LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE:	Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum	
NUMBER:	BUL-048496.0	
ISSUER:	Beth Kauffman, Associate Superintendent Division of Special Education	
DATE:	April 9, 2018	

POLICY: It is District policy that the guidelines and procedures outlined in this Bulletin be followed when students on the alternate curriculum are identified by IEP teams as needing an alternate English language proficiency assessment in lieu of participation in all or part of the English Language Proficiency Assessments for California (ELPAC).

MAJOR CHANGES: This Bulletin replaces BUL-3778.0, *Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and as Potential English Learners (ELs)*. LAUSD is now using the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) as the alternate English language proficiency assessment for students on the alternate curriculum.

BACKGROUND: The California English Language Development Test (CELDT) is being replaced during the 2017-2018 school year with the English Language Proficiency Assessments for California (ELPAC) Summative Assessment. The California Code of Regulations, Title 5, section 11517.6, requires school districts to administer the English Language Proficiency Assessments for California (ELPAC) Summative Assessment of English language proficiency.

Starting in the 2018-19 school year, the ELPAC Initial Assessment must be administered to new enrollees to California public schools who have a home language other than English on the Home Language Survey, including students with an IEP. The *English Learner Master Plan* (LAUSD, 2012) is the District's policy governing the education of students classified as English Learners (EL). All ELs with disabilities must receive both English Learner and special education services, which address their academic and linguistic needs as determined by the IEP team. All general and special education teachers who work with ELs must have the appropriate authorization to teach these students or be in the process of obtaining authorization in accordance with State regulations and District policies.

PROCEDURES: When a student receiving special education services is determined to be an English Learner, the following must be discussed at least annually at an Individualized Education Program (IEP) team meeting:

- The student's English Language Development (ELD) level
- State/District assessment results
- Present Level of Performance (PLP) in ELD
- Proposed annual linguistically appropriate ELD goal and incremental objectives

For students who are unable to participate in the ELPAC Summative Assessment administration due to the nature of their disability, the IEP team may discuss the need for an alternate assessment and complete the "Worksheet English Language Proficiency Assessment Participation Consideration" included in Attachment A.

I. PROCEDURES FOR ALTERNATE ANNUAL MONITORING AND ASSESSMENT OF ENGLISH LANGUAGE DEVELOPMENT

A. A student with a disability who is unable to participate in the ELPAC Summative Assessment shall be locally administered an alternate assessment(s) for English language proficiency, if specified in the student's IEP.

B. Following the determination of need for an alternate English language proficiency assessment by the IEP team, the District will use the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) as the alternate English language proficiency assessment for students on the alternate curriculum. Students are tested to monitor for progress in English language proficiency every year until they are able to reclassify or age out of special education at 22 years old.

C. The VCCALPS is administered annually and must be administered during the same testing window as the ELPAC Summative using the following guidelines:

1. The VCCALPS should be administered by the teacher of record with support from other school staff (i.e. bilingual paraprofessional as appropriate).

2. All District staff administering or supporting the administration of the VCCALPS must sign an ELPAC Test Security Affidavit.

Students on the alternate curriculum who are assessed with VCCALPS must have their ELPAC testing materials returned as scorable materials.

**PROCEDURES
(Continued):**

"Alternate Assessment" must be bubbled in the "Test Variations" section of the document. Attach a barcode label or complete the demographic information if labels are not provided. For further information refer to the *2018 ELPAC Summative Assessment Administration Instructions* available for download from the Student Testing Branch website at https://achieve.lausd.net/Page/13121.

II. PROCEDURES FOR ADMINISTERING THE VENTURA COUNTY COMPREHENSIVE ALTERNATE LANGUAGE PROFICIENCY SURVEY (VCCALPS)

The Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS), Attachment A, is available for IEP teams in Welligent by selecting the envelope icon on the right side of the screen to open the "Communications Center" and then selecting "Downloads." The document is titled "VCCALPS 2018."

