

Louisiana Believes

ELPT Results: What Do They Tell Us
March Supervisor Collaborative

Today's Goals

At the end of this presentation, participants will understand:

- how to read an ELPT Student Report
- what these results reveal about student performance
- What next steps to take to help students progress in becoming fully English proficient

One Measure of Progress

- As educators, we use many indicators to assess a student; ELPT is just one of them
- By using emerging technologies and innovative methods, ELPT provides evidence of how a student is progressing towards full language proficiency.
- By measuring this progress across the separate domains of **Listening, Reading, Writing** and **Speaking**, we are able to fine tune our supports and interventions to meet students' specific needs.



What Will I See on the Report?

The Report



Individual Student Report

How did my student perform on the ELPT?

Test: Grade 2

Year: 2017-2018

Name: Demo, Student 01

Legend: Domain Performance Levels

1 Beginning	2 Early Intermediate
3 Intermediate	4 Early Advanced
5 Advanced	

Student Performance	SSID	Proficiency Status
Demo, Student 01	9999000001	Progressing

Comparison Scores

Name	Percent Determined
Louisiana	30
Demo District 9999 (9999)	20
Demo School (999)	32

Proficiency Determination

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

Progressing - Students are 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 ELPT 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 ELPT 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 ELPT by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPT are eligible for ongoing program support.

Student Performance on Each Domain

Domain	Scale Score	Performance Level	Domain Description
Listening	582 _{2,22}	5	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	566 _{2,24}	4	When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.
Speaking	580 _{2,21}	5	When speaking, the student at Level 5 is working on: participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.
Writing	563 _{2,25}	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates a score range between 620 and 640.

Individual Score Reports: Key Components

1. Domain Scores

2. Achievement Levels
and Descriptors

3. Proficiency
Determination

ELPT Sample Report: Domain Scores

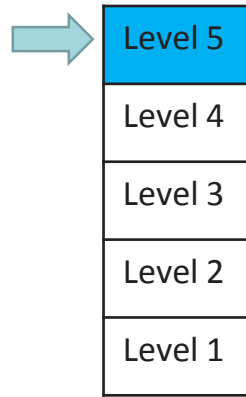
Each student will receive domain scores which define the specific achievement levels.

Student Performance on Each Domain

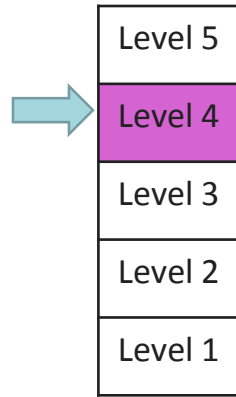
Domain	Scale Score	Performance Level
Listening	582 \pm 32	5
Reading	569 \pm 24	4
Speaking	589 \pm 31	5
Writing	563 \pm 25	3

This is part of the information we want content teachers to know.

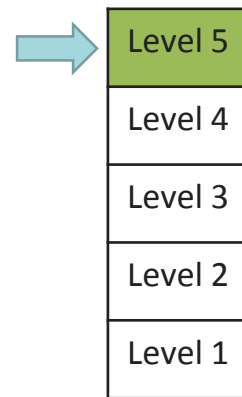
Achievement Level: Defined



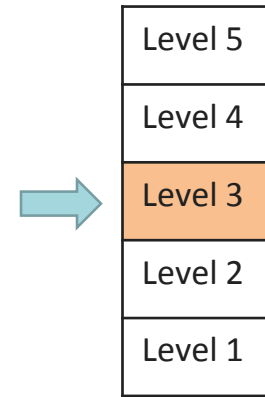
Listening: 582
Advanced



Reading: 569
Early Advanced



Speaking: 589
Advanced



Writing: 563
Intermediate

Achievement Level Descriptors

Domain	Score	Description
Listening	5	When listening, the student is working on identifying, gathering and sequencing information from a long oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions and making comparisons based on a long conversation.
Reading	4	When reading, the student is working on determining the main idea and a number of key details that support the main idea; answering more complex questions; understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; understanding how word structures affect meaning.
Speaking	5	When speaking, the student is working on participating in extended discussions by asking and answering questions; delivering oral presentations on a variety of topics; introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; expanding use of complex sentences, word choices and verbs; expressing opinions by giving several reasons for the opinions; articulating conclusions about the opinions
Writing	3	When writing, the student is creating words by filling in a missing letter; composing simple and compound sentences with clear meaning that relate to a prompt; recognizing and using parts of speech; developing control of verb tenses; expanding word choice to communicate meaning.

Profile

- Since students will not receive an overall score, their domain scores will come together to create a **Profile**
- This then determines their Proficiency.

Student Name	Profile	Proficiency Determination	Rule
Demo, Student 01	5453	Progressing	A profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient.

ELPT Sample Report: Proficiency Determination

Student Test Performance

Name	SSID	Proficiency Status
Demo, Student 01	9999900001	Progressing

- Since this student has achieved “Progressing” this means that:

Students are 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. Students scoring Progressing are eligible for ongoing program support

- ➔ What would be some reasonable expectations for content teachers to have for an EL who has the scores this student has?

