



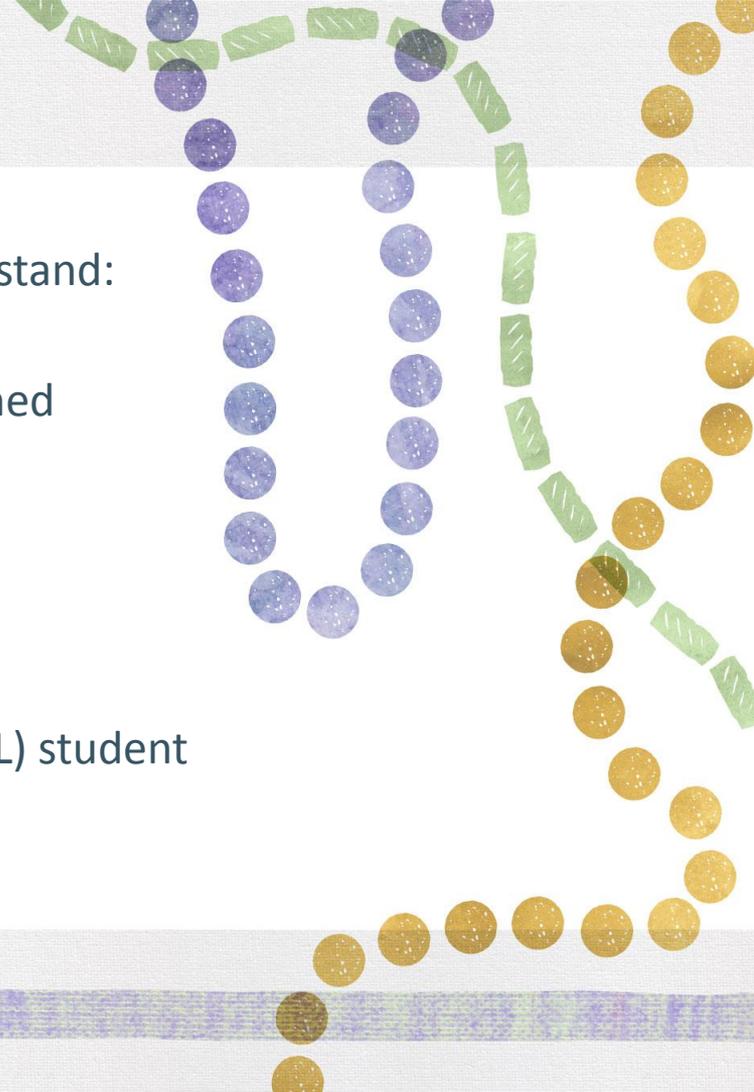
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## English Language Proficiency Screener (ELPS)

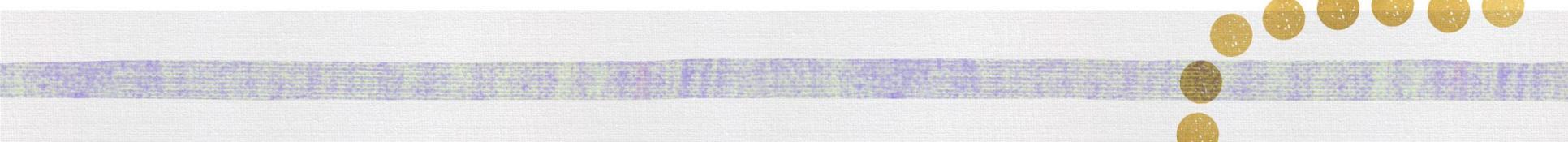
### Test Administrator Overview & Training 2021

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# Today's Goals



At the end of this presentation, participants will understand:

- How to identify a student who needs to be screened
  - What the ELPS is and its components
  - How to administer the screener
  - What to do with the results of the screener
  - How to classify and support an English Learner (EL) student
- 

# Why do we screen?

- LEAs need a system of identifying which students are ELs and what language supports they need to be successful in their content classrooms.
- Screeners provide us with the first measure of a student's language ability in **listening, speaking, reading, and writing**.
- Under the Every Student Succeeds Act (ESSA), states are required to have standardized entrance and exit criteria for English Learners (ELs). In Louisiana, one component of the entrance criteria is a standardized screener called the English Language Proficiency Screener (ELPS).

# ELPS Overview

The ELPS is a tool for determining if students entering Kindergarten through grade 12 are English Learners (ELs) who require language support services to continue developing proficiency in English.

- Students who do not score proficient on the ELPS will be identified as an EL and can receive an English Learner (EL) Accommodation Checklist.

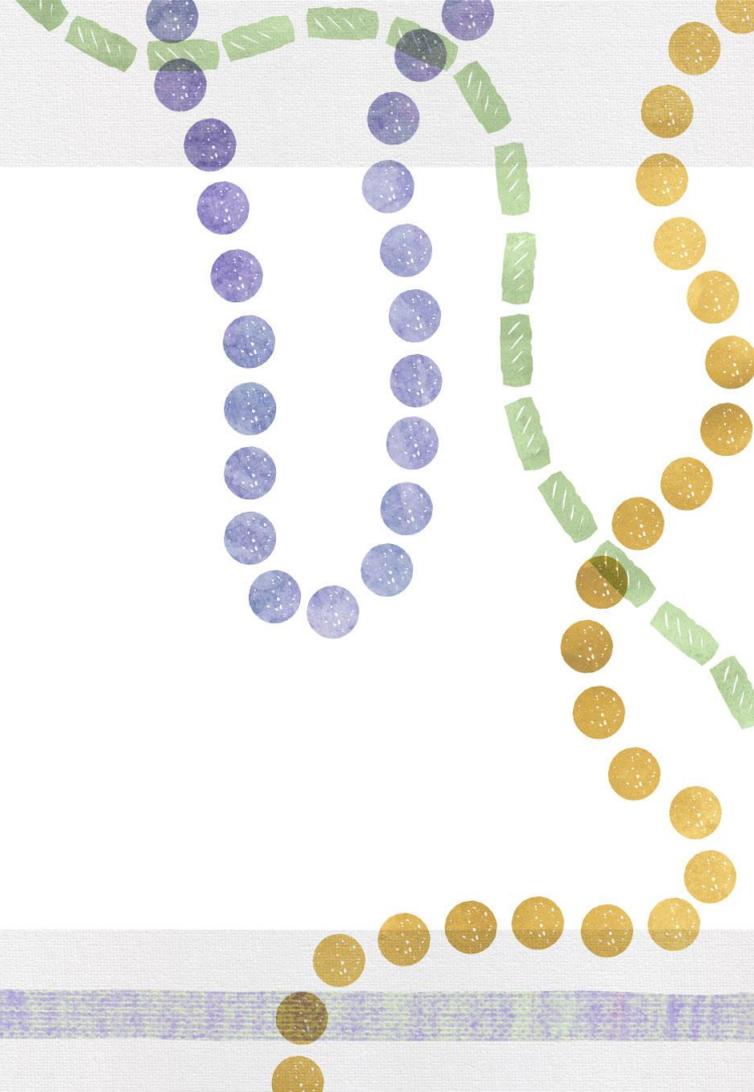
The ELPS is designed to assess a student's English proficiency in the four language domains: listening, speaking, reading, and writing.

