Louisiana Believes

English Language Proficiency Screener (ELPS)
Test Administrator Overview and Training 2.0

ELPS
English Language Proficiency Screener

DEPARTMENT of EDUCATION

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

- How to access student reports

- What to do with the results of the screener

- How to classify and support an 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).
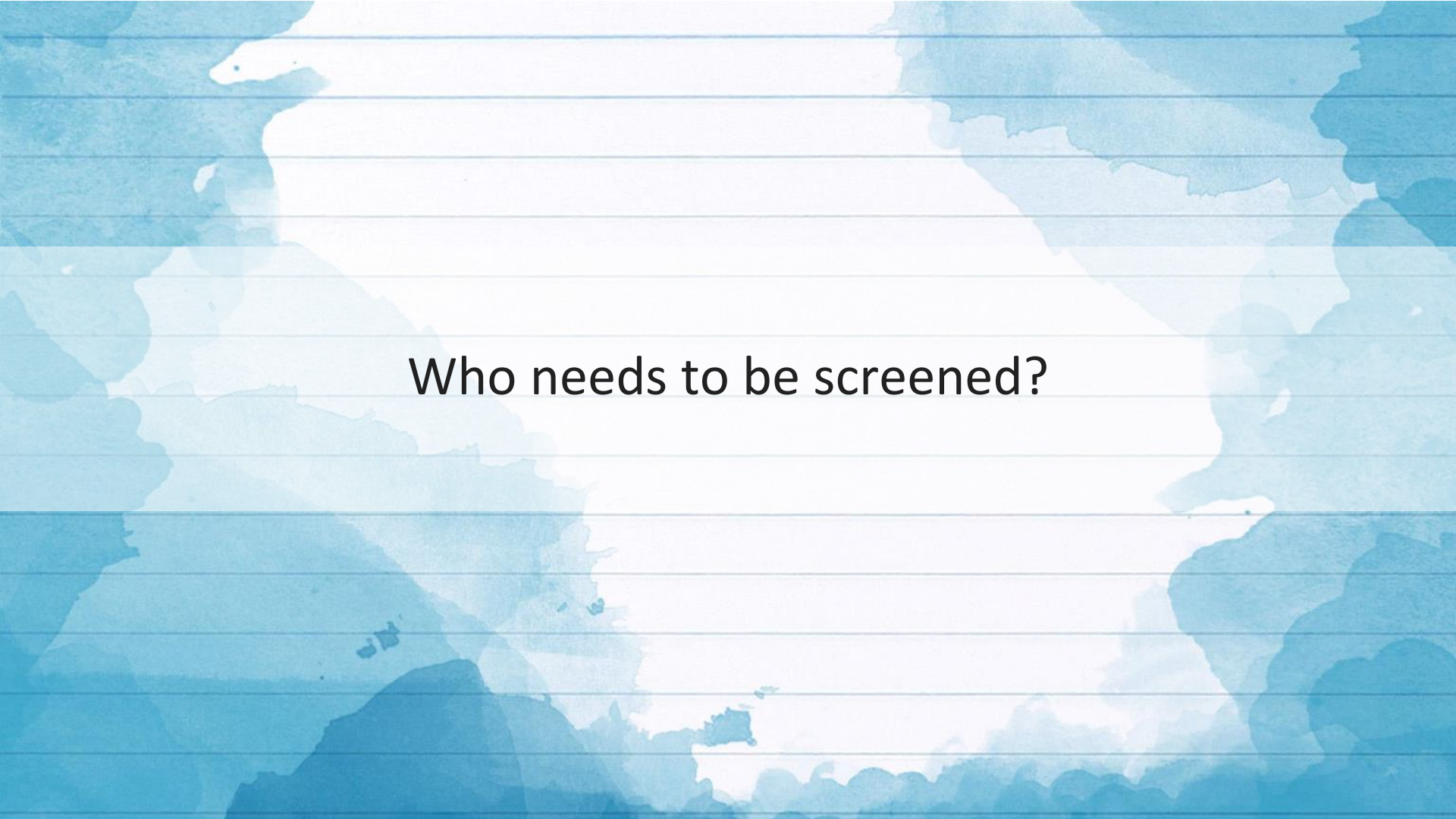
ELPS Overview

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 [EL Accommodations Form](#).