A. The Annual VCCALPS should be administered according to the following guidelines:

1. For students whose IEPs have determined the need for an alternate assessment, administer the VCCALPS only in English when the student receives primary language support as part of his/her regular instruction, but lessons are delivered in English similar to a student participating in the Structured English Immersion (SEI) program.

2. Administer the VCCALPS in both English and Primary Language (L1) only when the student's daily instruction includes lessons delivered with primary language support similar to students in a Bilingual or Dual Language program. Administration of the VCCALPS in the Primary Language may be completed with support from other school staff (i.e. bilingual paraprofessional as appropriate) with a signed ELPAC Test Security affidavit on file.

3. Administration of test items in the school setting should be completed using instructional materials, word lists, vocabulary, and pictures that the student is familiar with and has been exposed to regularly in the classroom setting.

B. When the student reaches a VCCALPS score of Bridging, the following procedures apply:

Elementary Grades K-5/6
The IEP team must meet to determine if the student will need to be assessed with the ELPAC Summative Assessment the following year.

PROCEDURES (Continued):

If the IEP team determines that the ELPAC should be given during the next annual administration:

1. The IEP team must document this discussion on the IEP in FAPE 2, Part 4 and select "ELPAC" in Section K.

2. The ELPAC Summative Assessment must now be administered using the accommodations and/or modifications specified on the student's IEP, if any. The student must receive these same accommodations and/or modifications during daily instruction.

Secondary Grades 6-12
The IEP team must meet to determine if the student will need to be assessed with the ELPAC Summative Assessment the following year or if the student is a candidate for reclassification.

If the IEP team determines that the ELPAC should be given during the next ELPAC Summative Assessment administration:

1. The IEP team must document this discussion on the IEP in FAPE 2, Part 4 and select "ELPAC" in Section K.

2. The ELPAC Summative Assessment must now be administered using the accommodations and/or modifications specified on the student's IEP, if any. The student must receive these same accommodations and/or modifications during daily instruction.

For IEP teams considering reclassification of secondary Long Term English Learners (LTELs) only, please refer to BUL-6890.0: *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12*. The VCCALPS is a valid assessment for determining English language proficiency for the purposes of reclassifying Long Term English Learners with disabilities as outlined in BUL-6890.0.

III. PARENT NOTIFICATION TIMELINES AND PROCEDURES
For English Learners who were enrolled in the District the previous school year, parental notification must be provided no later than 30 calendar days after the beginning of the school year/track. The annual notification process applies to continuing EL students only.

A. To meet Title I parent notification requirements, the *Annual Assessment Results and Program Placement for English Learners* letter contains current Master Plan English Learner program placement and assessment information

PROCEDURES (Continued):

for continuing EL students. Schools must confirm the student's program placement by reviewing the placement options section of the letter. This letter is available in the My Integrated Student Information System (MiSiS) under *English Learner, Annual English Learner Letter*.

B. Parents/guardians must annually choose an instructional program and confirm their child's instructional program placement using the *Annual Assessment Results and Program Placement for English Learners* letter.

C. The parent/guardian is to review and complete the bottom portion of the letter titled *Parent Consultation and Approval.* The parent/guardian must check all that apply, and then sign and return the completed annual parent notification. The letter must contain the parent's signature in order to be valid.

For further guidance on Parent Notification Procedures and Timelines, including further instructions on accessing the *Annual Assessment Results and Program Placement for English Learners* letter, refer to BUL-4872.1: *Annual Notification Requirements for Parents of English Learners (K-12).*

IV. DOCUMENTING VCCALPS IN MY INTEGRATED STUDENT INFORMATION SYSTEM (MiSiS)

The school EL Designee is required to enter VCCALPS English scores and Language Proficiency Levels in MiSiS and place the VCCALPS survey instrument (Attachment A, pages 5-12) and Summary Sheet (Attachment A, page 13) in the Master Plan blue folder in the student's cumulative record. Scores in English for each domain (Listening, Speaking, Reading, and Writing) as well as the Overall English Language Proficiency Level shall be entered in MiSiS from the Summary Sheet (Attachment A, page 13). Primary language scores are optional. For questions regarding English Learner data entry please call Eva Paz Garcia, Coordinator, at (213) 241-2450.