- Since August 1, 2019, it is mandatory for all districts to use ELPS as their EL screener.
- The ELPS is free of charge for districts.

# ELPS Key Dates

Cambium Secure Browser Install	Available Now
ELPS training modules	Available Now
ELPS administration manuals posted	Available Now
TIDE opens for users and student management	August 3
ELPS opens for district use	August 3
ELPS Additional Materials Ordering opens (Braille)	August 3 (orders placed through <a href="mailto:assessment@la.gov">assessment@la.gov</a> )
Reporting closes for initial ELPS score processing	First few weeks of August

**Who needs to be screened?**



# Before Screening

Students will require a LASID in order to take ELPS, so they may not be able to test on the day they register. This time can be used to make the student more comfortable in the hopes that when screened, the student will be able to give an accurate demonstration of his/her language ability.

Whenever possible:

- Give students a few days to acclimate to the school, computer, and Test Administrator.
  - If the student is shy, you may wish to use the [ELPT OTT](#) before beginning ELPS.
  - Use the student's native language to explain what the purpose of ELPS is, and why it's important to try your best.
  - Practice the Speaking part of the OTT a few times to familiarize student with the process.

# Identifying an English Learner

Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be considered English Learners (ELs).

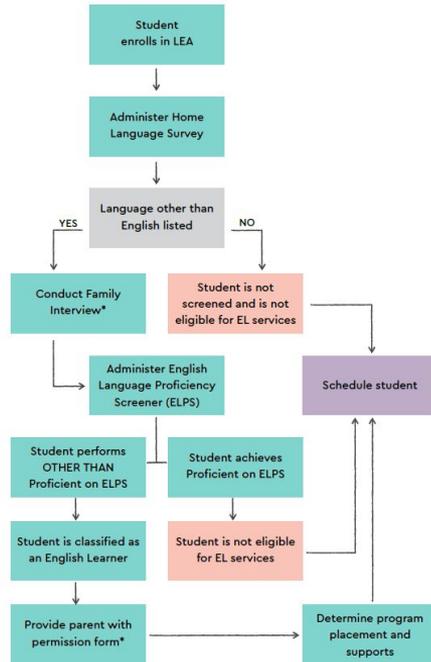
To identify if a student is an EL:

- The school will provide a [Home Language Survey](#) (HLS) to all parents as part of the registration process.
- If a language other than English is listed on the HLS, the student should be given ELPS within 30 days of registration.
- If the student is not proficient in English, parents will receive a notification letter from the school/LEA that indicates the student's EL status and asks for permission to give student English language supports.
- This student will be identified as an EL until exiting the program.

# Identification FlowChart

## ENGLISH LEARNER (EL) IDENTIFICATION FLOWCHART

This process must be completed within 30 school days of student enrolling.



\* Examples of these documents can be found in the English Learner Library or through your district EL program director.

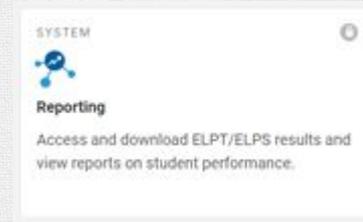
The [EL Identification Flowchart](#) can be used to determine if a student is to be screened and provides the steps to take after a student screens.

For further information regarding EL classification, reference the [EL Frequently Asked Questions](#) (FAQ).

# Transfer Students

If the student has documentation of being in an EL program from another state, the student should still be screened with ELPS.

If the student is transferring from another district/LEA within Louisiana and has already taken ELPS/ELPT, the DTC can access the scores once the student is transferred in TIDE. Send the LASID to [assessment@la.gov](mailto:assessment@la.gov) to request a student to be transferred to your school system in TIDE.



# Pre-K and Kindergarten

Pre-K students are not eligible for EL services until they enter Kindergarten. Pre-K screening usually takes place the spring and summer before an eligible student begins Kindergarten.

Enrolling Kindergarten students will be screened as the following:

Months	Test to Take
August - December	Kindergartener takes *Future Kindergarten
January - March	Kindergartener takes Kindergarten
March - July	Pre-K takes Future Kindergarten Kindergartener takes Kindergarten

\*Future Kindergarten = Pre-K

# ELs and SPED

If a student enrolls at an LEA with an accommodations plan (IEP, 504/IAP), the accommodations plan should be consulted to see if screening for language proficiency is feasible.

- Applicable accommodations for statewide testing listed on an accommodations plan will be applied to the administration of ELPS. See the [EL Accessibility and Accommodations manual](#) posted in the [ELPT Portal](#) for information on applicable accommodations.
- For questions on accommodations for ELPS, please contact [assessment@la.gov](mailto:assessment@la.gov).

If a student enrolls and has evidence of hearing or vision impairment that might impact certain domains on ELPS, but no accommodations plan, a domain exemption can be requested.

- All domain exemption requests should be emailed to [assessment@la.gov](mailto:assessment@la.gov).

# Grade Level Screening

Most students should take the screener in the grade band that coincides with the grade they will potentially enter.

