



# Massachusetts English Proficiency Assessment (MEPA) Statewide Results: Spring 2011

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Commissioner

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## Commissioner's Foreword

Dear Colleagues:

I am pleased to provide you with the statewide results from the spring 2011 Massachusetts English Proficiency Assessment (MEPA) tests. MEPA is a statewide assessment that measures the performance of English language learner (ELL) students and the progress they are making toward English proficiency. All Massachusetts ELL students in grades K–12 whose education is publicly funded must participate in MEPA.

This report summarizes the overall results for more than 65,000 ELL students who participated in the spring 2011 MEPA tests. It also summarizes the progress ELL students have made toward attaining English language proficiency by comparing their 2011 performance with their prior performance on either the spring or fall 2010 MEPA tests.

The performance of ELL students on the MCAS tests in all subjects continues to lag behind the performance of non-ELL students. The MEPA results reported here also show too few ELL students making progress toward attaining English proficiency even after five to six years in Massachusetts schools.

However, the MCAS results of students who are reported as *Formerly Limited English Proficient* (FLEP) are commendable, falling just below the results of non-ELL students. This clearly indicates that once a student reaches English proficiency, he or she is highly likely to perform well academically. These results demonstrate the need for schools and districts to provide comprehensive support to ELL students so they can improve as quickly as possible and become successful during English-language academic instruction.

I am pleased to note that the overall participation rate on spring 2011 MEPA tests increased by two percentage points, from 92 percent in spring 2010 to 94 percent in spring 2011. The Department will continue to work with districts to achieve a participation rate of at least 95 percent.

Thank you for your many contributions to the education of English Language Learners in Massachusetts. I hope you find this report informative and helpful.

Sincerely,

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

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## Executive Summary

MEPA is a statewide test that measures the performance of students who are English language learners (ELLs) and the progress they are making toward attaining English proficiency.

Title III of the federal No Child Left Behind (NCLB) law requires that states report annually on the performance of ELL students in the domains of reading, writing, listening, and speaking, 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 federal and state assessment requirements, and to

- assist in determining the level of English proficiency of ELL students;
- measure student, school, and district performance on the state's learning standards as detailed in the *English Language Proficiency Benchmarks and Outcomes for English Language Learners*;
- improve student achievement and classroom instruction by providing diagnostic feedback with respect to the acquisition of knowledge and skills in English.

MEPA is composed of two tests. The MEPA-Reading/Writing test (MEPA-R/W) is a test that assesses reading and writing knowledge and skills and is administered either in print or online. The Massachusetts English Language Assessment-Oral (MELA-O) is an assessment of listening and speaking skills based on the observation and rating of each student during ordinary classroom activities by a trained and qualified MELA-O administrator.

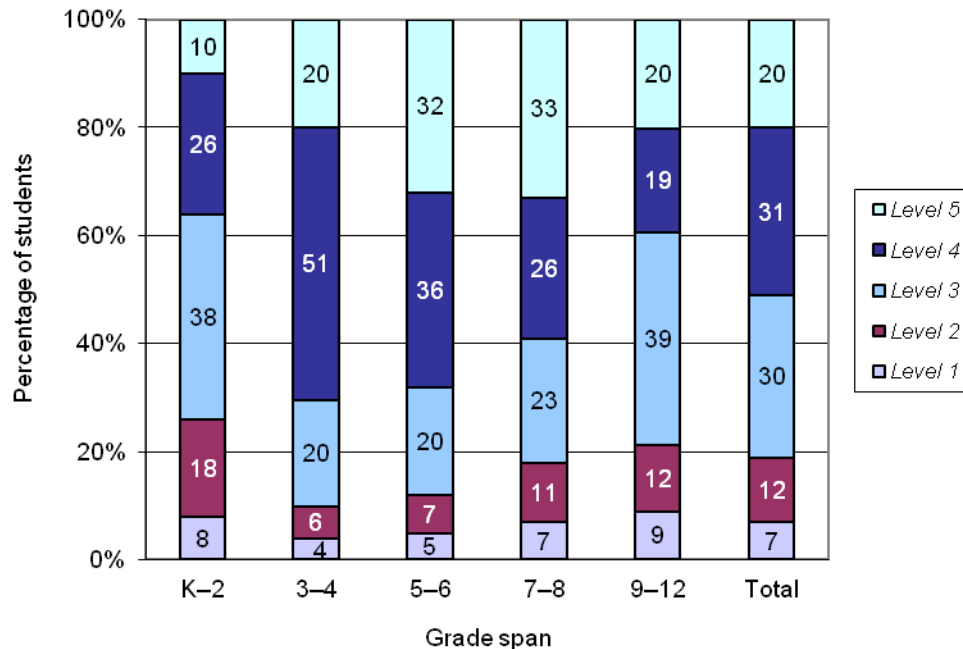
In spring 2011, all Massachusetts students in grades K–12 whose education was publicly funded and who were reported to the Department as Limited English Proficient (LEP) were required to participate in the MEPA tests. The only exceptions were students who are deaf or hard of hearing, students who required an alternate assessment (for MEPA-R/W tests only), and students who required a test accommodation that was not available. Additional information about the MEPA program and the changes made to the tests in 2009 is provided in the Background section of this report.

### Major Findings

- In March 2011, 65,655 of the 70,017 English language learner students in grades K–12 participated in all four portions of the MEPA tests, a participation rate of 94 percent. The number of ELL students in the state has increased by more than 20,000 since 2005 and more than 7,000 in the past year alone. The overall participation rate in MEPA increased by 2 percentage points, from 92 percent in 2010 to 94 percent in 2011.
- Overall, 20 percent of ELL students performed at *Level 5*, the highest performance level, on the spring 2011 MEPA tests. The percentage at *Level 5* varied by grade span, ranging from 10 to 33 percent (see Figure 1). Generally, a student who scores at *Level 5* is able to perform ordinary classroom work in English and is recommended for reclassification as a student who is no longer reported as limited English proficient. The percentage of students who attained