V. TRAINING FOR STAFF ADMINISTERING THE ANNUAL VCCALPS

Training modules are available via MyPLN to support administration of the VCCALPS. All staff administering and supporting the administration of the VCCALPS are required to complete the training modules and submit their printable training certificate verifying completion to the school site EL Designee. To access the training modules, sign into MyPLN and locate the training titled *VCCALPS Annual Assessment Training.* For further information on accessing courses via the MyPLN platform, please refer to Attachment B: How to Access MyPLN and Register for Training Sessions.

AUTHORITY:

This is the policy of the Superintendent of Schools.

RELATED RESOURCES:	• *English Learner Master Plan,* LAUSD, 2012
	• Student Testing Branch: *2018 ELPAC Summative Assessment Administration Instructions*
	• BUL-6890.0: *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12,* August 7, 2017
	• BUL-5619.6: *Reclassification of English Learners,* August 1, 2017
	• BUL-4872.1: *Annual Notification Requirements for Parents of English Learners (K-12), January 23, 2018*
	• MyPLN Training Modules 1 & 2: *VCCALPS Annual Assessment Training*

ATTACHMENTS:
- Attachment A: Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)
- Attachment B: How to Access MyPLN and Register for Training Sessions

ASSISTANCE:

For *English Learner Master Plan* related questions, contact Local District English Language (EL) Programs Coordinator.

For further EL program information, contact the Multilingual & Multicultural Education Branch (MMED) at (213) 241-5582.

For English Learner data related questions, please call Eva Paz Garcia, Coordinator, School Information Branch, at eva.garcia@lausd.net or (213) 241-2450.

For further information about English Learners with disabilities on the alternate curriculum or using VCCALPS, contact:
- James Koontz, Specialist, Division of Special Education, at jck6411@lausd.net or (213) 241-4966.
- Geri Fuchigami, Coordinator, Division of Special Education, at geri.fuchigami@lausd.net or (213) 241-3323.

Los Angeles Unified School District
Division of Special Education
https://achieve.lausd.net/sped

VCCALPS

**Ventura County Comprehensive
Alternate Language Proficiency Survey**

Adapted with permission from the

Ventura County Special Education Local

Plan Area (SELPA)

2018

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 ELPAC, and is designed for students who participate in the California Alternate Assessment (CAA). 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 (ELD) assessment a student will best respond to, individualized education program (IEP) teams may utilize the English Language Proficiency Assessment Participation Consideration worksheet.

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 (EL) or a student with disabilities in language and cognition, across languages. Students who are considered to be ELs will receive targeted instruction in ELD, including vocabulary, syntax, grammar, functions, and conventions unique to the English language (academic and conversational). 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 at least one IEP goal that addresses English Language Development. All IEP goals must be linguistically appropriate, which means they are at the appropriate EL level. Special consideration must be given to the language of instruction (English or primary language). IEP teams for ELs will include persons with expertise in second language acquisition who understand how to differentiate between limited English proficiency and a disability.

For 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 in the primary language only.

The VCCALPS can also be used to assist in reclassifying a student to Fluent English Proficient (FEP) who has formerly been identified as a Long Term English Learner (LTEL) eligible for special education services. For students who perform at low levels, have similar error patterns, or errors similar to other students with similar disabilities in both English and the primary language, the IEP team may recommend to the District English Language Development (ELD) department that the low proficiency level in English is due to the disability.

This instrument was adapted with permission from the Ventura County Special Education Local Plan Area (SELPA), 2017. The Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS), 2017, was adapted with permission from the Orange County Office of Education Alternate Language Proficiency Instrument (ALPI).

Adapted from: Ventura County Special Education Local Plan Area (SELPA), 2017

Student Name: _____ Student ID: _____ DOB: _____ Date: _____ School: _____ Grade: _____

Worksheet
English Language Proficiency Assessment Participation Consideration

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 ELPAC 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   **Disagree**   The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.