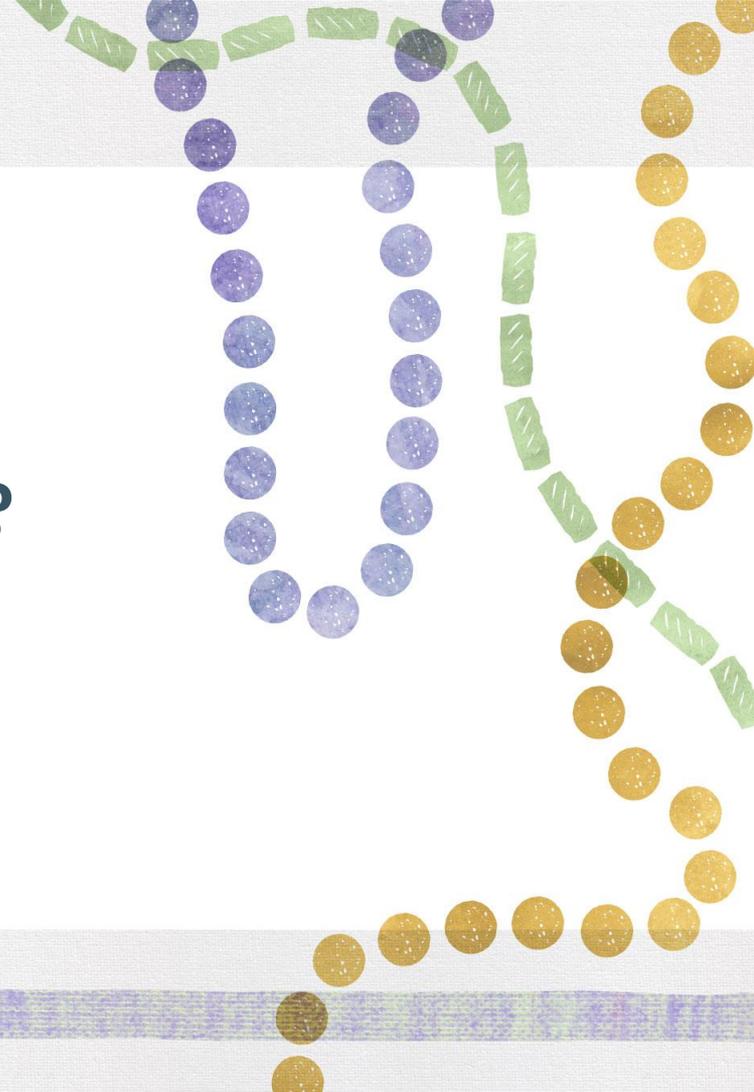
\* New students who might be identified as T9 should take the Grades 9-12 screener unless they will be attending classes with 8th graders. Those students should take the Grades 6-8 screener.

ELPS Grade Bands
Future Kindergarten/Grade 00
Kindergarten
Grade 1
Grade 2 - 3
Grade 4 - 5
Grades 6 - 8
Grades 9 - 12*

# ELPS Features

- Multiple stopping points so that students only take the entire screener if there is a possibility of being proficient.
- After the first few weeks of screening, the majority of score reports should be available the same day as testing is completed.
- Alternative formats (i.e. Braille) are available and may be requested from the LDOE by emailing [assessment@la.gov](mailto:assessment@la.gov).

**What are the ELPS components?**



# Three Steps

## Step One-Practice Items

- A general orientation to the test and its navigation

## Step Two-Secure Items

- Opens with speaking items graded on-the-fly by the TA
- Contains 28-32 items across all language domains

## Step Three-Secure Items (\*The majority of students will complete testing at Step Two)

- Continuation of operational test for potentially proficient students
- Contains 18-28 items across the domains of reading, writing, and listening

# Step One

Consists of:

- 4-6 items designed to familiarize student with testing platform
- 3-4 items to determine student's comfort with technology
- Includes 2 practice speaking items

At the end of Step One, the TA will make 2 decisions:

- Does this student have enough English skills to continue onto operational test?
- Is the student comfortable enough with the technology to test without TA assistance?

# Ending Step One

At the end of Step One, the TA will see this screen.

If the student is unable to engage at all with the test, choose D for Question 1 and C for Question 2. This will then end the test.

If the TA chooses any other options, the test will continue.

5846

You've reached the end of Practice Step One.

Please answer **both** questions on this screen before moving on.

**Question 1: Which of the following best describes the student's participation during Practice Step One?**

Note: Participation is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- (A) Student engaged with at least 1 practice question in Step One.
- (B) Student engaged with at least 1 practice question, but in a language other than English.
- (C) Student engaged with at least 1 practice question, but only nonverbally.
- (D) Student did not engage with any practice questions in Step One.

**Question 2: Following the first speaking task, how will the student continue on the test?**

- (A) Student will continue to Step Two and work independently.
- (B) Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- (C) N/A; Option D was chosen above and the test will not continue for the student.

**Test Administrator:** If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring - Screener Notes Sheet") ready for when the student begins to respond to the first item.

# Step One: Non-Participant

If the student is unable to participate in Step One because of limited English, the TA may skip to the end of Step One, and follow the directions on the previous slide.

This will generate a score report of “Proficiency Not Demonstrated”, and this student is now eligible for English Learner services.

Proficiency Status
Proficiency Not Demonstrated

- If the TA feels that the student would benefit from additional practice with the testing platform before or during Step One of ELPS, the student may access the ELPT OTT.

# Step Two

Consists of:

- 28-32 items across all four language domains
- Begins with 4 speaking items that are scored “on-the-fly”

Step Two is:

- The main operational test for the majority of students.
- Scored as the student tests (either by the TA or the computer)

The student’s performance on Step Two determines if the student progresses to Step Three.

# On-the-Fly Speaking Scoring

- Must be administered one-to-one
- Student will record responses into the testing platform through a headset or device microphone
  - During this section of the test, the headphones should be around the student's neck, so the TA can hear the prompt as the student hears it. The microphone should be positioned near the student's mouth for an audible recording.
- TA will use the [ELPS Step Two Speaking Scoring Document](#) to score responses when computer prompts TA to do so.
- It is best to listen as the student is responding.

