

Ventura County Special Education Local Plan Area (SELPA)
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www.vcselpa.org



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)

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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 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 assessment a student will best respond to, the IEP team 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 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 in the 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, 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. Although the IEP team may make the recommendation, the final decision about reclassification lies with the ELD Department, with input from parent(s).

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

Date: _____

Student _____

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 universal tools, designated supports or accommodations. 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. |
| 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.

Fecha: _____

Estudiante: _____

Consideración para la Participación en la Evaluación del Nivel de Competencia del Idioma Inglés

Las evaluaciones alternas proveen medios para medir la competencia del nivel del idioma inglés de los estudiantes con discapacidades, los cuales han sido determinados por el equipo que desarrolla su Programa de Educación Individualizado (por sus siglas en inglés IEP), que no pueden participar en la evaluación ELPAC incluso utilizando herramientas universales, apoyos o modificaciones. Para poder asistir al equipo que desarrolla el Programa de Educación Individualizado a que determine si un estudiante debe utilizar evaluaciones alternas, se debe considerar lo siguiente:

Circule “De acuerdo” o “En desacuerdo”:

De Acuerdo	En desacuerdo	El/la estudiante requiere enseñanza extensa en ambientes múltiples para adquirir, mantener y generalizar las habilidades necesarias para que sean aplicadas en la escuela, el trabajo, el hogar y en la comunidad.
De Acuerdo	En desacuerdo	El/la estudiante demuestra habilidades académicas/cognitivas y conducta adaptiva que requieren ajustes sustanciales al plan de estudios general. El/la estudiante puede participar en muchas de las mismas actividades de los compañeros no discapacitados, sin embargo, sus objetivos de aprendizaje y resultados esperados se enfocan en las aplicaciones funcionales del plan de estudios general.
De acuerdo	En desacuerdo	El/la estudiante no puede demostrar los niveles de rendimiento evaluados por ELPAC, incluso con acomodos.
De acuerdo	En desacuerdo	La decisión para participar en la evaluación alterna no se basa en la cantidad de tiempo que el/la estudiante recibe servicios de educación especial.
De acuerdo	En desacuerdo	La decisión para participar en la evaluación alterna no se basa en las ausencias excesivas o extendidas.
De acuerdo	En desacuerdo	La decisión para participar en la evaluación alterna no se basa en las diferencias de idioma, de cultura ni económicas.
De acuerdo	En desacuerdo	La decisión para participar en la evaluación alterna no se basa en discapacidades de sordera/ceguera, visual, auditiva y/o motriz.
De acuerdo	En desacuerdo	La decisión para participar en la evaluación alterna no se basa primordialmente en estar categorizado en un nivel en específico.
De acuerdo	En desacuerdo	La decisión para participar en la evaluación alterna es una decisión del equipo que diseñó el Programa de Educación Individualizado (IEP) y no una decisión administrativa.

Si la respuesta a alguna de las declaraciones anteriores fue “En desacuerdo”, el equipo debe considerar incluir al estudiante en la evaluación ELPAC con la utilización de los acomodos necesarios. Especifique si el/la estudiante será evaluado/a utilizando la evaluación alterna en todas las áreas o qué área(s) de la evaluación ELPAC la evaluación alterna está reemplazando.

Decisión del equipo IEP: _____ es elegible para participar en la evaluación ELPAC.

Todas las áreas o indique en qué áreas el/la estudiante participará en la evaluación ELPAC Escuchar Hablar Lectura Escritura

Decisión del equipo IEP: _____ no es elegible para participar en la evaluación ELPAC.

Instructions

This instrument should be used in a similar manner as the ELPAC, and must be used for all students with a language other than English in questions #1-#3 on the Home Language Survey. (Question #4 is discretionary for the districts).

WHEN: For all students entering school, the assessment should be administered within the first 30 days of enrollment. It should be readministered annually during the testing window for ELPAC.

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.

In 2007-18 school year, the ELPAC will be given in the spring of 2018 as a summative assessment. Subsequently, the ELPAC will be given as both the initial and the summative assessment.