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

- The 2018-2019 school year will be a transitional year with ELPS being the mandatory screener for 2019-2020. ELPS opened for district use on August 1, 2018.
- The ELPS will be free of charge for districts.

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 school should conduct a Family Interview.
- Once it is determined that English is not the student's main language, the student should be given the EL screener within 30 days of enrollment.
- 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.
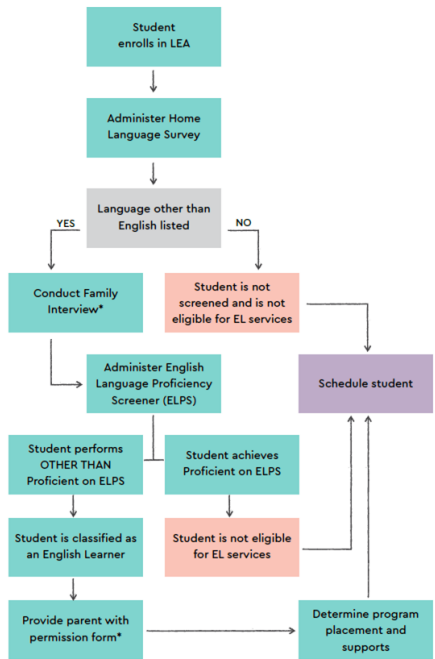
The EL Identification Flowchart can be used to determine if a student is to be screened and provides the steps to take after a student screens.

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 those scores in the Online Reporting System (ORS) under current student scores once the student is added into 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 Taken
August - December	Grade K takes Future Kindergarten
January – March	Grade K takes Grade K
March – July	Pre-K takes Future Kindergarten Grade K takes Grade K

*Future Kindergarten = Pre-K

ELs and SPED

If a student enrolls at an LEA with an accommodations plan (IEP, 504), 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 should be applied to the administration of ELPS. See the *ELPS/ELPT 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.

If a student enrolls and has evidence of hearing 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.

Grade Level Screening

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

* New students who might be identified as T9 should take the Grades 9-12 screener.

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

What are the ELPS components?

Three Steps

Step One-Practice Items

- A general orientation to the test and its navigation

Step Two-Operational Test

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

Step Three-Operational Test (*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?

Louisiana Believes

First Stopping Point

If the student is unable to participate in Step One because of limited English, the TA may skip to the end of Step One.

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

- 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.

ELPS English Language Proficiency Screener

Non-Secure Materials

SCREENER RUBRIC K-12

SCORE	DESCRIPTORS
2	Responses at the 2 level are typically characterized by: • 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. • The student effectively answers the prompt and the response is consistent with the stimulus.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. • The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • Refusal/no response • Only in a language other than English • Response of "Yes; no; I don't know." • Off Task/Topic • Unintelligible

Louisiana Believes

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 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:

| 1 | ⚠ | 2 | ⚠ | 3 | ⚠ | 4 | ⚠ | 5 | ⚠ | 6 | ⚠ |

The red triangles indicate questions that have not been answered.

- For students who will not score proficient, the test will end after Step Two. Students will review their answers and then be prompted to select the "End Test" button.

← Back   → Next   💾 Save   ⏸ Pause   ⏹ End Test
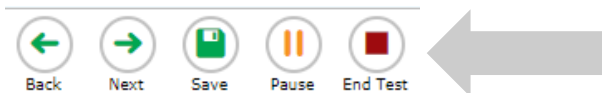
- For students who have the potential to score "Proficient", the test will continue after the review screen.