SCORE	DESCRIPTORS
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none"><li>• The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear.</li><li>• The student effectively answers the prompt and the response is consistent with the stimulus.</li></ul>
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none"><li>• The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension.</li><li>• The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.</li></ul>
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none"><li>• Refusal/no response</li><li>• Only in a language other than English</li><li>• Response of "Yes; no; I don't know."</li><li>• Off Task/Topic</li><li>• Unintelligible</li></ul>

**ELPS**  
English Language Proficiency Standards

Non-Secure Materials

## SCREENER RUBRIC K-12

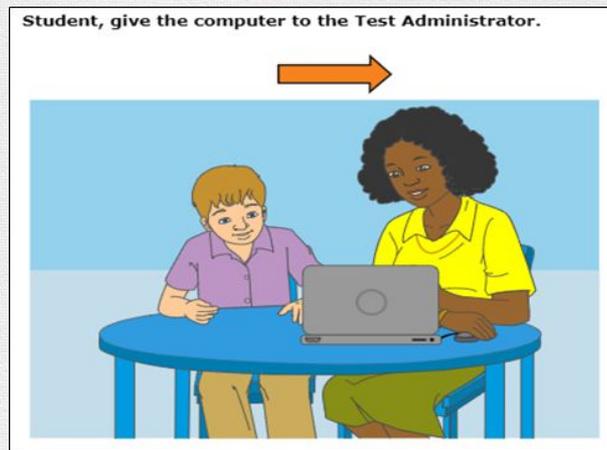
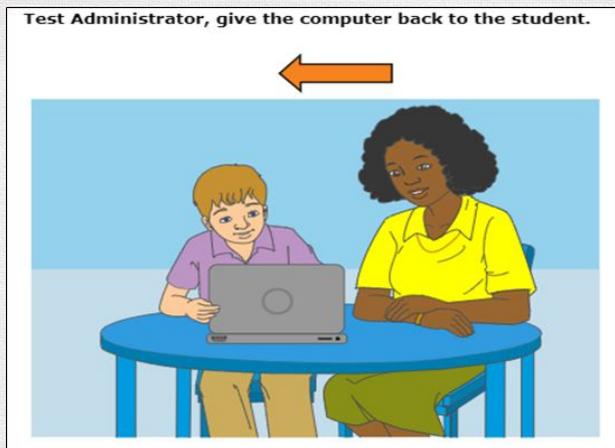
# Speaking Sample Items



1. What are the boy and girl doing at the table?
2. Where are the two girls?
3. What is on the wall?
4. What can you see through the window?

## Step Two: TA Screens

Once the student finishes the speaking section, this screen will appear:



The TA will score the speaking items and then be asked to return the computer to the student.

# Step Two Continued. . .

Step Two continues with tasks and questions from the remaining 3 domains.

Once students reach the end of Step Two, they will see a review screen similar to this one:

## Questions:



The red triangles indicate questions that have not been answered.

- Students will review their answers. For students who will not score proficient, the students will be prompted to select the “End Test” button.



- For students who have the potential to score “Proficient”, the test will continue after the review screen.

# Step Three

Approximately 25-30% of students will progress to Step Three.

Step Three consists of:

- 18-28 items across all four language domains that increase in difficulty
- Speaking and Writing items are sent to vendor for scoring
- Kindergarten and Grade 1 have two Speaking tasks and no Writing constructed-response (CR)

The details:

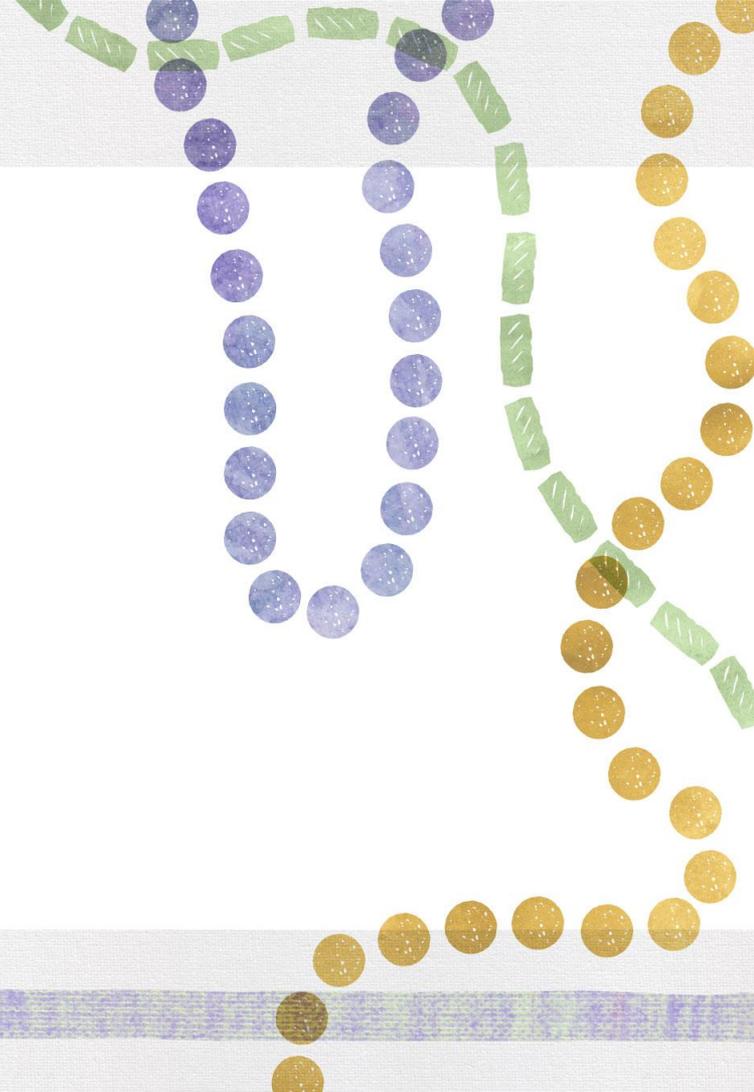
- Score reports will be available 3-7 days after the screener is submitted.
- High school students are given priority scoring

# Testing Time

While ELPS is untimed, the following are average times for students testing:

Step	Time (estimate)
Log-in process & Step One	10-20 minutes
Step Two (with Speaking tasks)	20-40 minutes
Step Three	30-40 minutes

**How do I administer the ELPS?**



# ELPS Administration Systems Overview

All ELPS systems can be accessed in the [ELPT Portal](#) under ELPS.