Student _____

Date _____

Administrator _____

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. Responds to commands (record highest level obtained):

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

[0-5]

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 1 (1 pt.) 2 (2 pts.) 3 (3 pts.) 4 (4 pts.) 5+ (5 pts.)

[0-5]

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 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 using student's response mode by pointing, eye gaze, using AAC 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]

Total Listening Points (English) _____ [0-20]

Listening/English

Student _____

Date _____

Administrator _____

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. Responds to commands (record highest level obtained):

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

[0-5]

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 1 (1 pt.) 2 (2 pts.) 3 (3 pts.) 4 (4 pts.) 5+ (5 pts.)

[0-5]

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 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 using student's response mode by pointing, eye gaze, using AAC 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]

Total Listening Points (Primary) _____ [0-20]

Listening/Primary Language

Escuchar – Idioma Primario

VCCALPS

Escuchar: Pide lo que necesita oralmente en su **idioma primario** solamente. Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos. Está permitido que se califiquen áreas basándose en observación extensa en el salón de clases, además de las respuestas obtenidas al momento de la evaluación.

Respondiendo en su idioma, el estudiante:

Puntos

1. Responde a comandos (registre los niveles más altos que se obtuvieron)

1 parte del comando, poca ayuda física (1 pt.) 1 parte con ayuda visual (2 pts.)
1 parte, no visuales (3 pts.) 2 partes, con visual (4 pts.) 2 partes, no visual (5 pts.)

[0-5]

2. Identifica partes del cuerpo, usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela. (Se pueden usar imágenes o que el estudiante se apunte a sí mismo) (lista):

0 1 (1 pt.) 2 (2 pts.) 3 (3 pts.) 4 (4 pts.) 5+ (5 pts.)

[0-5]

3. Identifica a los miembros de la familia/gente que conoce, usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela. (Se pueden usar fotos de personas) (lista):

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

4. Identifica comidas/ cosas que se comen, usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela (lista):

0 1 (1 pt.) 2-3 (2 pts.) 4-5 (3 pts.) 6-7 (4 pts.) 8+ (5 pts.)

[0-5]

Escuchar Puntos Totales (Primario)

_____ **[0-20]**

Student _____

Date _____

Administrator _____

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

- 1. Student indicates need for assistance (i.e., more of an item, toileting needs, physical help, negations, etc.)(describe):

Not at all (0pts)	Gestures (1 pt)	Vocalizations (2pts)	Word (3 pts)
Phrase (4 pts)	Sentence (5pts)		

[0-5]

- 2. Student uses words in English (list): _____

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

- 3. Student uses phrases in English (may not be semantically correct)(list):

0	2 word phrase (2 pt.)	3 word phrase (3 pts.)	4 word phrase (4 pts.)
	5 word phrase or more (5 pts.)		

[0-5]

- 4. Student uses complete sentences in English (list): _____

0	1 sentence (1 pt.)	2 sentences (2 pts.)	3 sentences (3 pts.)
	4 sentences (4 pts.)	5 sentences or more (5 pts.)	

[0-5]

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

Total Speaking Points (English) _____ [0-20]

Speaking/English

Student _____

Date _____

Administrator _____

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

- 1. Student indicates need for assistance (i.e., more of an item, toileting needs, physical help, negations, etc.)(describe):

Not at all (0pts)	Gestures(1 pt)	Vocalizations (2pts)	Word (primary language)(3 pts)	
Phrase (primary language)(4 pts)	Sentence (primary language)(5pts)			

[0-5]

- 2. Student uses words in primary language (list): _____

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

[0-5]

- 3. Student uses phrases in primary language (may not be semantically correct) (list): _____

0	2 word phrase (2 pt.)	3 word phrase (3 pts.)	4 word phrase (4 pts.)	
5 word phrase or more (5 pts.)				