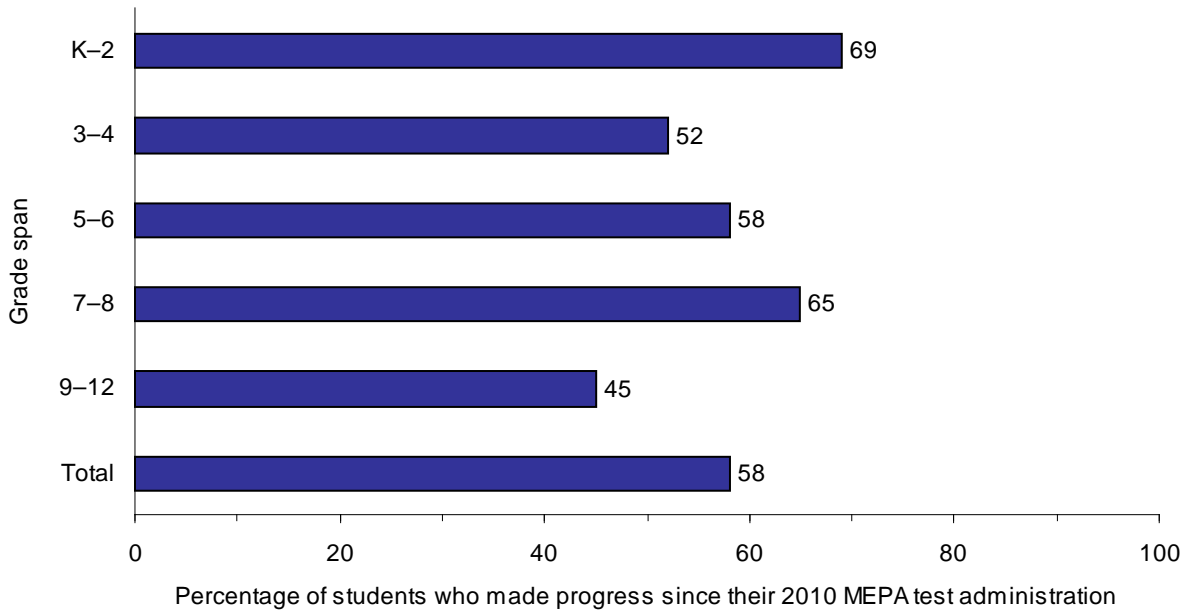
Level 5 was 10 percent at grade span K–2, 20 percent at grade span 3–4, 32 percent at grade span 5–6, 33 percent at grade span 7–8, and 20 percent at grade span 9–12.

**Figure 1. Spring 2011 MEPA: Performance Level Results**

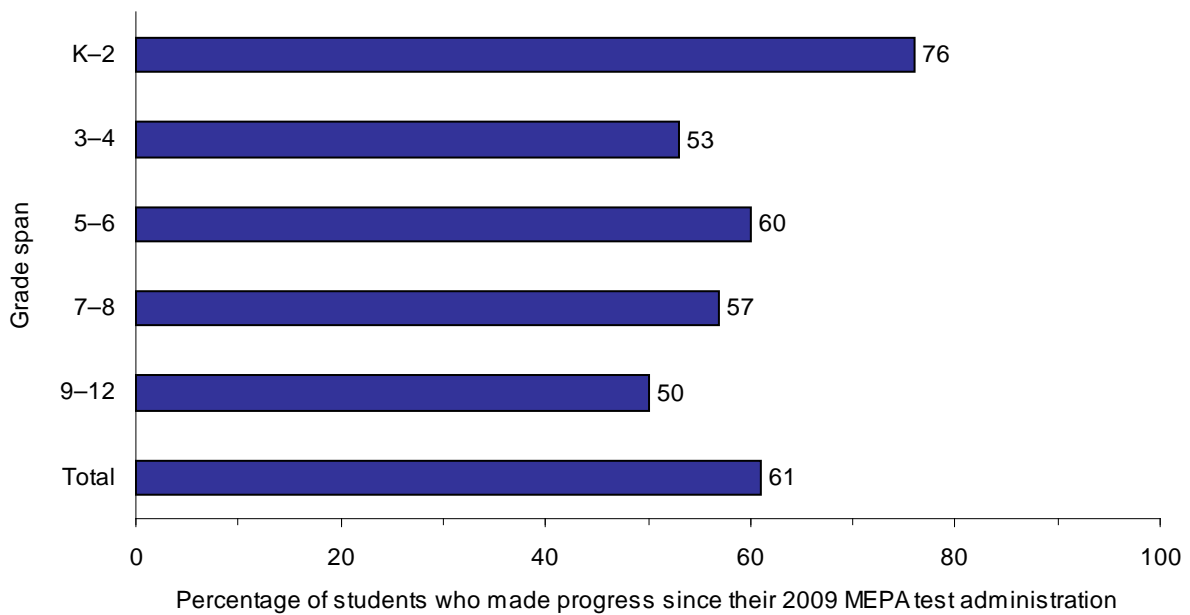


- Performance on the spring 2011 MEPA tests varied according to the number of years ELL students had been enrolled in Massachusetts schools. The percentages of students who performed at *Levels 1* and *2* generally declined the longer students had been enrolled, and the percentages at *Levels 4* and *5* tended to increase the longer students were enrolled. See Tables 2–6 on pages 9–13.
- Overall, 58 percent of ELL students who participated in the spring 2011 MEPA tests and who also participated in the spring or fall of 2010 made progress toward attaining English proficiency. The percentage making progress varied by grade span, ranging from 45 to 69 percent. The percentage of students who made progress since their prior test administration was 69 percent at grade span K–2, 52 percent at grade span 3–4, 58 percent at grade span 5–6, 65 percent at grade span 7–8, and 45 percent at grade span 9–12. The overall percentage of students making progress declined from 61 percent in 2010 to 58 percent in 2011, as shown in Figures 2 and 3 on the following page. Performance of ELLs in their *second* year of enrollment in Massachusetts was the most encouraging, with 76 percent making progress. See page 5 for the definition of “making progress.”

**Figure 2. Spring 2011 MEPA: Percentage of Students Making Progress**



**Figure 2. Spring 2010 MEPA: Percentage of Students Making Progress**



## I. Background

MEPA consists of two separate components, a reading and writing test (MEPA-R/W) and a listening and speaking observational assessment (MELA-O), both based on the Massachusetts *English Language Proficiency Benchmarks and Outcomes* (ELPBO), available at [www.doe.mass.edu/ell/benchmark.pdf](http://www.doe.mass.edu/ell/benchmark.pdf).

The MEPA-R/W assesses reading and writing knowledge and skills. All ELL students in grades K–12, with the few exceptions described on page 1, are required to participate in the MEPA-R/W which was developed for ELLs in five grade spans: K–2, 3–4, 5–6, 7–8, and 9–12. In grades 3–12, the reading and writing tests each consist of three test sessions of increasing language complexity. Each student participates in two adjacent sessions of reading and two adjacent sessions of writing (i.e., either sessions 1 and 2, or 2 and 3). In making decisions about which two sessions each student would take, schools are instructed to consider results of locator tests (developed by the Department and administered locally), and other factors, to evaluate which two test sessions best matched the student’s level of language proficiency.