## Test Information Distribution Engine (TIDE)

- Stores student demographic information and test settings
- Used to manage user accounts for all systems

## Test Delivery System (TDS)

- Used by TAs to administer tests and monitor students (Test Administrator Interface)
- Used by students to take ELPS (Secure Browser)

## Reporting

- Used to view and download student assessment reports

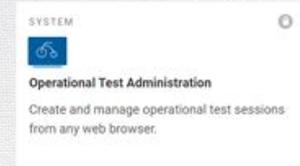
## Data Entry Interface (DEI)

- Used by TAs to enter responses for students using accommodated forms (Braille) of ELPS.



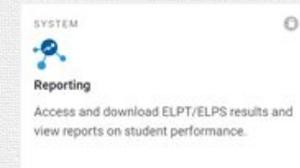
SYSTEM ⊙

 **Test Information Distribution Engine (TIDE)**  
Manage users and student information and monitor test progress.



SYSTEM ⊙

 **Operational Test Administration**  
Create and manage operational test sessions from any web browser.



SYSTEM ⊙

 **Reporting**  
Access and download ELPT/ELPS results and view reports on student performance.



SYSTEM ⊙

 **Data Entry Interface (DEI)**  
Enter student responses and scores for paper and braille tests.

# ELPS Administration Documents

All ELPS administration documents can be found in the [ELPT Portal](#) under ELPS.

## [TIDE User Guide](#)

Provides directions for registering students for assessments, establishing test settings and accommodations, associating students with districts, schools, and rosters, and creating and approving testing appeals

## [TA User Guide](#)

Directions to help users navigate the Test Delivery System (TDS) including the Student Interface and the Test Administrator Interface, and help support Test Administrators manage and administer ELPS.

## [ELPS TAM](#)

Provides specific instructions for the administration of the ELPS. Details include information on test security, logistical requirements, and the Test Administrator directions to students.

# ELPS Administration Documents

All ELPS administration documents can be found in the ELPT Portal under ELPS.

## [ELPS Step Two Speaking Scoring Document](#)

Used to assist school and school system personnel with the immediate (“on the fly”) scoring of the first operational Speaking task

## [Reporting System User Guide](#)

Provides information on how to use the Reporting system to view student performance and participation data.

## [ELPS/ELPT Accessibility and Accommodations Manual](#)

Used to guide the selection and administration of appropriate universal features, designated features, an accommodations for individual students to produce valid assessment results

## [Data Entry Interface \(DEI\) Manual](#)

Provides specific instructions for using the DEI which allows authorized users to enter student assessment data, such as item response and scores. Entering student data is required for the ELPS Braille forms

# ELPS Technology Documents

All ELPS technology manuals can be found in the [ELPT Portal](#) under Technology Coordinators.

## [Secure Browser Installation Manual](#)

Provides instructions for installing the secure browsers on computers and devices used for online assessments

## [System Requirements for Online Testing](#)

Used to verify that all devices to be used for testing meet the minimum technology specifications

## [Technical Specification Manual for Online Testing](#)

Used to verify that your school's network and Internet are properly configured for testing.

# Screener Setup

The ELPS is a computer-based assessment that will be taken in the AIR Portal, the same testing system used for the English Learner Proficiency Test (ELPT). Prior to testing, the [Secure Browser](#) must be installed on computers. Reference the [Secure Browser Installation Guidance](#) for detailed directions.

Test administrators, students, and accommodations are managed in the [TIDE Portal](#). See the [TIDE User Guide](#) for detailed directions on test setup requirements.

- Both District and School Test Coordinators have permission to add students into TIDE.
- Students must have a LASID in order to be entered into TIDE and take ELPS.

Students taking the ELPS will need headsets with microphones for interacting with the online platform. The headsets are the same ones required for taking the ELPT. Specifications for headsets are located on pages 5-6 of the [Assessment Technology Specifications](#) in the [Assessment Library](#).

\*Enable pop-up windows and microphone settings on all ELPS computers prior to screening.

# Adding Users to TIDE

On August 3, [TIDE](#) will open for ELPS setup for the 2021-2022 school year.

- DTCs will receive an email with instructions to create an account.

DTCs/STCs add users for ELPS administration under Preparing for Testing. Available roles for ELPS:

- District Test Coordinator
- School Test Coordinator
- Test Administrator

Preparing for Testing

Users

Add User

Users ▾ Students ▾ Test Settings and Tools ▾ Order Quantity Reports ▾ Rosters ▾

Add User

Use this page to add users to assessment systems. [more info](#)

Save Cancel

PERSONNEL

\*Role: - Select a role - \*Email Address:

\*First Name:

\*Last Name:

Save Cancel

# Adding Students

DTCs and STCs can add/upload students into TIDE under Preparing for Testing.

- Students must have a LASID to take the ELPS.

If a student enrolls with an IEP/504 Plan, applicable accommodations can be entered into [TIDE](#) when adding the student or through the View/Edit Students tab.

Preparing for Testing

Users

Students

Add Students

View/Edit/Export

Upload Students

Frequency Distri

Add Students

Use this page to add students to assessment systems [more info](#)

Save Cancel

Student Demographics

\*District: Demo Dist 999 - 999

\*School: Demo School 1 - 999\_991

\*SID:

\*Student's Last Name:

\*Student's First Name:

Middle Name:

\*Gender:  Male  Female

\*Birth Date (MMDDYYYY):

\*Grade:

\*Homeless Status:  Yes  No

\*IDEA Indicator:

\*Limited English Proficiency Status:  Yes  No

\*First Year ELL:  Yes  No

\*Economically Disadvantaged:  Yes  No

\*504 status:  Yes  No

\*Migrant Status:  Yes  No

\*Language:

Primary Disability:

\*U.S. Entry Date:

\*Military Affiliation:  Yes  No

\*Foster Care:  Yes  No

LEP Funding Code:

\*Birth Country Code:

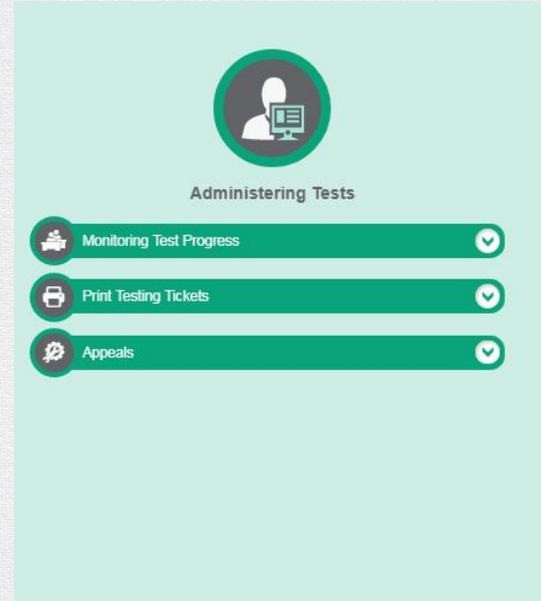
\*Scholarship:  Yes  No

# ELPS Testing Tickets

A test ticket is a hard-copy form that includes a student's LASID for logging in to a test.