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
- K and Grade 1 have two Speaking tasks and no Writing CR

The details:

- A small percentage of students, those with the potential to demonstrate "proficiency," will progress to Step Three.
- 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:
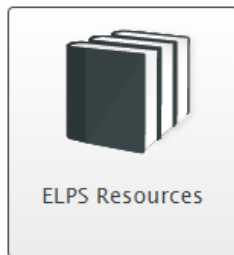
Step	Time (estimate)
Log-in process & Step One	10-20 minutes
Step Two (with Speaking tasks)	20-40 minutes
Step Three	30-40 minutes

How do I administer the ELPS?

ELPS Dashboard

The ELPS tab in the ELPT portal will be the link to all required ELPS administration systems and documents.
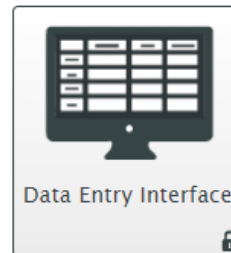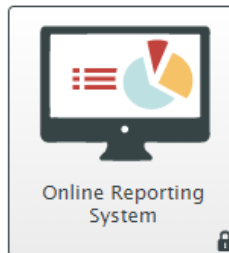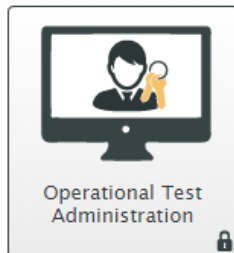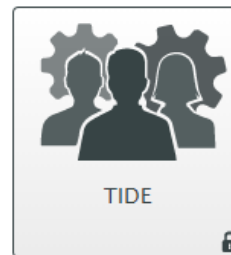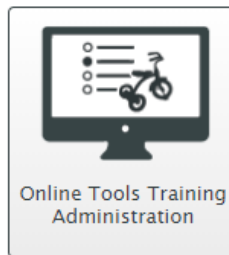
ELPS Administration Systems Overview

All ELPS systems can be accessed in the ELPT Portal under the ELPS tab.

TIDE

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

Operational Test Administration

- Used by TAs to obtain ELPS Session IDs, administer tests, and monitor student progress (Test Administrator Interface)

ORS

- Used to view and download student assessment reports

Data Entry Interface (DEI)

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

ELPS Administration Documents

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

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 the ELPS tab.

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

Online Reporting System (ORS) Manual
Provides information on how to use the Online Reporting System (ORS) to view student performance and participation data.

Accessibility and Accommodations Manual
Used to guide the selection and administration of appropriate universal features, designated features, and 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 responses 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 Specifications 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 AIR Secure Browser must be installed on computers. Reference the Secure Browser Installation Manual 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 Technology Requirements document in the Assessment Library.

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

TIDE: Adding Users
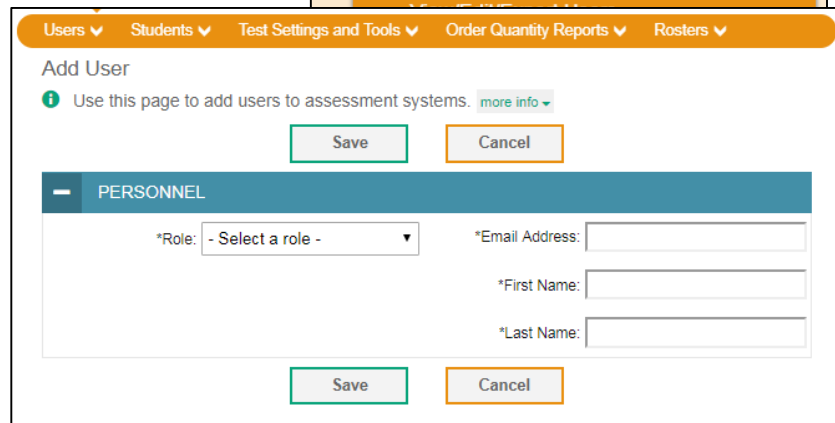
[TIDE](#) opened for ELPS setup on July 23 for the 2018-2019 school year.