In grades K–2, students were administered either Level A or Level B tests in reading and writing according to their level of English language proficiency and literacy, informed by the use of a locator survey and by:

- 2009 MEPA Performance Level Descriptors (posted at [www.doe.mass.edu/mcas/mepa](http://www.doe.mass.edu/mcas/mepa))
- the student’s scores on English proficiency assessments used by the district
- the student’s classroom work
- observations by staff working closely with each student, based on the 2009 MEPA Performance Level Descriptors

The locator tests and locator survey are available at [www.doe.mass.edu/mcas/mepa/testadmin/](http://www.doe.mass.edu/mcas/mepa/testadmin/).

The MELA-O is an observational assessment, locally-administered by a trained administrator who assesses the student’s listening (comprehension) and speaking (production) skills in English using the MELA-O Scoring Matrix, a holistic scoring guide. All ELL students in grades K–12 except those who are deaf or hard of hearing were required to participate in the MELA-O.

The assessment scores are combined in the four areas of listening, speaking, reading, and writing to yield one of five MEPA performance levels: *Level 1*, *Level 2*, *Level 3*, *Level 4*, and *Level 5*. Generally, a student who scores at *Level 5* is able to perform ordinary classroom work in English and is recommended for reclassification as a student who is no longer reported to the Department as limited English proficient. Only students who have participated in all four assessment domains (listening, speaking, reading, and writing) receive an overall MEPA scaled score and a performance level.

The MEPA tests are administered twice during the school year, once in the fall as a baseline assessment for newly enrolled ELL students in grades 1–12 (or enrolled students who did not participate in MEPA the previous spring), and again in the spring for *all* ELL students enrolled in grades K–12.



## Redesigned MEPA

For the spring 2009 administration of MEPA, the tests were redesigned in order to more accurately measure the level of English proficiency of ELL students, particularly at the very low and high ends of the performance continuum, and to be more useful to educators in making reclassification decisions for students. As part of the redesign, new MEPA-R/W tests for grade span K–2 were developed to assess the reading and writing proficiency of students in those grades.

The redesigned MEPA included two important changes: a new reporting scale and new performance level descriptors. The new reporting scale of 400–550 replaced the former reporting scale of 300–400. The 150-point scaled score range allows for reporting the full range of item difficulty and for reporting five performance levels instead of four.

The new MEPA performance levels (*Level 1*, *Level 2*, *Level 3*, *Level 4*, and *Level 5*) replaced the previous performance levels (*Beginning*, *Early Intermediate*, *Intermediate*, and *Transitioning*). A standard-setting was conducted following the administration of the spring 2009 MEPA tests to set cut scores based on the new performance levels. The scaled score ranges are provided in Appendix A. MEPA performance level descriptors are provided in Appendix B.

In 2011, computer-based MEPA testing was offered to schools on a voluntary basis, and approximately 15 percent of students in grades 3–12 participated in the online tests. This marks the second year that Massachusetts has administered online MEPA testing.

## Definition of “Making Progress”

The 2011 progress determinations are generated for ELL students who participated in all portions of the MEPA test (listening, speaking, reading, and writing) in spring 2011 and who had a baseline performance either from spring or fall 2010. The Department based its definition of making progress on research into typical language acquisition patterns and the amount of improvement needed each year by a beginning English learner in order to transition out of ELL services in five to six years. In order to determine whether a student is making progress, each of the lower four performance levels (*Levels 1–4*) is divided into two performance level steps (Low and High) and *Level 5* (500-550) is divided into five 10-point steps.

For students whose baseline 2010 MEPA score is from the *same* grade-span test as in spring 2011, the Department defines making progress as advancing *two* or more performance level steps until they reach *Level 3 High*. After a student reaches *Level 3 High*, progress is defined as advancing *one* performance level step, as described in the table on the following page.

For students whose baseline MEPA score is from a *lower* grade-span test than the test taken in spring 2011, progress is defined as advancing at least *one* performance level step, except for students with a baseline MEPA score at *Level 5* who must remain at *Level 5* in spring 2011.

<b>Student took <i>same</i> grade-span test in spring 2011 and spring or fall 2010 (e.g., grade span 5–6 in spring 2011 and grade span 5–6 in spring or fall 2010)</b>	
<b>Baseline performance level</b>	<b>Definition of making progress</b>
Between Level 1 Low and Level 3 Low	Must advance 2 steps
Between Level 3 High and Level 5	Must advance 1 step
<b>Student took <i>different</i> grade-span test in spring 2011 and spring or fall 2010 (e.g., grade span 5–6 in spring 2011 and grade span 3–4 in spring or fall 2010)</b>	
<b>Baseline performance level</b>	<b>Definition of making progress</b>
Between Level 1 Low and Level 4 High	Must advance 1 step
Level 5	Must maintain Level 5

## II. Summary of the Spring 2011 Statewide MEPA Results

### Student Participation

Participation in the spring 2011 MEPA tests is summarized below and includes students in grades K–12 who participated in all four MEPA assessment domains: listening, speaking, reading, and writing. Table 1 provides the number and percentage of enrolled ELL students statewide who participated in the spring 2011 MEPA tests by grade span and years of enrollment in Massachusetts.<sup>1</sup>

In spring 2011, 65,655 of the 70,017 ELL students in the state participated in the MEPA tests, an overall participation rate of 94 percent, an increase from 92 percent in spring 2010. Participation in MEPA increased in each grade span from 2010 to 2011, as shown in the table below.

**Table 1. Participation of ELL Students in Spring 2011 and Spring 2010 MEPA by Grade Span and Years of Enrollment in Massachusetts**

Administration / Years of Enrollment	Grades K–2		Grades 3–4		Grades 5–6		Grades 7–8		Grades 9–12		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Spring 2011</b>												
First Year	9,441	96	1,369	95	1,246	96	1,363	96	2,550	93	15,969	95
Second Year	7,992	97	1,136	97	1,042	97	1,033	96	2,354	93	13,557	96
Third Year	6,472	98	1,081	96	841	95	768	94	1,705	90	10,867	96
Fourth Year	866	97	4,719	96	668	96	584	94	1,215	86	8,052	95
Fifth Year or More	8	89	4,566	96	5,934	94	3,330	90	3,343	74	17,181	89
<b>All Students<sup>a</sup></b>	<b>24,783</b>	<b>97</b>	<b>12,873</b>	<b>96</b>	<b>9,734</b>	<b>95</b>	<b>7,081</b>	<b>93</b>	<b>11,184</b>	<b>85</b>	<b>65,655</b>	<b>94</b>
<b>Spring 2010</b>												
First Year	8,617	96	1,286	94	1,122	94	1,243	97	2,417	92	14,685	95
Second Year	7,104	97	1,032	95	931	95	927	96	2,014	93	12,008	96
Third Year	5,480	97	963	95	779	95	747	96	1,598	90	9,567	95
Fourth Year	800	97	4,015	96	609	93	599	93	1,092	88	7,115	94
Fifth Year or More	6	86	4,211	95	4,767	94	2,863	90	2,784	72	14,631	88
<b>All Students<sup>a</sup></b>	<b>22,078</b>	<b>96</b>	<b>11,552</b>	<b>95</b>	<b>8,249</b>	<b>94</b>	<b>6,417</b>	<b>92</b>	<b>9,992</b>	<b>83</b>	<b>58,288</b>	<b>92</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

In spring 2011, grade span K–2 had the highest participation rate at 97 percent, and grade span 9–12 had the lowest at 85 percent. At grade spans K–2, 3–4, and 5–6, participation rates were relatively stable across the number of years students had been enrolled in Massachusetts schools, with rates of 95 percent or higher.