- Students will use their first name, LASID and the Session ID to login to the TDS.
- DTCs and STCs can print tickets through the Administering Tests section of the TIDE.

See the [TIDE User Guide](#) for detailed instructions on printing the testing tickets.

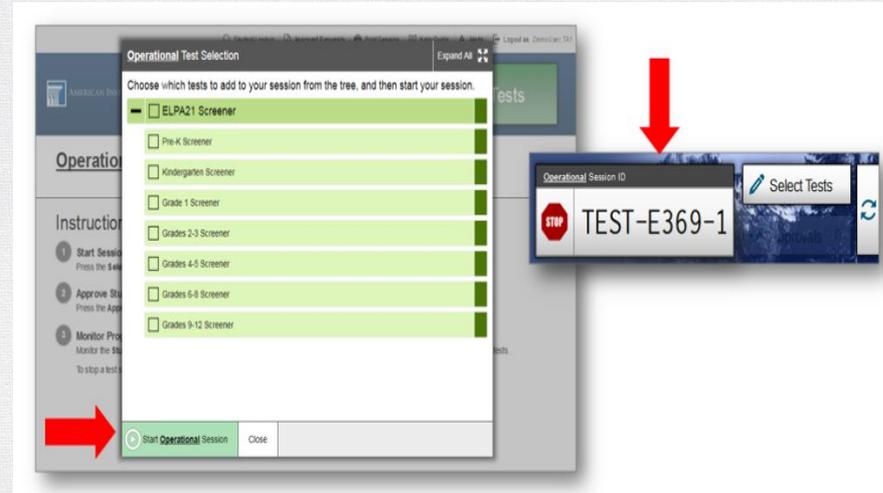


# Accessing the TA Interface (TDS)

Test Administrators will administer the test through the Test Administrator Interface accessed through the [EL Portal](#) under ELPS.

- TAs will login to the TA Interface with their TIDE Username and Password.
- Test sessions must be created *less than 20 minutes* prior to starting the test in order to prevent the system from timing out.

In the TA Interface, the TA will select the grade band of the student taking ELPS.



# Accessing ELPS

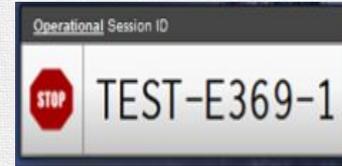
Once a grade band is selected, the ELPS Session ID will be generated in the TA Interface.

- Provide the Session ID to the student for the student to access the screener.

Students will access the ELPS through the Cambium [Portal](#) using their first name, LASID, and teacher provided Session ID.

- After 4 days if the ELPS is not submitted for a student, the test will auto submit and be scored.

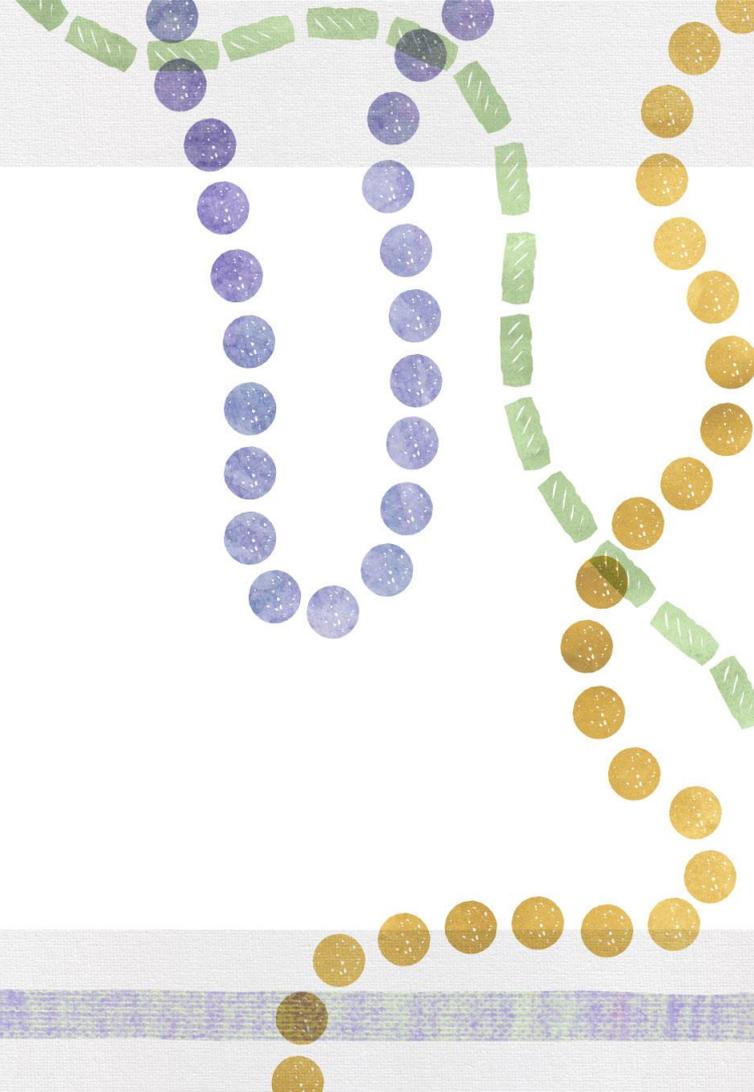
Students will be required to conduct an Audio Playback Check and Recording Device Check prior to beginning the screener.

A screenshot of a 'Student Login' page. The page has a white background with a blue header and footer. The header contains the text 'Student Login'. Below the header is a white box with a blue border containing the text 'Please Sign In'. Inside this box are three input fields: 'First Name:', 'Student ID:', and 'Session ID:'. The 'Session ID' field is a date-like format with dashes. Below the input fields is a 'Sign In' button. Four red arrows point to the input fields and the button. The footer contains the AIR logo and a mobile device icon.