- TIDE is accessed through the TIDE Icon in the [ELPS tab](#) in the [ELPT portal](#).
- DTCs received an email from AIRAST-DoNotReply@airast.org to create an account.
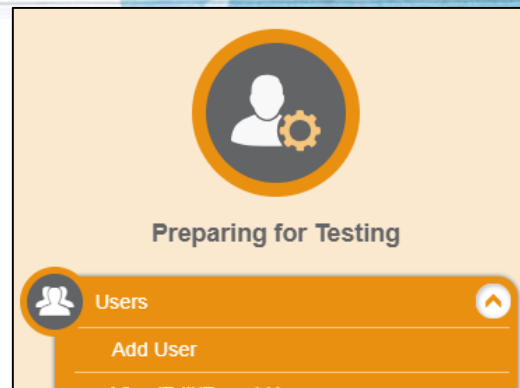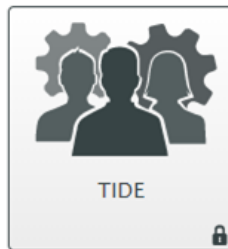
DTCs/STCs add users for ELPS administration under Preparing for Testing. Available roles for ELPS:

- District Test Coordinator
- School Test Coordinator
- Test Administrator

TIDE: 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 accommodations plan, applicable accommodations can be entered into TIDE when adding the student or through the View/Edit Students tab.

TIDE: 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.
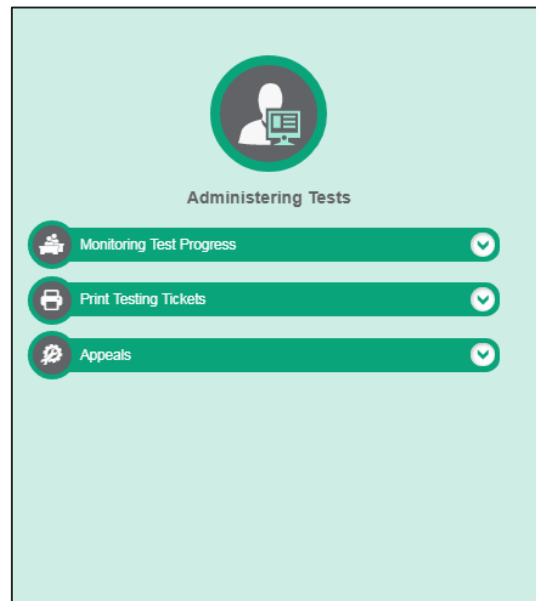
# Operational Test Administration

Test Administrators will administer the test through the Operational Test Administration icon accessed through the ELPS tab in the ELPT portal.

- 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: Future-K, Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, or Grades 9-12.
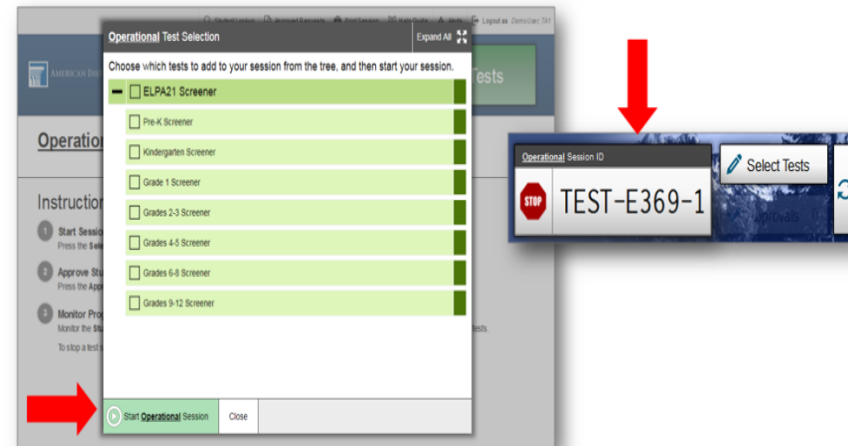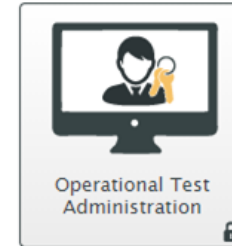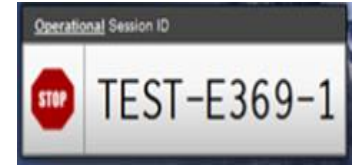
Student Login: Accessing ELPS

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 **AIR Secure Browser icon** 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.