Activity: Student Characteristics

Emerging		Progressing		Nearly Proficient	
Students are working on tasks related to Connectors levels 1-2.	Students are just beginning to develop grade-level English language skills.	Students have minimal to limited comprehension in English without support.	Students may understand some words and simple sentences but production is limited.		
Students are working on tasks related to Connectors levels 2-3 (maybe some 4s).	Students are developing grade-level English language skills.	Students have fair to good comprehension in English without support.	Students understand and produce more accurate English but may make errors.		
Students are working towards producing complex English structures in writing or speaking.	Students are working on tasks related to levels 3-4 (mostly 4's).	Students are nearing grade-level English language skills.	Students have strong comprehension in English without support.		
Students understand and produce accurate English with few errors	Students are mostly producing complex academic language skills.	Students rely heavily on translations and have not built enough vocabulary and correlation to identify words in the moment.	Students can only communicate the most basic ideas in English and revert to their native language often.		

Interpreting the Results

Achievement Levels=EL Connectors



✓ The ALDs show us what a student is working on by domain.

✓ The EL Connectors show us what a student should be able to do at his/her achievement level.

By Domain

This student's overall proficiency level is "Progressing", but this does not tell us as much as the individual domain levels.

Domain	Level	Needs Supports	Suggestions?
Listening	5	No	Depending on subject/student's origins-may need cultural context.
Reading	4	Minimal	Student should be able to access his/her own reading strategies; may need more exposure to academic vocabulary .
Speaking	5	No	This student should be given opportunities to refine his/her speaking skills.
Writing	3	Yes	Teacher may want to draw upon some of this student's other strengths (speaking) to start the writing process. Review organizational writing skills; give student access to more models of good writing.

For the Content Teacher

- As ELs learn and practice English in the classroom, they simultaneously interact with grade-level academic content.
 - The LA Connectors for ELs describe higher expectations for students by integrating language development with appropriate content practices by grade.
 - Teachers must align the Achievement Level Descriptors with the Connectors to provide the right amount of language support to enable students to engage with content lesson.
- What questions do the content teachers have about supporting ELs during their lessons?

The Connectors

Domains	Corresponding ELP Connector	
Listening & Reading	1	construct meaning from oral presentations and literary and informational through grade appropriate listening, reading and viewing
	8	determine the meaning of words and phrases in oral presentations and literary and informational text
Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
	4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
	7	Adapt language choices to purpose, task, and audience when speaking and writing
Listening, Speaking, Reading, and Writing	2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
	5	Conduct research and evaluate and communicate findings to answer questions or solve problems
	6	Analyze and critique the arguments of others orally and in writing

Individual Learning Plans

Matching student's English proficiencies with appropriate language supports:

Student Name	Grade	Domain Levels L R S W	Proficiency Level	Student Characteristics	Classroom Supports

This is an example of a preliminary Individual Learning Plan that can be used to brainstorm ideas for the next activity.

Activity

Now, we're going to take a look at some additional student reports. As we do:

- observe what the student's achievement levels are in each domain;
- note what each student should be able to do (according to the Connectors and ALDs);
- begin brainstorming some ideas of how to help this student grow as an English Language Learner.

Sample Student Report 1

Domain	Scale Score	Performance Level	Grade 2
Reading	423 \pm 17	Level 1	1 When reading grade-appropriate text, the student at Level 1 is working on: recognizing and understanding the meaning of basic words, phrases, and expressions to make meaning of text; responding to basic questions; gaining basic information.
Writing	373 \pm 26	Level 1	1 When writing, the student at Level 1 is working on: creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs; answering basic questions and producing basic information using isolated words or phrases.
Listening	451 \pm 27	Level 3	3 When listening, the student at Level 3 is working on: identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details; asking and answering questions; determining the meaning of higher-level vocabulary and content vocabulary; following multi-step directions.
Speaking	405 \pm 26	Level 1	1 When speaking, the student at Level 1 is working on: responding to basic questions about familiar topics and participating in short conversations; communicating basic information using frequently occurring words and simple sentences about familiar texts and topics; expressing opinions on familiar topics.

Sample Student Report 2

Domain	Scale Score	Performance Level	Domain Description	Grade 1
Reading	572 \pm 25	Level 3	3	When reading grade-appropriate text, the student at Level 3 is working on: identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.
Writing	520 \pm 21	Level 2	2	When writing, the student at Level 2 is working on: responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics or objects; expressing an opinion about a familiar topic; retelling an event and presenting simple information using some frequently occurring linking words; producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions.
Listening	508 \pm 27	Level 3	3	When listening, the student at Level 3 is working on: identifying the main topics and answer questions about some key details in oral presentations of texts; participating in short conversations and discussions on familiar topics and answering simple questions; gathering and summarizing information from oral sources; identifying one or two reasons a speaker gives to support a main point.
Speaking	573 \pm 32	Level 2	2	When speaking, the student at Level 2 is working on: participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.

Sample Student 3 and 4

Student 3 Grade 6

Domain	Score	Level
Reading	470	2
Writing	421	1
Listening	485	3
Speaking	492	2

Student 4 Grade 9

Domain	Score	Level
Reading	480	1
Writing	475	1
Listening	599	4
Speaking	601	4

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape similar to a wide, shallow bowl or a stylized letter 'O'. This white area is surrounded by various shades of blue, ranging from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic, with visible brushstrokes and color blending.

Share Your Findings and Suggestions

Next Steps

Key Dates	Action
May, 2018	ELPT Results will be available.
May 30 – June 1, 2018	Plan to attend “ELPT Next Steps” presentation at the Teacher Leader Summit (May 30-June 1) and other EL trainings.

Any questions?

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