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 their non-disabled peers; however, their learning 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 ELPAC, 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   **Disagree**   The decision to participate in the alternate assessment is **not** based on the deafness/blindness, visual, auditory, and/or motor 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 ELPAC with the use of any necessary accommodations. Specify whether the student will be assessed using the alternate in all domains or which domain(s) of the ELPAC the alternate assessment(s) is replacing.

IEP Team Decision:_____is eligible for participating in the ELPAC.

❑ All Domains OR Indicate the domain(s) the student will participate in the ELPAC: ❑ Listening ❑ Speaking ❑ Reading ❑ Writing

IEP Team Decision:_____is **not** eligible for participating in the ELPAC.

Adapted from: Ventura County Special Education Local Plan Area (SELPA), 2017

Instructions

The VCCALPS should be used in a similar manner as the ELPAC, which assesses the English language proficiency of students in listening, speaking, reading, and writing.

WHEN TO ADMINISTER: It should be administered annually during the testing window for ELPAC.

WHO ADMINISTERS: The VCCALPS should be administered by the teacher of record with support from other school staff (i.e. bilingual paraprofessional as appropriate). All District staff administering or supporting with the administration of the VCCALPS must sign an ELPAC Test Security Affidavit.

HOW TO ADMINISTER THE VCCALPS:

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. It is recommended that the teacher administer this section with input from the primary caregiver.

For sections requiring that directions and/or prompts be given in the primary language, a District staff member who is fluent in that language and has signed an ELPAC Test Security Affidavit 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, list 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.

Adapted from: Ventura County Special Education Local Plan Area (SELPA), 2017

Student: _____ Date: _____ Assessor:_____

VCCALPS
Listening – Primary Language

Listening: Provide oral requests in **primary language** only. Describe responses on the lines provided, 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	Responds to commands (record highest level obtained):						
	Never 0 0 points	1 part command with light physical prompt 1 point	1 part with visual prompt 2 Points	1 part, no visual 3 Points	2 part, visual 4 Points	2 part, no visual 5 Points	
2	Identifies body parts using student's response mode by pointing, eye gaze, using augmentative and alternative communication (AAC) or indicating yes/no to adult model. (May use pictures or have student point to self.) (list):						
	0 Body Parts 0 Points	1 Body Part 1 Point	2 Body Parts 2 Points	3 Body Parts 3 Points	4 Body Parts 4 Points	5+ Body Parts 5 Points	
3	Identifies family members/familiar people, using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. (May use people or pictures.) (list):						
	0 People 0 points	1 Person 1 Point	2-3 People 2 Points	4-5 People 3 Points	6-7 People 4 Points	8+ People 5 Points	
4	Identifies foods/food items using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model (list):						
	0 Foods 0 Points	1 Food 1 Point	2-3 Foods 2 Points	4-5 Foods 3 Points	6-7 Foods 4 Points	8+ Foods 5 Points	

Total Listening - Primary Language	

0-20 Points

Adapted from: Ventura County Special Education Local Plan Area (SELPA), 2017

Student: _____ Date: _____ Assessor:_____

VCCALPS
Listening – English

Listening: Provide oral requests in **English only**. Describe responses on the lines provided, 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	Responds to commands (record highest level obtained):						
	Never 0 0 points	1 part command with light physical prompt 1 point	1 part with visual prompt 2 Points	1 part, no visual 3 Points	2 part, visual 4 Points	2 part, no visual 5 Points	
2	Identifies body parts using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. (May use pictures or have student point to self.) (list):						
	0 Body Parts 0 Points	1 Body Part 1 Point	2 Body Parts 2 Points	3 Body Parts 3 Points	4 Body Parts 4 Points	5+ Body Parts 5 Points	
3	Identifies family members/familiar people, using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. (May use people or pictures.) (list):						
	0 People 0 points	1 Person 1 Point	2-3 People 2 Points	4-5 People 3 Points	6-7 People 4 Points	8+ People 5 Points	
4	Identifies foods/food items using student's response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model (list):						
	0 Foods 0 Points	1 Food 1 Point	2-3 Foods 2 Points	4-5 Foods 3 Points	6-7 Foods 4 Points	8+ Foods 5 Points	