<sup>1</sup> The number of enrolled ELL students in 2011 includes students reported as LEP in the Department’s March 2011 Student Information Management System (SIMS) enrollment data. Beginning in 2007, the definition of a “student in the first year of enrollment” was revised from “enrolled in a U.S. school for less than a year” to “enrolled in a Massachusetts school after March 1 of the previous school year,” as reported by districts in SIMS.

However, at grade span 7–8 the participation rate dropped to 90 percent for students who had been enrolled in Massachusetts schools for five years or more. At grade span 9–12, the rate declined to 90 percent for students who had been enrolled in Massachusetts schools for three years, to 86 percent for students who had been enrolled in Massachusetts schools for four years, and to 74 percent for students who had been enrolled in Massachusetts schools for five years or more.

## Student Performance

MEPA results for the spring 2011 and spring 2010 test administrations, disaggregated by years of enrollment for each grade span, are summarized below.

### Grade Span K–2

At grade span K–2, 10 percent of all ELL students who participated in the spring 2011 MEPA tests performed at *Level 5*, identical to the rate in spring 2010. In 2011, the percentage of ELL students in grades K–2 performing at *Level 5* was 1 percent of students in their first year of enrollment, 6 percent of students in their second year of enrollment, 27 percent of those in their third year of enrollment, and 20 percent of students in their fourth year of enrollment. A total of 8 percent of ELL students in grade span K–2 performed at *Level 1*, 18 percent at *Level 2*, 38 percent at *Level 3*, and 26 percent at *Level 4*.

**Table 2. Performance of ELL Students in Spring 2011 and Spring 2010 MEPA by Years of Enrollment in Massachusetts: Grade Span K–2**

Administration / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<b>Spring 2011</b>							
First Year	9,441	465	19	36	38	7	1
Second Year	7,992	481	2	11	50	31	6
Third Year	6,472	493	0	2	27	44	27
Fourth Year	866	491	0	2	29	49	20
Fifth Year or More	8	482	-	-	-	-	-
<b>All Students<sup>b</sup></b>	<b>24,783</b>	<b>478</b>	<b>8</b>	<b>18</b>	<b>38</b>	<b>26</b>	<b>10</b>
<b>Spring 2010</b>							
First Year	8,617	465	21	37	34	7	1
Second Year	7,104	482	2	12	47	31	8
Third Year	5,480	494	0	2	26	44	28
Fourth Year	800	490	0	2	32	48	18
Fifth Year or More	6 <sup>a</sup>	-	-	-	-	-	-
<b>All Students<sup>b</sup></b>	<b>22,078</b>	<b>478</b>	<b>9</b>	<b>19</b>	<b>36</b>	<b>26</b>	<b>10</b>

Results are not reported if fewer than 10 students were tested.

<sup>b</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

## Grade Span 3–4

At grade span 3–4, 20 percent of participating ELL students performed at *Level 5* in spring 2011, compared to 19 percent in spring 2010. The average scaled score increased by one point from 481 in spring 2010 to 482 in spring 2011. In spring 2011, the percentage of ELL students in grades 3–4 performing at Level 5 was 4 percent of students in their first year of enrollment, 11 percent of students in their second year of enrollment, 19 percent in their third year of enrollment, 18 percent in their fourth year of enrollment, and 29 percent in their fifth year of enrollment. A total of 4 percent of ELL students in grade span 3–4 performed at *Level 1*, 6 percent performed at *Level 2*, 20 percent at *Level 3*, and 51 percent at *Level 4*.

**Table 3. Performance of ELL Students in Spring 2011 and Spring 2010 MEPA  
by Years of Enrollment in Massachusetts:  
Grade Span 3–4**

Administration / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<b>Spring 2011</b>							
First Year	1,369	450	33	21	22	20	4
Second Year	1,136	470	7	17	29	36	11
Third Year	1,081	482	1	6	27	47	19
Fourth Year	4,719	486	0	2	20	60	18
Fifth Year or More	4,566	491	0	2	15	55	29
<b>All Students<sup>a</sup></b>	<b>12,873</b>	<b>482</b>	<b>4</b>	<b>6</b>	<b>20</b>	<b>51</b>	<b>20</b>
<b>Spring 2010</b>							
First Year	1,286	447	39	19	21	17	4
Second Year	1,032	472	6	16	27	40	12
Third Year	963	480	2	7	24	53	14
Fourth Year	4,015	485	0	3	19	61	16
Fifth Year or More	4,211	491	0	1	14	55	30
<b>All Students<sup>a</sup></b>	<b>11,552</b>	<b>481</b>	<b>5</b>	<b>6</b>	<b>18</b>	<b>51</b>	<b>19</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was available for some students.

## Grade Span 5–6

At grade span 5–6, the percentage of participating ELL students who performed at *Level 5* increased from 29 percent in spring 2010 to 32 percent in spring 2011. The average scaled score rose from 484 to 487. In 2011, the percentage of ELL students performing at *Level 5* in grade span 5–6 in their first year of enrollment stayed the same as spring 2010 at 7 percent. The percentage of ELL students at grade span 5–6 performing at *Level 5* was 15 percent of students in their second year of enrollment, 26 percent in their third year of enrollment, 29 percent in their fourth year of enrollment, and 42 percent in their fifth year of enrollment. A total of 5 percent of ELL students in grade span 5–6 performed at *Level 1*, 7 percent performed at *Level 2*, 20 percent at *Level 3*, and 36 percent at *Level 4*.

