



**Proficiency:** The ability to use English language at a proficient level (high level of skill). An EL who has proficiency does not need EL program support.

**Rubric:** A guide that contains descriptions of different levels of student success.<sup>13</sup>

**Stage Adaptive Test/Testing:** An assessment where items are selected by a computer. Each selection is based on the student's earlier performance.<sup>14</sup>

**Student with Disabilities (SWD):** Students who have 504 accommodation plans or Individualized Education Programs (IEPs).<sup>15</sup>

**Student with Significant Cognitive Disabilities:** Students who are eligible using one of the categories of disability under IDEA. These disabilities impact a student's ability to think, listen, learn, or understand. Cognitive disabilities can prevent students from reaching grade-level standards.<sup>16</sup>

For more information, please contact your student's teacher or visit [elpa21.org/alt-elpa](http://elpa21.org/alt-elpa).  
(INSERT STATE INFORMATION HERE).

## References

- <sup>1</sup> [edglossary.org/access/](http://edglossary.org/access/)
- <sup>2</sup> CCSSO (2013). Operational best practices for statewide large-scale assessment programs.
- <sup>3</sup> [inflexion.org/ccr-definition/](http://inflexion.org/ccr-definition/)
- <sup>4</sup> CCSSO (2014). English language proficiency standards.
- <sup>5</sup> CCSSO (2006). Assessing students with disabilities: A glossary of assessment terms in everyday language.
- <sup>6</sup> ESSA Sec. 3113.
- <sup>7</sup> [edglossary.org/english-language-learner/](http://edglossary.org/english-language-learner/)
- <sup>8</sup> Liu, K. K., Thurlow, M. L., Lickteig, O., & Lazarus, S. S. (2017). Meeting the needs of ELs with disabilities in your state: Making EL exit decisions (NCEO Brief #13).
- <sup>9</sup> CCSSO (2012). Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards.
- <sup>10</sup> CCSSO (2006). Assessing students with disabilities: A glossary of assessment terms in everyday language.
- <sup>11</sup> [ncl.org/get-involved/learn-the-law/idea](http://ncl.org/get-involved/learn-the-law/idea)
- <sup>12</sup> [edglossary.org/learning-objectives/](http://edglossary.org/learning-objectives/)
- <sup>13</sup> CCSSO (2006). Assessing students with disabilities: A glossary of assessment terms in everyday language.
- <sup>14</sup> Ibid.
- <sup>15</sup> Ibid.
- <sup>16</sup> Ibid.

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## Parent Glossary



## Alt ELPA Parent Glossary

This glossary was created by CAAELP—a group of educators and test experts dedicated to the fair assessment of English learners with significant cognitive disabilities. This resource is designed to help parents. It defines common terms related to the Alt ELPA.

**Accessibility/Access:** How educational materials and services provide fair opportunities for students with disabilities.<sup>1</sup>

**Accessibility Features:** Supports available to students during computer-based tests. Accessibility features ensure that students receive fair access to tests.

**Accommodations:** Changes in a test that increase access for students with Individualized Education Programs (IEPs) or 504 plans. Accommodations may include a change in the test setting, timing, or presentation.

**Alternate Assessment (AA):** An assessment for students with significant cognitive disabilities. For these students, the general test is not appropriate even with accommodations.<sup>2</sup>

**College and Career Readiness (CCR):** The knowledge, skills, and habits that students need to be successful in higher education or skills training.<sup>3</sup>

**Content-specific:** The language used to communicate information in particular subject areas (English language arts, mathematics, science). The term discipline-specific is sometimes used in place of content-specific.<sup>4</sup>

**Content Standards:** Statements of the knowledge and skills that teachers are expected to teach students at each grade level. Content standards explain what students should know and be able to do in each subject.<sup>5</sup>

**Differentiated Instruction:** Individualized and customized instruction. Curriculum fitted to meet the needs of students' learning styles.

**Domain:** The range of content covered by a test. The four language domains are listening, reading, speaking, and writing.<sup>6</sup>

**English Learner (EL):** Students who typically communicate in a language other than English. These students often come from non-English-speaking homes and need specialized instruction to access educational opportunities in English.<sup>7</sup>

**English Learners with Disabilities (ELD):** English learners who are unable to communicate fluently or learn effectively in English. ELDs have a 504 plan or Individualized Education Program (IEP). Students with an IEP may have one or more disabilities.<sup>8</sup>

**English Language Proficiency (ELP):** The ability of students to use the English language to communicate ideas, knowledge, and information.<sup>9</sup>

**Home Language Survey (HLS):** A form given to parents of new students. The form records households that speak a language other than English. It helps to identify students who need to be assessed for English language proficiency.

**Individualized Education Program (IEP):** A written statement for each student with a disability. An IEP includes decisions on instruction, placement, and testing.<sup>10</sup>

**Individuals with Disabilities Education Act (IDEA):** A law that ensures public schools serve the needs of students with disabilities. This law requires that these students receive appropriate special services that meet their specific needs.<sup>11</sup>

**Learning Goals:** Statements that describe what students are expected to learn by the end of the school year, course, lesson, or project.<sup>12</sup>

**Performance Levels:** Categories describing the results of an assessment. These levels explain the stages of English language development that ELs are expected to accomplish.