Total Listening - English Language	

0-20 Points

Student: _____ Date: _____ Assessor:_____

VCCALPS
Speaking – Primary Language

Speaking: Use input from people who know the student (parents, siblings, and teachers). Student response may be made using spoken language, picture exchange, or communication device. Describe on the lines provided, circle the score which best applies, and record in the points column.

In the primary language:						Points
1 Student indicates need for assistance (i.e., more of an item, toileting needs, physical help, negations, etc.)(describe):						
Not at all 0 Points	Gestures 1 Point	Vocalizations 2 Points	Word (primary language) 3 Points	Phrases (primary language) 4 Points	Sentences (primary language) 5 Points	
2 Student uses words in primary language (list):						
0 Words 0 Points	1-5 Words 1 Point	6-10 Words 2 Points	11-15 Words 3 Points	16-20 Words 4 Points	21+ Words 5 Points	
3 Student uses phrases in primary language (may not be semantically correct) (list):						
Not at all 0 points	1-Word Phrase 1 Point	2-Word Phrase 2 Points	3-Word Phrase 3 Points	4-Word Phrase 4 Points	5-Word Phrase or More 5 Points	
4 Student uses complete sentences in primary language (may not be semantically correct) (list):						
0 Sentences 0 Points	1 Sentence 1 Point	2 Sentences 2 Points	3 Sentences 3 Points	4 Sentences 4 Points	5 Sentences or more 5 Points	

Total Speaking - Primary Language	

0-20 Points

Adapted from: Ventura County Special Education Local Plan Area (SELPA), 2017

Student: _____ Date: _____ Assessor:_____

VCCALPS
Speaking – English

Speaking: Use input from people who know the student (parents, siblings, and teachers). Student response may be made using spoken language, picture exchange, or communication device. Describe on the lines provided, then circle the score which best applies and record in the points column.

In English:						Points
1 Student indicates need for assistance (i.e., more of an item, toileting needs, physical help, negations, etc.)(describe):						
Not at all 0 Points	Gestures 1 Point	Vocalizations 2 Points	Word 3 Points	Phrases 4 Points	Sentences 5 Points	
2 Student uses words in English (list):						
0 Words 0 Points	1-5 Words 1 Point	6-10 Words 2 Points	11-15 Words 3 Points	16-20 Words 4 Points	21+ Words 5 Points	
3 Student uses phrases in English (may not be semantically correct) (list):						
Not at all 0 points	1-Word Phrase 1 Point	2-Word Phrase 2 Points	3-Word Phrase 3 Points	4-Word Phrase 4 Points	5-Word Phrase or More 5 Points	
4 Student uses complete sentences in English (may not be semantically correct) (list):						
0 Sentences 0 Points	1 Sentence 1 Point	2 Sentences 2 Points	3 Sentences 3 Points	4 Sentences 4 Points	5 Sentences 5 Points	

Total Speaking - English Language	

0-20 Points

Adapted from: Ventura County Special Education Local Plan Area (SELPA), 2017

Student: _____ Date: _____ Assessor:_____

VCCALPS
Reading – Primary Language

Reading: Present student with text in primary language. Present directions in both English and primary language. Describe responses on the lines provided, 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.