**Table 4. Performance of ELL Students in Spring 2011 and Spring 2010 MEPA  
by Years of Enrollment in Massachusetts:  
Grade Span 5–6**

Administration / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<b>Spring 2011</b>							
First Year	1,246	454	32	24	23	14	7
Second Year	1,042	473	7	21	31	27	15
Third Year	841	486	1	6	31	36	26
Fourth Year	668	490	0	4	26	40	29
Fifth Year or More	5,934	497	0	1	15	42	42
<b>All Students<sup>a</sup></b>	<b>9,734</b>	<b>487</b>	<b>5</b>	<b>7</b>	<b>20</b>	<b>36</b>	<b>32</b>
<b>Spring 2010</b>							
First Year	1,122	451	35	24	20	14	7
Second Year	931	474	5	20	35	24	16
Third Year	779	484	1	9	27	40	24
Fourth Year	609	490	1	4	26	37	32
Fifth Year or More	4,767	494	0	2	17	45	37
<b>All Students<sup>a</sup></b>	<b>8,249</b>	<b>484</b>	<b>6</b>	<b>8</b>	<b>21</b>	<b>37</b>	<b>29</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

## Grade Span 7–8

At grade span 7–8, 33 percent of participating ELL students performed at *Level 5* in spring 2011, an increase from 26 percent in spring 2010. The average scaled score increased from 483 to 487. In 2011, the percentage of ELL students performing at *Level 5* in grades 7–8 increased to 10 percent in their first year of enrollment, to 18 percent of students in their second year of enrollment, to 27 percent in their third year of enrollment, to 37 percent in their fourth year of enrollment, and to 48 percent in their fifth year of enrollment or higher. A total of 7 percent of ELL students in grade span 7–8 performed at *Level 1*, 11 percent performed at *Level 2*, 23 percent performed at *Level 3*, and 26 percent performed at *Level 4*.

**Table 5. Performance of ELL Students in Spring 2011 and Spring 2010 MEPA by Years of Enrollment in Massachusetts: Grade Span 7–8**

Administration / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<b>Spring 2011</b>							
First Year	1,363	461	32	25	21	13	10
Second Year	1,033	478	7	24	31	20	18
Third Year	768	487	1	11	33	27	27
Fourth Year	584	494	1	7	26	30	37
Fifth Year or More	3,330	499	0	2	18	32	48
<b>All Students<sup>a</sup></b>	<b>7,081</b>	<b>487</b>	<b>7</b>	<b>11</b>	<b>23</b>	<b>26</b>	<b>33</b>
<b>Spring 2010</b>							
First Year	1,243	458	34	27	20	11	8
Second Year	927	476	9	21	36	18	17
Third Year	747	486	2	12	35	26	25
Fourth Year	599	489	1	9	35	25	31
Fifth Year or More	2,863	494	0	3	27	33	37
<b>All Students<sup>a</sup></b>	<b>6,417</b>	<b>483</b>	<b>9</b>	<b>12</b>	<b>28</b>	<b>24</b>	<b>26</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.



## Grade Span 9–12

At grade span 9–12, the percentage of participating ELL students who performed at *Level 5* increased from 18 percent in spring 2010 to 20 percent in spring 2011. The average scaled score increased from 481 to 482. In 2011, the percentage of ELL students in grades 9–12 performing at *Level 5* increased to 10 percent of students in their first year of enrollment, to 16 percent in their second year of enrollment, to 20 percent in their third year of enrollment, to 22 percent in their fourth year of enrollment, and to 31 percent of students in their fifth year of enrollment or higher. A total of 9 percent of ELL students in grade span 9–12 performed at *Level 1*, 12 percent performed at *Level 2*, 39 percent performed at *Level 3*, and 19 percent performed at *Level 4*.

**Table 6. Performance of ELL Students in Spring 2011 and Spring 2010 MEPA  
by Years of Enrollment in Massachusetts:  
Grade Span 9–12**

Administration / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<b>Spring 2011</b>							
First Year	2,550	466	28	22	30	10	10
Second Year	2,354	479	9	16	43	16	16
Third Year	1,705	484	4	10	45	20	20
Fourth Year	1,215	487	2	6	46	24	22
Fifth Year or More	3,343	492	1	4	38	27	31
<b>All Students<sup>a</sup></b>	<b>11,184</b>	<b>482</b>	<b>9</b>	<b>12</b>	<b>39</b>	<b>19</b>	<b>20</b>
<b>Spring 2010</b>							
First Year	2,417	467	26	22	33	11	8
Second Year	2,014	479	7	18	41	19	15
Third Year	1,598	485	3	12	41	23	21
Fourth Year	1,092	486	2	9	43	24	21
Fifth Year or More	2,784	490	1	5	39	30	25
<b>All Students<sup>a</sup></b>	<b>9,992</b>	<b>481</b>	<b>9</b>	<b>13</b>	<b>39</b>	<b>21</b>	<b>18</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

## **Progress of Students Toward Attaining English Proficiency**

Table 7 on the following page displays the percentages of students who made progress toward attaining English proficiency by grade span and the number of years they have attended Massachusetts public schools.

Overall, 58 percent of ELL students who participated in the spring 2011 MEPA tests and who also participated in spring or fall 2010 made progress toward attaining English proficiency. This progress varied by grade span, with 69 percent making progress at grade span K–2, 52 percent at grade span 3–4, 58 percent at grade span 5–6, 65 percent at grade span 7–8, and 45 percent at grade span 9–12. In general, with the exception of grade span 3–4, younger students were more likely to make progress than older students; students in their first year of enrollment were least likely to make progress; and students in their second year of enrollment were most likely to make progress, with the likelihood of making progress decreasing the longer students had been enrolled.

The percentages of students making progress displayed in Table 7 were calculated based on a comparison of the MEPA test scores of ELL students who participated in all portions of the MEPA-R/W and MELA-O in spring 2011 and their baseline MEPA test scores from spring 2010 or fall 2010. See pages 5 and 6 for information on how progress is measured.

**Table 7. Progress of ELL Students Participating in Spring 2011 MEPA by Grade Span and Years of Enrollment in Massachusetts**

<b>Grade Span / Years of Enrollment</b>	<b>Number of Students Included<sup>a</sup></b>	<b>Percentage of Students Making Progress</b>
<b>Grades K–2</b>		
First Year	1,142	57
Second Year	7,593	73
Third Year	6,267	67
Fourth Year	837	59
Fifth Year or More	7	29
<b>All Students<sup>b</sup></b>	<b>15,846</b>	<b>69</b>
<b>Grades 3–4</b>		
First Year	869	60
Second Year	1,074	73
Third Year	1,037	63
Fourth Year	4,530	38
Fifth Year or More	4,400	58
<b>All Students<sup>b</sup></b>	<b>11,910</b>	<b>52</b>
<b>Grades 5–6</b>		
First Year	794	52
Second Year	997	80
Third Year	816	64
Fourth Year	642	53
Fifth Year or More	5,671	54
<b>All Students<sup>b</sup></b>	<b>8,920</b>	<b>58</b>
<b>Grades 7–8</b>		
First Year	824	51
Second Year	991	81
Third Year	746	68
Fourth Year	563	67
Fifth Year or More	3,176	62
<b>All Students<sup>b</sup></b>	<b>6,300</b>	<b>65</b>
<b>Grades 9–12</b>		
First Year	1,602	36
Second Year	2,264	59
Third Year	1,672	49
Fourth Year	1,165	41
Fifth Year or More	3,106	39
<b>All Students<sup>b</sup></b>	<b>9,817</b>	<b>45</b>
<b>Total</b>		
First Year	5,231	49
Second Year	12,919	72
Third Year	10,538	64
Fourth Year	7,737	44
Fifth Year or More	16,360	54
<b>All Students<sup>b</sup></b>	<b>52,793</b>	<b>58</b>

<sup>a</sup> This figure represents the number of students tested in spring 2011 who were also tested in spring or fall 2010.