# Steps Review

Steps	Student...	Test Administrator...	Mode of Administration
Practice Step One	<ul style="list-style-type: none"> <li>•Orients to test.</li> <li>•Does headset and mic check.</li> <li>•Learns test navigation.</li> <li>•Takes practice items.</li> </ul>	<ul style="list-style-type: none"> <li>•Assists student.</li> <li>•Determines student comfort with technology.</li> <li>•Starts testing session.</li> </ul>	One-on-One
Step Two (Speaking)	<ul style="list-style-type: none"> <li>•Takes one set of speaking items.</li> </ul>	<ul style="list-style-type: none"> <li>•Assists student with recording.</li> <li>•Scores speaking set “on-the-fly.”</li> </ul>	One-on-One
Step Two	<ul style="list-style-type: none"> <li>•Takes remaining Step 2 items.</li> </ul>	<ul style="list-style-type: none"> <li>•Assists student if needed; otherwise step away.</li> </ul>	Student may work independently if assistance is not needed.
Step Three	<ul style="list-style-type: none"> <li>•Continues testing</li> </ul>	<ul style="list-style-type: none"> <li>•Assists if needed, especially on CR items.</li> </ul>	Student may work independently if assistance is not needed.

**What do I do with the results?**



# The Results

- Students who attempt *at least* 1 question on the ELPS will receive a student report. The majority of these will be available the same day the test is submitted.
- The reports will show an overall Proficiency status (which is used to determine EL eligibility) and Domain Performance Levels (used for instructional planning).
- Parents/Guardians should be notified of results through a letter or permission form.



## Individual Student Report

How did my student perform on the ELPS?

Test: Grade 7 ELPS

Year: 2018-2019

Name: Demo, Student

Student Test Performance		
Name	SSID	Proficiency Status
Demo, Student	999999999	Progressing

**Proficiency Descriptors**

**Proficient** - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient, students can be considered for reclassification.

**Progressing** - Students Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

**Emerging** - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

Student Performance on Each Domain		
Domain	Level	Domain Description
Listening	5	Advanced When listening, the student at Level 5 is working on: determining main idea or ideas and how each idea is supported with evidence; gathering information from multiple oral sources and evaluating the credibility of the information; gathering information from multiple oral sources and evaluating the credibility of the information; quoting or citing examples while paraphrasing data and conclusions; determining the meaning of general academic, content-specific, figurative and idiomatic phrases.
Reading	3	Intermediate When reading grade-appropriate text, the student at Level 3 is working on: determining the central idea or theme and supporting details; responding to others' comments and answering questions on familiar topics; gathering information from a few sources; using context clues to determine the meanings of general academic and content-specific words and phrases; explaining an author's argument, analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not.
Speaking	4	Early Advanced When speaking, the student at Level 4 is working on: participating in conversations and discussions with appropriate grammatical structures; recounting a detailed sequence of events with a beginning, middle, and end; summarizing information using simple, compound and complex sentences; supporting main ideas clearly with relevant and specific evidence; deliver oral presentations about a variety of topics and experiences.
Writing	5	Advanced When writing, the student at Level 5 is working on: participating in extended written exchanges on a variety of topics and texts; adding evidence and summarizing ideas; composing narrative and informational texts with relevant details about a variety of topics; constructing a claim; introducing the topic and providing compelling, ordered reasons to support the claim; recounting a complex sequence of events with a beginning, middle, and end; adapting language choices and style to the purpose and audience; precisely expressing ideas while maintaining a consistent style and tone.

A student's score report is best interpreted when recognizing that the student's knowledge and skills fall within a range and are not just precise numbers. On this assessment, the proficiency determination does include an error range.

# The Results Continued

Screeners results are used to determine EL program eligibility, but they should also be used to make instructional decisions.

The Domain Performance Levels give a basic overview of what an EL might be able to do in regards to reading, writing, listening and speaking. Consult the LA Connectors for ELs to see how these levels correspond with the EL standards.

Grades 6-8: Louisiana Connectors for English Learners: At-a-Glance				
ELP Connector	By the end of each English language proficiency level, an EL can . . .			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Listening</b> An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • recall a few key details.	use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details. • summarize part of the text.	use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central idea/themes are supported by specific textual details. • summarize a text.
<b>Speaking</b> An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peers, audience, or reader comments and questions.	• participate in short conversational and written exchanges on familiar topics • present simple information • respond to simple questions and wh-questions.	• participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh-questions.	• participate in conversations, discussions, and written exchanges on familiar topics and texts • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information.	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed.
<b>Reading</b> An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information  about familiar texts, topics, and experiences	• deliver short oral presentations • compose written narratives or informational texts  about familiar texts, topics, experiences, or events	• deliver short oral presentations • compose written narratives or informational texts • develop texts with some details about familiar texts, topics, and experiences.	• deliver oral presentations • compose written narratives or informational texts • develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

Results will also be used to determine the level of support a student will need in content classes and when taking assessments. Use this information to fill out the [English Learner \(EL\) Accommodation Checklist](#) and the [EL Classroom Differentiation Plan](#).

# ELPS Proficiency Levels

Proficiency Level	Descriptor	EL?
Emerging	Students are Emerging when they have not yet reached a level of English language skill to produce, interpret, and collaborate on grade-level content-related academic tasks in English.	Yes
Progressing	Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English.	Yes
Proficient	Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on and succeed in grade-level academic tasks in English.	No
Proficiency Not Demonstrated	Students receive a status of Proficiency Not Demonstrated when screening is stopped in Step One due to the student not participating.	Yes

**How do I classify a students as an EL?**



# Classifying a Student as an EL

A student who does not score proficient on the ELPS should be classified as an English learner (EL).

- Make sure that the EL classification is updated in the School Information System for the student.
- Within 30 days of a student registering, the school must assess and inform the student's parent/guardian(s) of the student's EL eligibility, as described in Every Student Succeeds Act (ESSA). A sample EL Parent Notification letter is available in the [English Learners Library](#).