In Primary Language						Points
1	Matches letter, character or word in primary language when presented with field of two (letter, characters, words) in primary language. Indicate using student response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. Present at least 10 trials (list):					
	0 Correct 0 Points	1-2 Correct 1 Point	3-4 Correct 2 Points	5-6 Correct 3 Points	7-8 Correct 4 Points	9-10 Correct 5 Points	
2	Indicates sounds of letters/meaning of characters in primary alphabet (making sound or indicating yes/no to adult model) (i.e., "What sound does this make?")(list):					
	0 Sounds 0 Points	1-5 Sounds 1 Point	6-10 Sounds 2 Points	11-15 Sounds 3 Points	16-20 Sounds 4 Points	21-25 Sounds 5 Points	
3	When presented with two words read aloud in primary language indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):					
	0 Correct 0 Points	1 Correct 1 Point	2 Correct 2 Points	3 Correct 3 Points	4 Correct 4 Points	5 Correct 5 Points	
4	Reads sight words in primary language (list):					
	0 Correct 0 Points	1-5 Correct 1 Point	6-10 Correct 2 Points	11-15 Correct 3 Points	16-20 Correct 4 Points	21-25 Correct 5 Points	

Total Reading - Primary Language	

0-20 Points

Student: _____ Date: _____ Assessor:_____

VCCALPS
Reading – English

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.

In English						Points
1 Matches letter, character or word in English when presented with field of two (letter, characters, words) in English. Indicate using student response mode by pointing, eye gaze, using AAC or indicating yes/no to adult model. Present at least 10 trials (list):						
0 Correct 0 Points	1-2 Correct 1 Point	3-4 Correct 2 Points	5-6 Correct 3 Points	7-8 Correct 4 Points	9-10 Correct 5 Points	
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 Sounds 0 Points	1-5 Sounds 1 Point	6-10 Sounds 2 Points	11-15 Sounds 3 Points	16-20 Sounds 4 Points	21-25 Sounds 5 Points	
3 When presented with two words in English indicates correct choice when read aloud (pointing or eye gaze). Present at least 5 trials (list):						
0 Correct 0 Points	1 Correct 1 Point	2 Correct 2 Points	3 Correct 3 Points	4 Correct 4 Points	5 Correct 5 Points	
4 Reads sight words in English (list):						
0 Correct 0 Points	1-5 Correct 1 Point	6-10 Correct 2 Points	11-15 Correct 3 Points	16-20 Correct 4 Points	21-25 Correct 5 Points	

Total Reading - English Language	

0-20 Points

Student: _____ Date: _____ Assessor:_____

VCCALPS
Writing – Primary Language

Writing: Present student with directions in primary language and English. Describe responses on the lines provided, 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.

	In Primary Language	Points
1	Using letters, conveys meaning by printing/typing/stamping. (Record most common prompt level)	
	0 words – 0 Points	
	1 word – 1 Point	
	2 words – 2 Points	
	2 word phrases – 3 Points	
	3 word phrases – 4 Points	
	Sentence – 5 Points	
2	Traces/copies/types letters/characters in primary language when presented with model (present at least ten- include any letters unique to primary language) (list and record most common prompt level):	
	Hand over hand for all letters – 0 Points	
	Hand over hand for 5 or more letters – 1 Point	
	Hand over hand for 4 or less letters – 2 Points	
	Intermittent physical prompts, all letters – 3 Points	
	Verbal prompts – 4 Points	
	Independent – 5 Points	
3	Prints letters from model minimally legibly when shown briefly and then removed (list and record most common prompt level):	
	Hand over hand for all letters – 0 Points	
	Hand over hand for 5 or more letters – 1 Point	
	Hand over hand for 4 or less letters – 2 Points	
	Intermittent physical prompts, all letters – 3 Points	
	Verbal prompts – 4 Points	
	Independent – 5 Points	
4	Prints/types/stamps alphabet letters/characters/words in primary language when read aloud and/or using letters/characters/words of students' choice (list):	

0 Correct 0 Points	1 -5 Letters 1 Point	6-10 Letters 2 Points	11-15 Letters 3 Points	16-20 Letters 4 Points	21-25 Letters 5 Points

Total Writing - Primary Language	

0-20 Points

Student: _____ Date: _____ Assessor:_____

VCCALPS
Writing – English

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.