<sup>b</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

### III. Performance of ELL Students from the State's Highest- Incidence First Language Groups

Tables 8–14 display the results of ELL students on the spring 2011 MEPA tests by grade span and years of enrollment disaggregated for the seven highest incidence first languages of the students participating: Spanish, Portuguese, Haitian Creole, Chinese, Cape Verdean, Vietnamese, and Khmer. Appendix C provides the number and percentage of enrolled ELL students for the 20 highest-incidence first language groups in the state.

**Table 8: Performance of ELL Students in Spring 2011 MEPA  
by Grade Span and Years of Enrollment in Massachusetts  
First Language SPANISH**

Grade Span / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grades K–2</b>							
First Year	4,595	462	23	40	34	3	0
Second Year	4,006	479	2	15	54	25	4
Third Year	3,419	491	0	3	33	42	22
Fourth Year	607	491	0	2	29	49	20
Fifth Year or More	8	-	-	-	-	-	-
<b>All Students<sup>b</sup></b>	<b>12,635</b>	<b>477</b>	<b>9</b>	<b>20</b>	<b>40</b>	<b>23</b>	<b>8</b>
<b>Grades 3–4</b>							
First Year	664	441	42	24	19	12	2
Second Year	492	465	9	19	35	32	6
Third Year	529	477	1	8	34	44	12
Fourth Year	2,462	483	0	3	24	60	13
Fifth Year or More	2,666	488	0	2	18	57	23
<b>All Students<sup>b</sup></b>	<b>6,813</b>	<b>479</b>	<b>5</b>	<b>6</b>	<b>23</b>	<b>51</b>	<b>15</b>
<b>Grades 5–6</b>							
First Year	587	447	40	26	20	11	3
Second Year	495	466	10	25	33	22	9
Third Year	424	482	1	9	35	35	19
Fourth Year	365	486	1	6	32	39	23
Fifth Year or More	3,461	494	0	2	19	43	37
<b>All Students<sup>b</sup></b>	<b>5,332</b>	<b>485</b>	<b>6</b>	<b>7</b>	<b>22</b>	<b>36</b>	<b>28</b>
<b>Grades 7–8</b>							
First Year	615	450	46	28	16	6	4
Second Year	506	471	10	28	35	17	10
Third Year	376	483	2	14	38	29	17
Fourth Year	306	490	1	7	31	33	28
Fifth Year or More	2,031	497	0	2	22	34	42
<b>All Students<sup>b</sup></b>	<b>3,834</b>	<b>484</b>	<b>9</b>	<b>11</b>	<b>25</b>	<b>27</b>	<b>28</b>
<b>Grades 9–12</b>							
First Year	969	457	44	23	23	6	4
Second Year	1,003	473	14	20	45	12	8
Third Year	754	480	6	13	51	18	12
Fourth Year	553	484	3	9	52	21	15
Fifth Year or More	1,999	489	1	5	43	27	24
<b>All Students<sup>b</sup></b>	<b>5,279</b>	<b>478</b>	<b>12</b>	<b>13</b>	<b>42</b>	<b>18</b>	<b>15</b>

<sup>a</sup> Results are not reported if fewer than 10 students were tested.

<sup>b</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

**Table 9: Performance of ELL Students in Spring 2011 MEPA  
by Grade Span and Years of Enrollment in Massachusetts  
First Language PORTUGUESE**

Grade Span / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grades K–2</b>							
First Year	763	466	5	38	40	7	10
Second Year	665	483	1	8	49	34	8
Third Year	504	495	0	1	22	49	29
Fourth Year	37	494	0	0	24	49	27
Fifth Year or More	0	–	–	–	–	–	–
<b>All Students<sup>a</sup></b>	1,969	480	6	18	38	28	11
<b>Grades 3–4</b>							
First Year	51	452	27	24	20	24	6
Second Year	51	479	2	10	22	57	10
Third Year	71	484	1	3	21	62	13
Fourth Year	334	487	0	2	17	60	21
Fifth Year or More	285	495	0	0	7	54	37
<b>All Students<sup>a</sup></b>	792	487	2	4	14	56	24
<b>Grades 5–6</b>							
First Year	57	465	11	33	30	7	19
Second Year	49	480	2	18	20	45	14
Third Year	50	493	0	6	14	38	42
Fourth Year	41	498	0	0	17	41	41
Fifth Year or More	312	501	0	0	7	41	52
<b>All Students<sup>a</sup></b>	509	494	1	6	12	37	43
<b>Grades 7–8</b>							
First Year	63	466	4	24	24	17	11
Second Year	49	491	0	8	27	27	39
Third Year	44	491	0	5	34	34	27
Fourth Year	28	508	0	0	14	18	68
Fifth Year or More	145	509	0	0	8	21	72
<b>All Students<sup>a</sup></b>	329	496	5	6	18	22	49
<b>Grades 9–12</b>							
First Year	146	469	21	21	38	12	08
Second Year	143	484	4	10	47	20	19
Third Year	107	494	1	5	33	24	37
Fourth Year	74	496	0	1	32	24	42
Fifth Year or More	150	500	0	0	21	31	48
<b>All Students<sup>a</sup></b>	620	487	6	8	34	22	29

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

**Table 10: Performance of ELL Students in Spring 2011 MEPA  
by Grade Span and Years of Enrollment in Massachusetts  
First Language HAITIAN CREOLE**

