words read aloud or word he/she chooses) (list):

0

1-5(1 pt.)

6-10(2 pts.)

11-15(3 pts.)

16-20(4 pts.)

21-25(5 pts.)

[0-5]

Total Writing Points (Primary)

[0-25]

Writing – English VCCALPS

Writing: Present student with directions in both primary language and English. Describe responses on lines provided, then circle the score which best applies and record in the points column. It is permissible to score items based on extensive observation in classroom settings, in addition to responses in the testing situation.

1. Traces letters/characters in English (present at least ten) (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

2. Copies/types letters/characters minimally legibly in English when presented with model (present at least ten) (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

3. Prints letters from model minimally legibly when shown briefly and then removed (list):

(Record most common prompt level)

Hand over hand-all letters (0pts)

Hand over hand 4 or less letters (2pts)

Verbal Prompts (4pts)

Hand over hand 5 or more letters (1pt)

Intermittent physical prompts, all letters (3pts)

Independent (5pts)

[0-5]

4. Prints/types/stamps alphabet letters/characters in primary language when read aloud (list):

0

1-5(1 pt.)

6-10(2 pts.)

11-15(3 pts.)

16-20(4 pts.)

21-25(5 pts.)

[0-5]

5. Writes/types words in English (either words read aloud or word he/she chooses) (list):

0

1-5(1 pt.)

6-10(2 pts.)

11-15(3 pts.)

16-20(4 pts.)

21-25(5 pts.)

[0-5]

Total Writing Points (Primary)

_____ **[0-25]**

Ventura County

Comprehensive Alternate Language Proficiency Survey for Students with Moderate/Severe Disabilities (VCCALPS)

Summary Sheet

Student Name _____

Date _____

DOB _____ Disability _____

Language (other than English) on Home Language Survey _____ (Primary Language)

Listening 25 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Speaking 25 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Reading 25 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Writing 25 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Levels for each area:
0-6 – Basic (B)
7-12 – Early Intermediate (EI)
13-17 – Intermediate (I)
18-22 – Early Advanced (EA)
23-25 – Advanced (A)

Overall Level Primary Language _____

Overall Level English _____

Overall Levels:
0-24 – Basic (B)
25-48 Early Intermediate (EI)
49-68 – Intermediate (I)
69-88 – Early Advanced (EA)
89-100 – Advanced (A)