	In English	Points
1	Using letters, conveys meaning by printing/typing/stamping. (Record most common prompt level) 0 words – 0 Points 1 word – 1 Point 2 words – 2 Points 2 word phrases– 3 Points 3 word phrases – 4 Points Sentence – 5 Points	
2	Traces/copies/types letters/characters in English when presented with model (present at least ten- include any letters unique to primary language) (list and record most common prompt level): Hand over hand for all letters – 0 Points Hand over hand for 5 or more letters – 1 Point Hand over hand for 4 or less letters – 2 Points Intermittent physical prompts, all letters – 3 Points Verbal prompts – 4 Points Independent – 5 Points	
3	Prints letters from model minimally legibly when shown briefly and then removed (list and record most common prompt level): Hand over hand for all letters – 0 Points Hand over hand for 5 or more letters – 1 Point Hand over hand for 4 or less letters – 2 Points Intermittent physical prompts, all letters – 3 Points Verbal prompts – 4 Points Independent – 5 Points	
4	Prints/types/stamps alphabet letters/characters/words in English when read aloud and/or using letters/characters/words of students' choice (list): <table><tr><td>0 Correct 0 Points</td><td>1 -5 Letters 1 Point</td><td>6-10 Letters 2 Points</td><td>11-15 Letters 3 Points</td><td>16-20 Letters 4 Points</td><td>21-25 Letters 5 Points</td></tr></table>	

Total Writing - English Language	

0-20 Points

Summary Sheet

Los Angeles Unified School District
Ventura County Comprehensive Alternate Language Proficiency Survey
(VCCALPS)

Student Name_____ Student ID_____ School _____

Test Administrator _____ DOB _____ Eligibility _____

Language (other than English) on Home Language Survey_____(Primary Language)

Listening 20 possible

English   _____   _____
                 Score   Level

Primary   _____
                 Score

Speaking 20 possible

English   _____   _____
                 Score   Level

Primary   _____
                 Score

Reading 20 possible

English   _____   _____
                 Score   Level

Primary   _____
                 Score

Writing 20 possible

English   _____   _____
                 Score   Level

Primary   _____
                 Score

Overall English   _____ _____
                                Score   Level

Overall Primary   _____
                                Score

Levels for English subtests:
    0–6 – Emerging
    7–17 – Expanding
    18–20 – Bridging

Overall English Language Proficiency
Levels:
    0–24 – Emerging
    25–68 – Expanding
    69–80 – Bridging

_____   _____
VCCALPS Assessor Signature   Date
Adapted from: Ventura County Special Education Local Plan Area (SELPA), 2017

How to Access MyPLN and Register for Training Sessions

1. Go to the MyPLN website: **http://achieve.lausd.net/mypln**

   Note: Please use Firefox when using this page. Other Internet browsers may prevent you from logging onto MyPLN.

2. Click the **Log in** button.

   **LAUSD Employees »
   Login**

3. Enter your complete LAUSD email address (including @lausd.net) and Single Sign On password. Then, click the **Sign in** button.

4. Click the **Search** button on the home page.

   Search
   Courses • Videos • Articles

5. Enter the key word of the training in the **Global Search** box and then click the **Search** button.

   Global Search

   Enter title of training here

   Global Search

   | | Training ▾ | Search |
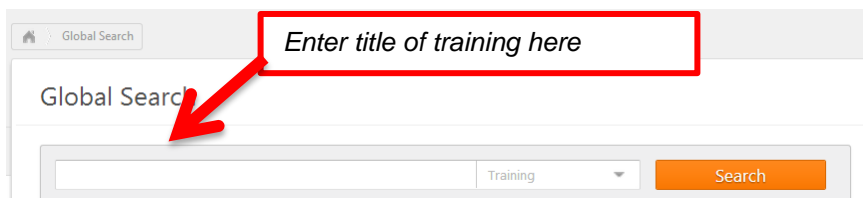
6. **Select** "VCCALPS Annual Assessment Training"

7. Click the orange "**Request"** button to enroll.

8. **Check** your email for confirmation of enrollment.

*For additional MyPLN support, please contact **mypln@lausd.net***