Grade Span / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grades K–2</b>							
First Year	351	465	20	32	38	9	1
Second Year	295	479	2	10	57	27	3
Third Year	254	491	1	4	30	43	22
Fourth Year	28	490	0	4	18	71	7
Fifth Year or More	0	–	–	–	–	–	–
<b>All Students<sup>a</sup></b>	928	477	8	17	41	26	7
<b>Grades 3–4</b>							
First Year	100	454	21	23	37	17	2
Second Year	127	471	2	17	31	43	7
Third Year	72	480	1	6	33	44	15
Fourth Year	205	486	0	1	18	68	13
Fifth Year or More	167	487	0	2	20	57	21
<b>All Students<sup>a</sup></b>	671	478	4	8	25	50	12
<b>Grades 5–6</b>							
First Year	141	455	23	28	37	9	4
Second Year	98	482	0	12	33	37	18
Third Year	50	489	0	4	18	56	22
Fourth Year	64	490	0	5	30	28	38
Fifth Year or More	216	496	0	1	13	47	39
<b>All Students<sup>a</sup></b>	569	482	6	10	24	34	25
<b>Grades 7–8</b>							
First Year	156	468	14	28	30	18	10
Second Year	104	486	0	17	28	33	22
Third Year	62	492	2	6	32	19	40
Fourth Year	55	493	0	7	22	36	35
Fifth Year or More	138	501	0	1	12	32	55
<b>All Students<sup>a</sup></b>	515	486	4	14	24	27	31
<b>Grades 9–12</b>							
First Year	351	471	14	28	39	11	9
Second Year	281	488	2	9	39	20	29
Third Year	145	486	5	11	40	21	23
Fourth Year	133	487	2	9	45	21	23
Fifth Year or More	151	495	0	2	30	33	35
<b>All Students<sup>a</sup></b>	1,061	483	6	15	39	19	22

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

**Table 11: Performance of ELL Students in Spring 2011 MEPA  
by Grade Span and Years of Enrollment in Massachusetts  
First Language CHINESE<sup>a</sup>**

Grade Span / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grades K–2</b>							
First Year	598	469	17	26	41	15	1
Second Year	512	485	2	7	40	41	10
Third Year	367	498	0	1	11	50	37
Fourth Year	16	493	0	0	1	31	38
Fifth Year or More	0	–	–	–	–	–	–
<b>All Students<sup>b</sup></b>	<b>1,493</b>	<b>482</b>	<b>7</b>	<b>13</b>	<b>33</b>	<b>33</b>	<b>14</b>
<b>Grades 3–4</b>							
First Year	63	454	29	24	16	27	5
Second Year	56	471	4	23	32	25	16
Third Year	44	497	0	0	7	57	36
Fourth Year	286	493	0	0	9	64	27
Fifth Year or More	178	501	0	1	6	43	51
<b>All Students<sup>b</sup></b>	<b>627</b>	<b>490</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>50</b>	<b>31</b>
<b>Grades 5–6</b>							
First Year	55	456	25	33	16	16	09
Second Year	55	470	5	27	33	18	16
Third Year	32	487	6	3	19	41	31
Fourth Year	32	496	0	0	13	50	38
Fifth Year or More	214	504	0	0	6	43	51
<b>All Students<sup>b</sup></b>	<b>388</b>	<b>490</b>	<b>5</b>	<b>9</b>	<b>13</b>	<b>36</b>	<b>37</b>
<b>Grades 7–8</b>							
First Year	87	467	18	25	32	16	8
Second Year	75	474	12	29	27	15	17
Third Year	27	493	4	4	37	15	41
Fourth Year	36	505	0	6	17	17	61
Fifth Year or More	95	509	1	1	7	18	73
<b>All Students<sup>b</sup></b>	<b>320</b>	<b>488</b>	<b>8</b>	<b>15</b>	<b>22</b>	<b>16</b>	<b>38</b>
<b>Grades 9–12</b>							
First Year	212	473	17	17	40	9	17
Second Year	154	479	10	19	35	18	18
Third Year	84	488	6	5	35	26	29
Fourth Year	77	491	3	4	38	31	25
Fifth Year or More	107	496	0	1	36	23	40
<b>All Students<sup>b</sup></b>	<b>636</b>	<b>482</b>	<b>9</b>	<b>11</b>	<b>37</b>	<b>19</b>	<b>24</b>

<sup>a</sup> The Chinese language group includes the students whose first language was reported in SIMS as Chinese, Cantonese, Mandarin, or Taiwanese.

<sup>b</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

**Table 12: Performance of ELL Students in Spring 2011 MEPA  
by Grade Span and Years of Enrollment in Massachusetts  
First Language CAPE VERDEAN**

Grade Span / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grades K–2</b>							
First Year	220	460	30	43	23	4	0
Second Year	214	478	1	15	60	20	3
Third Year	203	491	0	4	32	39	24
Fourth Year	36	488	0	3	36	50	11
Fifth Year or More	0	–	–	–	–	–	–
<b>All Students<sup>a</sup></b>	<b>673</b>	<b>476</b>	<b>10</b>	<b>20</b>	<b>38</b>	<b>22</b>	<b>9</b>
<b>Grades 3–4</b>							
First Year	46	428	65	28	7	0	0
Second Year	46	460	7	26	43	24	0
Third Year	57	476	0	9	37	42	12
Fourth Year	177	484	1	2	23	55	19
Fifth Year or More	172	489	0	2	16	58	24
<b>All Students<sup>a</sup></b>	<b>498</b>	<b>477</b>	<b>7</b>	<b>7</b>	<b>22</b>	<b>47</b>	<b>17</b>
<b>Grades 5–6</b>							
First Year	69	432	67	25	4	4	0
Second Year	50	461	8	36	38	10	8
Third Year	64	482	2	2	47	28	22
Fourth Year	40	481	3	5	25	50	18
Fifth Year or More	258	496	0	0	12	47	40
<b>All Students<sup>a</sup></b>	<b>481</b>	<b>480</b>	<b>11</b>	<b>8</b>	<b>20</b>	<b>35</b>	<b>27</b>
<b>Grades 7–8</b>							
First Year	83	444	54	28	14	4	0
Second Year	63	468	2	41	43	13	02
Third Year	58	481	2	14	45	19	21
Fourth Year	44	490	0	9	32	32	27
Fifth Year or More	143	497	0	1	20	36	44
<b>All Students<sup>a</sup></b>	<b>391</b>	<b>478</b>	<b>12</b>	<b>16</b>	<b>27</b>	<b>22</b>	<b>23</b>
<b>Grades 9–12</b>							
First Year	185	458	37	28	27	5	3
Second Year	205	475	9	24	41	16	10
Third Year	170	483	2	11	55	18	15
Fourth Year	128	488	0	4	45	34	16
Fifth Year or More	167	491	1	4	41	30	25
<b>All Students<sup>a</sup></b>	<b>855</b>	<b>478</b>	<b>11</b>	<b>15</b>	<b>42</b>	<b>19</b>	<b>13</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.