Steps Review

Step	Student…	Test Administrator…	Mode of Administration
Practice Step One	• Orients to test. • Does headset and mic check. • Learns test navigation. • Takes practice items	• Assists student. • Determines student comfort with technology. • Starts testing session.	One-on-one
Step Two (Speaking)	• Takes one set of speaking items.	• Assists student with recording. • Scores speaking set "on-the-fly".	One-on-one
Step Two	• Takes remaining Step 2 items.	• Assists student if needed; otherwise step away.	Student may work independently if assistance is not needed.
Only students who scored proficient on Steps One and Two will move on to Step Three.			
Step Three	• Continues testing.	• Assists if needed, especially on CR items	Student may work independently if assistance is not needed.

Where do I get student score reports for ELPS?

ELPS Student Scores

When screening a student, one of the following situations will apply:

- If the student does not demonstrate enough English knowledge during the first items of Step 1, the TA will submit the screener indicating *Student is a non-participant. The Test will not continue to Step 2*, and the student will be classified as EL.
- If the screener asks the student to submit after Step 2, the student will be classified as EL. Score reports should generate in the ORS within a few hours which indicate the student did not score proficient.
- If the screener continues through Step 3, reports will take up to 7 days to generate in the ORS.

Louisiana Believes

Online Reporting System

ELPS score reports are available in the Online Reporting System (ORS) which can be accessed through the ELPS tab in the ELPT portal.
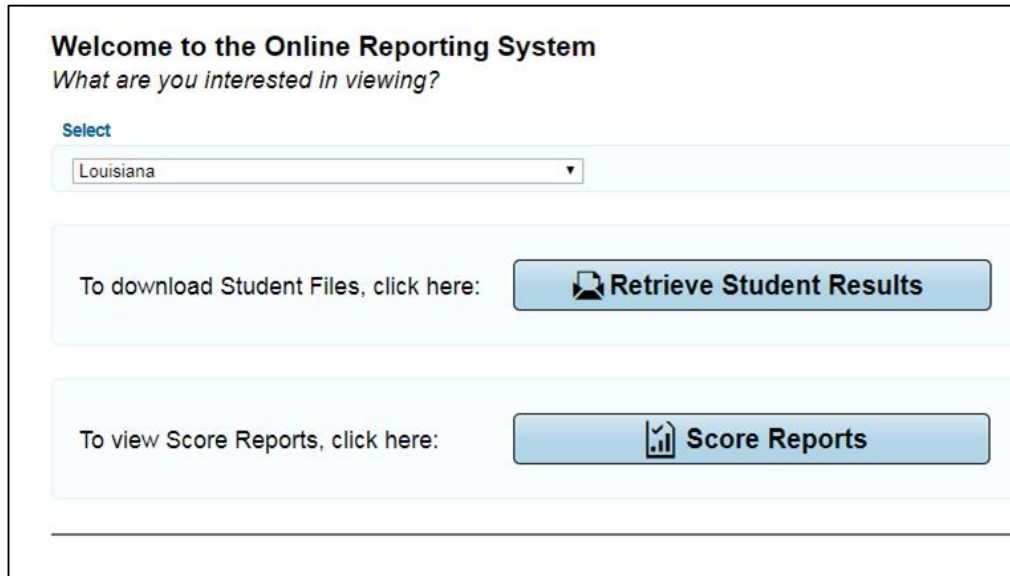
Reference the Online Reporting System (ORS) Manual for detailed steps on navigating the ORS.

ORS: Accessing Student Results

Once in the ORS, the following options exist for accessing student reports:

- Retrieve Student Results
  - Download batch PDFs of Individual Student Reports (ISRs) by grade level
  - Export batch student data by grade level into an Excel or CSV spreadsheet
- Score Reports
  - View and compare results by school, roster/teacher, and student

Welcome to the Online Reporting System
What are you interested in viewing?