Date: \_\_\_\_\_, 20\_\_\_\_

School: \_\_\_\_\_

Dear Parent or Guardian of \_\_\_\_\_,

We are committed to providing instructional and enrichment supports that English Learners need to be successful in their classes. The supports provided will help your child master grade appropriate standards and meet graduation requirements by:

- Placing your child in an age appropriate grade
- Focusing on academic language
- Teaching the language, skills and knowledge needed to participate in grade level instruction
- Giving your child access to content and content assessments with appropriate support

Scores from the **English Language Proficiency Test (ELPT)** or the **English Language Proficiency Screener (ELPS)** indicate that your child, \_\_\_\_\_, is at the \_\_\_\_\_ level of English proficiency and would benefit from additional English language supports and/or instruction.

If your child has been identified with a disability, the English Learner program will meet the language objectives of the individualized education program of the child.

The student will participate in the ELPT yearly until meeting the requirements to exit. In order to exit from an EL Program, your child will have to achieve an overall determination of **Proficient** on the ELPT.

Sincerely,

\_\_\_\_\_  
EL Specialist

Parent Agreement Section

You have the right to decline to have your child enrolled in the English language instruction program. You may choose to have your child participate in the general education curriculum without English language supports. Upon your request, your child will no longer receive these supports.

\_\_\_\_\_, **No**, I do not want my child to have access to a specialized language instruction program. Furthermore, I understand that if I decline, my child will have to take the ELPT annually until proficiency is achieved.

\_\_\_\_\_, **Yes**, I agree with the decision to place my child, \_\_\_\_\_, in the English Learner program.

# Supporting the EL Student

The EL student should receive supplementary support services to continue developing English language proficiency. The [LA Connectors for ELs](#) can be used to provide guidance to content teachers when determining what an EL is able to do based on a student's proficiency level in each domain

An [English Learner \(EL\) Accommodations Checklist](#) should be developed to assist the student in acquiring the English Language.

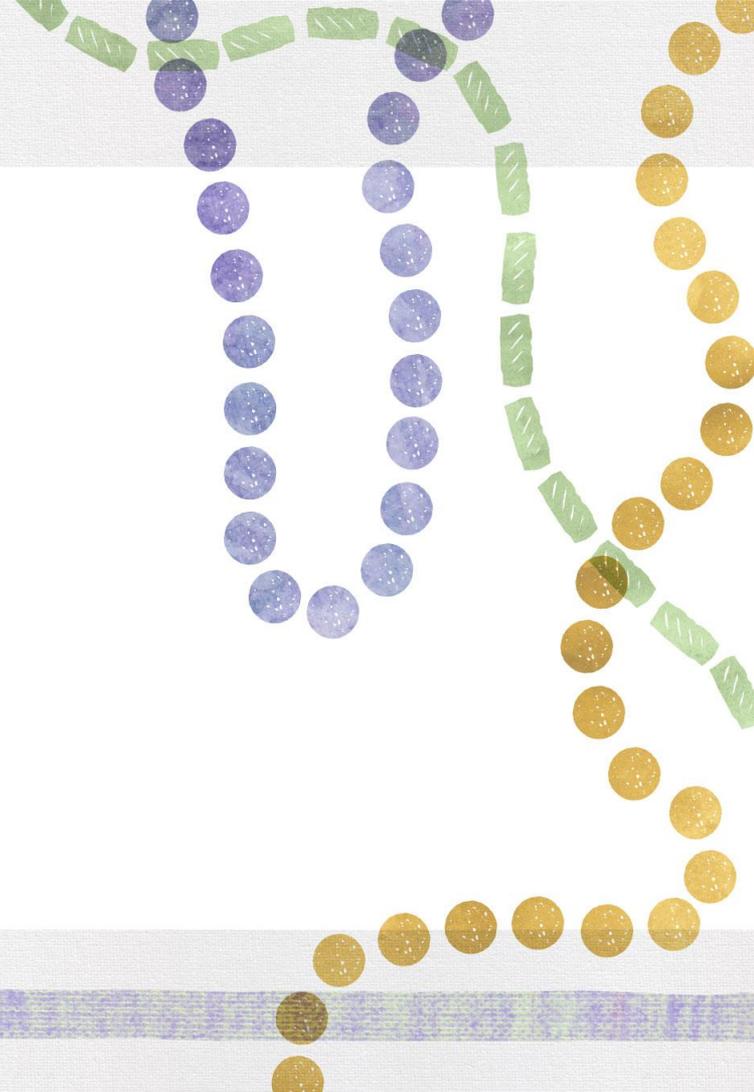
- These accommodations should be used in class and on statewide assessments.
- Students will not be able to use EL accommodations on the English Language Proficiency Test (ELPT).

# ELPT

Students who are classified as EL are required to take the English Learner Proficiency Test ([ELPT](#)) each year to assess their progress in English language acquisition.

- The ELPT is administered through the same AIR platform as the ELPS.
- 2021-2022 testing window is February 14-March 18.
- The results from this assessment will be included in school accountability.
- For more information on the process of classifying a student as EL, reference the [EL Frequently Asked Questions \(FAQ\)](#) and the [EL Identification Flowchart](#).
- For more information on ELPT, view the [ELPT Assessment Guide](#).

# Resources



# Additional Resources

[ELPS Guidance](#): provides an overview of the EL screener

[LA EL Portal](#): how to access all EL assessments (including ELPS), reports and manuals

[LDOE English Learner Library](#): link to the LDOE's English Learner web page to access materials and forms to support ELs

[English Learner Handbook](#): provides guidance to school systems and school-site leaders in implementing high-quality instruction for ELs.

[LA Connectors for ELs](#)-a list of the English Learner Connectors for use collaboratively with EL and content teachers.

[English Learner \(EL\) Accommodations Checklist](#)-the form used to document an EL's classroom and assessment accommodations. Also available in [Arabic](#), [Spanish](#), and [Vietnamese](#).

# Next Steps

Key Dates	Action
Now-August 3, 2021	Review TAM and DFA Review Step Two Screener Scoring Documents Review Screener Training Modules ( <a href="#">Participation Reports</a> , <a href="#">Online Administration</a> , <a href="#">TIDE</a> , <a href="#">Reporting</a> ) Download Secure Browser on all computers being used for screening Manage users and students in TIDE
August 2021-May 2022	Screen incoming potential EL students

Send questions to [assessment@la.gov](mailto:assessment@la.gov).