**Table 13: Performance of ELL Students in Spring 2011 MEPA  
by Grade Span and Years of Enrollment in Massachusetts  
First Language VIETNAMESE**

Grade Span / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grades K–2</b>							
First Year	403	467	13	35	41	10	0
Second Year	389	484	1	7	47	38	9
Third Year	345	497	0	1	17	47	35
Fourth Year	16	490	0	0	31	56	13
Fifth Year or More	0	–	–	–	–	–	–
<b>All Students<sup>a</sup></b>	<b>1,153</b>	<b>482</b>	<b>5</b>	<b>15</b>	<b>36</b>	<b>31</b>	<b>14</b>
<b>Grades 3–4</b>							
First Year	20	449	35	15	30	15	5
Second Year	12	484	0	8	25	42	25
Third Year	29	490	0	3	24	38	34
Fourth Year	262	490	0	1	14	58	27
Fifth Year or More	245	496	0	1	11	44	44
<b>All Students<sup>a</sup></b>	<b>568</b>	<b>491</b>	<b>1</b>	<b>2</b>	<b>14</b>	<b>49</b>	<b>34</b>
<b>Grades 5–6</b>							
First Year	22	454	27	32	27	9	5
Second Year	15	475	7	13	33	27	20
Third Year	18	485	0	6	33	39	22
Fourth Year	18	500	0	0	11	44	44
Fifth Year or More	280	507	0	0	5	32	64
<b>All Students<sup>a</sup></b>	<b>353</b>	<b>501</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>31</b>	<b>55</b>
<b>Grades 7–8</b>							
First Year	25	475	4	36	32	16	12
Second Year	14	489	0	21	21	29	29
Third Year	22	486	0	18	18	45	18
Fourth Year	7	-	-	-	-	-	-
Fifth Year or More	106	504	1	1	8	31	59
<b>All Students<sup>a</sup></b>	<b>174</b>	<b>496</b>	<b>1</b>	<b>10</b>	<b>14</b>	<b>30</b>	<b>45</b>
<b>Grades 9–12</b>							
First Year	109	470	17	26	39	9	9
Second Year	75	487	3	7	48	21	21
Third Year	64	489	3	5	39	20	33
Fourth Year	20	491	0	0	50	30	20
Fifth Year or More	88	500	0	1	20	26	52
<b>All Students<sup>a</sup></b>	<b>356</b>	<b>486</b>	<b>6</b>	<b>10</b>	<b>37</b>	<b>19</b>	<b>27</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

<sup>b</sup> Results are not reported if fewer than 10 students were tested.

**Table 14: Performance of ELL Students in Spring 2011 MEPA  
by Grade Span and Years of Enrollment in Massachusetts  
First Language KHMER**

Grade Span / Years of Enrollment	Number Tested	Average Scaled Score	Percentage of Students at Each Performance Level				
			Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grades K–2</b>							
First Year	264	463	17	44	36	3	0
Second Year	297	479	3	14	52	27	4
Third Year	265	492	0	3	26	44	26
Fourth Year	23	490	0	4	30	43	22
Fifth Year or More	0	–	–	–	–	–	–
<b>All Students<sup>a</sup></b>	<b>849</b>	<b>478</b>	<b>6</b>	<b>20</b>	<b>39</b>	<b>25</b>	<b>10</b>
<b>Grades 3–4</b>							
First Year	11	453	36	9	27	27	0
Second Year	11	481	0	9	27	45	18
Third Year	7	-	-	-	-	-	-
Fourth Year	231	486	0	0	18	63	15
Fifth Year or More	230	495	0	1	11	52	36
<b>All Students<sup>a</sup></b>	<b>490</b>	<b>489</b>	<b>1</b>	<b>3</b>	<b>15</b>	<b>56</b>	<b>25</b>
<b>Grades 5–6</b>							
First Year	7	-	-	-	-	-	-
Second Year	9	-	-	-	-	-	-
Third Year	8	-	-	-	-	-	-
Fourth Year	9	-	-	-	-	-	-
Fifth Year or More	402	499	0	1	12	39	48
<b>All Students<sup>a</sup></b>	<b>435</b>	<b>498</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>38</b>	<b>46</b>
<b>Grades 7–8</b>							
First Year	7	-	-	-	-	-	-
Second Year	6	-	-	-	-	-	-
Third Year	7	-	-	-	-	-	-
Fourth Year	3	-	-	-	-	-	-
Fifth Year or More	266	504	0	0	10	31	59
<b>All Students<sup>a</sup></b>	<b>289</b>	<b>503</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>31</b>	<b>57</b>
<b>Grades 9–12</b>							
First Year	23	470	17	17	52	9	4
Second Year	19	479	5	11	47	26	11
Third Year	19	483	5	11	42	26	16
Fourth Year	15	491	0	0	47	27	27
Fifth Year or More	236	500	0	0	24	26	50
<b>All Students<sup>a</sup></b>	<b>312</b>	<b>495</b>	<b>2</b>	<b>3</b>	<b>30</b>	<b>25</b>	<b>41</b>

<sup>a</sup> Number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

<sup>b</sup> Results are not reported if fewer than 10 students were tested.

## Appendix A. MEPA Scaled Score Ranges for Each Performance Level

Five performance levels are used to report MEPA results: *Level 1*, *Level 2*, *Level 3*, *Level 4*, and *Level 5*. The overall scaled score range is 400 to 550. The scaled score ranges for each performance level are shown below for each grade span.

		MEPA Scaled Score Ranges				
		Performance Level Ranges				
Grade Span	Scaled Score Range	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
K–2	400–550	400–452	453–465	466–484	485–499	500–550
3–4	400–550	400–431	432–451	452–473	474–499	500–550
5–6	400–550	400–435	436–455	456–478	479–499	500–550
7–8	400–550	400–442	443–463	464–485	486–499	500–550
9–12	400–550	400–449	450–463	464–488	489–499	500–550

## Appendix B. MEPA Performance Level Descriptors

### Grades K–2

*Level 1* 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.
- 

*Level 2* 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.
- 

*Level 3* 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.

*Level 4* 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.
- 

*Level 5* 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.
- 

## **MEPA Performance Level Descriptors**

### **Grades 3–12**

*Level 1* 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.

*Level 2* 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.
- 

*Level 3* 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.
- 

*Level 4* 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.
- 

*Level 5* 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.

## Appendix C. Number and Percentage of Enrolled ELL Students by First Language

First Language <sup>1</sup>		Number	Percent
1.	Spanish	36,730	52.5
2.	Portuguese	4,416	6.3
3.	Haitian Creole	3,971	5.7
4.	Chinese	3,592	5.1
5.	Cape Verdean	3,042	4.3
6.	Vietnamese	2,742	3.9
7.	Khmer	2,477	3.5
8.	Arabic	1,526	2.2
9.	Russian	921	1.3
10.	Somali	661	0.9
11.	French	560	0.8
12.	Korean	541	0.8
13.	Albanian	533	0.8
14.	Nepali	360	0.5
15.	Japanese	340	0.5
16.	Urdu	324	0.5
17.	Gujarati	318	0.5
18.	Swahili	302	0.4
19.	Twi	258	0.4
20.	Hindi	242	0.4

<sup>1</sup> Data are provided for the 20 highest-incidence first language groups based on March 2011 SIMS data.