[0-5]

- 4. Student uses complete sentences in primary language (may not be semantically correct) (list): _____

0	1 sentence (1 pt.)	2 sentences (2 pts.)	3 sentences (3 pts.)	
4 sentences (4 pts.)		5 sentences or more (5 pts.)		

[0-5]

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

Total Speaking Points (Primary) _____ [0-20]

Speaking/Primary Language

Student _____

Date _____

Administrator _____

Hablar – Idioma Primario

VCCALPS

Hablar: Utilice la opinión de las personas que conocen al estudiante (los padres, hermanos, maestros). Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos.

En el idioma primario:

Puntos

1. El/la estudiante indica que necesita ayuda (por ejemplo, pedir más de un objeto, con sus necesidades de ir al baño, ayuda física, cuando se le niega algo, etc.) (describa):

Para nada (0 pts.) Gestos(1 pt.) Vocalizaciones (2 pts.) Palabra (idioma primario)(3 pts.)
 Frase (idioma primario)(4 pts.) Oración (idioma primario)(5 pts.)

[0-5]

2. El/la estudiante usa palabras en su idioma primario (lista): _

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

[0-5]

3. El/la estudiante usa frases en su idioma primario (quizás no sean semánticamente correctas) (lista): _____

0 Frase de 2 palabras (2 pts.) Frase de 3 palabras (3 pts.) Frase de 4 palabras (4 pts.)
 Fase de 5 palabras o más (5 pts.)

[0-5]

4. El/la estudiante utiliza oraciones completas en su idioma primario (Quizás no sean semánticamente correctas) (lista): __

0 1 oración (1 pt.) 2 oraciones (2 pts.) 3 oraciones (3 pts.)
 4 oraciones (4 pts.) 5 oraciones o más (5 pts.)

[0-5]

NOTA: Si el/la estudiante utiliza un sistema de comunicación aumentativo, grabe palabras o frases usadas en el idioma primario (si existen algunas).

Hablar Puntos Totales (Primario) _____ [0-20]

Speaking/Primary Language

Student _____

Date _____

Administrator _____

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, 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 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. 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]

- 4. Reads sight 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) _____ [0-20]

Reading/English

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, 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 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 language 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. 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]

- 4. Reads sight 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) _____ [0-20]

Reading/Primary Language

Lectura– Idioma Primario

VCCALPS

Leer: Preséntele al estudiante un texto en su idioma primario. Dé instrucciones en ambos el inglés y el idioma primario. Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos. Está permitido que se califiquen áreas basándose en observación extensa en el salón de clases, además de las respuestas obtenidas al momento de la evaluación.

Puntos

- 1. Reconoce las letras, el personaje o palabra en su idioma primario cuando se le presenta un campo de dos opciones (letras, personajes, palabras) en su idioma primario. Indique usando los modos de respuesta del estudiante al apuntar, con la mirada, utilizando métodos de comunicación aumentativos alternativos o indicando sí/no cuando un adulto le modela. Presente cuando menos 10 intentos (lista):

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

- 2. Indica los sonidos de las letras o ruidos de los personajes, con sonidos del alfabeto de su idioma primario (haciendo sonidos/ruidos o indicando sí/no cuando le modela un adulto) (por ejemplo: "¿Qué sonido/ruido hace eso?)" (lista):

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

- 3. Cuando se le presenta con dos palabras en su idioma primario, indica la opción correcta cuando se le lee en voz alta (apuntando o con la mirada) Presente cuando menos 5 intentos. (lista):

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

- 4. Lee palabras visuales (que al verlas sabe lo que dicen) en su idioma primario (lista):

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

Lectura Puntos Totales (Primario) _____ [0-20]

Student _____

Date _____

Administrator _____

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. Using letters, conveys meaning by printing/typing/stamping.

(Record most common prompt level)

0 words (0pts)

2 words (2pts)

3 word phrases (4pts)

1 word (1pt)

2 word phrases (3pts)

Sentence (5pts)

[0-5]

2. Traces/copies/types letters/characters 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/words in English when read aloud and/or using letters/characters/words of students' choice (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)

_____ **[0-20]**

Writing/English

Student _____

Date _____

Administrator _____

Writing – Primary Language

VCCALPS

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. Using letters, conveys meaning by printing/typing/stamping.

(Record most common prompt level)		[0-5]
0 words (0pts)	1 word (1pt)	
2 words (2pts)	2 word phrases (3pts)	
3 word phrases (4pts)	Sentence (5pts)	

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):

(Record most common prompt level)		[0-5]
Hand over hand-all letters (0pts)	Hand over hand 5 or more letters (1pt)	
Hand over hand 4 or less letters (2pts)	Intermittent physical prompts, all letters (3pts)	
Verbal Prompts (4pts)	Independent (5pts)	

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

(Record most common prompt level)		[0-5]
Hand over hand-all letters (0pts)	Hand over hand 5 or more letters (1pt)	
Hand over hand 4 or less letters (2pts)	Intermittent physical prompts, all letters (3pts)	
Verbal Prompts (4pts)	Independent (5pts)	

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

Writing /Primary Language

Student _____

Date _____

Administrator _____

Escritura – Idioma Primario

VCCALPS

Escritura: Preséntele al estudiante instrucciones en su idioma primario y en inglés. Describa las respuestas en los renglones, después circule las calificaciones que apliquen y registre los puntajes en la columna que dice puntos. Está permitido que se califiquen áreas basándose en observación extensa en el salón de clases, además de las respuestas obtenidas al momento de la evaluación.

Puntos

1. Usando letras, da el significado al escribir/ mecanografiar/estampar.

(Registre el nivel de ayuda más común)

[0-5]

0 palabras (0 pts.)

1 palabra (1 pt.)

2 palabras (2 pts.)

Frases de 2 palabras (3 pts.)

Frases de 3 palabras (4 pts.)

Oraciones (5 pts.)

2. Traza/copia/mecanografía letras/caracteres en su idioma primario cuando se le presenta un modelo (presente cuando menos 10- incluya cualquier letra exclusiva del idioma primario) (lista):

(Registre el nivel de ayuda más común)

[0-5]

Mano sobre mano-todas las letras (0pts.)

Mano sobre mano 5 letras o más (1pt.)

Mano sobre mano 4 letras o menos (2pts.)

Ayuda física intermitente, todas las letras (3pts.)

Ayuda verbal (4pts.)

Independiente (5pts.)

3. Escribe letras de un modelo mínimamente legible, cuando se le enseña brevemente y luego se le retira (lista):

(Registre el nivel de ayuda más común)

[0-5]

Mano sobre mano todas las letras (0pts.)

Mano sobre mano 5 letras o más (1pt.)

Mano sobre mano 4 letras o menos (2pts.)

Ayuda física intermitente, todas las letras (3pts.)

Ayuda verbal (4pts.)

Independiente (5pts.)

4. Escribe/mecanografía/estampa las letras del alfabeto/caracteres/palabras en su idioma primario cuando se le lee en voz alta y/o al usar letras/caracteres/palabras que escoge el estudiante.(lista):

0 1-5(1 pt.)

6-10(2 pts.)

11-15(3 pts.)

16-20(4 pts.)

21-25(5 pts.)

[0-5]

Escritura Puntos Totales (Primario) _____ [0-20]

Writing /Primary Language

Summary Sheet

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

Student Name _____ DOB _____ District _____ School _____

Administered by _____ Title _____ Date _____

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

Listening 20 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Speaking 20 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Reading 20 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Writing 20 possible

Primary _____
Score _____ Level _____

English _____
Score _____ Level _____

Levels for each area:

0-6 – Beginning

7-14 –Somewhat Developed

15-17 – Moderately Developed

18-20 – Well Developed

Beginning = Emerging

Somewhat/Moderately Developed =
Expanding

Well Developed = Bridging

Overall Level Primary Language _____

Overall Level English _____

Overall Levels:

0-24 – 1 Beginning

25-56 – 2 Somewhat Developed

57-68 – 3 Moderately Developed

69-80 – 4 Well Developed