Select

Louisiana ▼

To download Student Files, click here: **Retrieve Student Results**

To view Score Reports, click here: **Score Reports**

ORS: Retrieve Student Results

Under Retrieve Student Results, student results can be downloaded as PDFs or Excel/CSV spreadsheets by grade level.

1. Select **Change Student Selection** to indicate the student scores, test, and administration you would like to view

2. Click back to **Retrieve Student Results**

ORS: Retrieve Student Results

To download student scores under Retrieve Student Results,

Step 1: Choose What

3. Choose the report type to download
   - Student Data (Download Format: Excel or CSV)
   - PDFs of Student Reports (Download Format: ISRs as a single PDF by grade, one PDF per ISR in a zip file)

4. Complete all other Step 1 information based on desired download

ORS: Retrieve Student Results

To download student scores under Retrieve Student Results,

Step 2: Choose Who

4. Select a District and a School
   - Reports will be organized by grade level for both Report Types

5. Choose **Export** to Inbox
   - Reports can be accessed through the "Inbox" link on the ORS dashboard
   - An email will be sent when reports are available for download

Retrieve Student Results & My Inbox

Create New Data File to Download

Step 1: Choose What

Report Type:	Student Data ▼
	Student Data
Test:	PDFs of Student Reports
Administration:	2018-2019 ▼
Tested Grade:	× All Grades
Download Format:	Excel ▼
Filter By:	All ▼

Export to Inbox

Step 2: Choose Who

District	Select District ▼

ORS: Score Reports

Under **Score Reports**, student data can be compared by school, roster/TA, and individual student

1. Select **Change Student Selection** to indicate the student scores, test, and administration you would like to view

2. Click on a grade level data point under Number of Students or Percent Determined Proficient to narrow results

Home Page Dashboard

Select Test and Year

Test: ELPS
Administration: 2018-2019

- Scores for students who were mine at
- Scores for my current students
- Scores for students who were mine w

Select

Demo Dist 999 (999)

Click on a grade and subject to view more information.

Overall Performance on the ELPS test, by Su

ELPS

Grade	Number of Students Tested	Percent Determined Proficient
Future Kindergarten	8	0%
Kindergarten	3	0%
Grade 1	5	0%
Grade 2	3	0%
Grade 3	*	*

ORS: Score Reports

The District Overall Performance screen will display. Here you can see how each school did in comparison with state and district proficiency rates.

3. To narrow a school results to view Teacher, Roster, or Student results, click the school name to display the Exploration Menu

District Overall Performance
How did my district perform overall on ELPS?

Test: Grade 4 ELPS
Year: 2018-2019
Name: Demo Dist 999

Performance on the Grade 4 ELPS Test: Demo Dist 999, 2018-2019

Breakdown by: All ▼   Test Event: All ▼   Go   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Louisiana	52	21
Demo Dist 999 (999) 🔍	2	0
Demo School 1 (999_991) 🔍		0

Demo School 1 (999_991)

Test: ELPS ▼

Grade: Grade 4 ▼

Who: Teacher ▼

What: Subject ▼

When: Current Admin ▼

View

ORS: Score Reports

The **Exploration Menu** allows you to navigate to different types of score reports by grade.

- Reports can be navigated by making different selections from the *Who* and *What* drop-down lists
- By selecting Roster or Student in the *Who* menu, a single PDF can be generated with all ISRs for the group

Exploration Menu

	Demo School 1 (999_991)	
Test:	ELPT Summative	▼
Grade:	Grade 1	▼
Who:	Teacher	▼
What:	Subject	▼
When:	Current Admin	▼
	View	

Dimension	Description	Categories/Reports
Who	Displays data for schools and groups (district-level, school-level, teacher-level, roster-level, and individual students).	• School • Teacher • Roster • Student
What	Displays data by overall subject or by domains.	• Subject • Domain

What do I do with 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 and succeed in 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 on ELPA21, 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 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	Performance 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, context 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; 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

Screener results are used to determine EL program eligibility, but they should also be used to make instructional decisions.
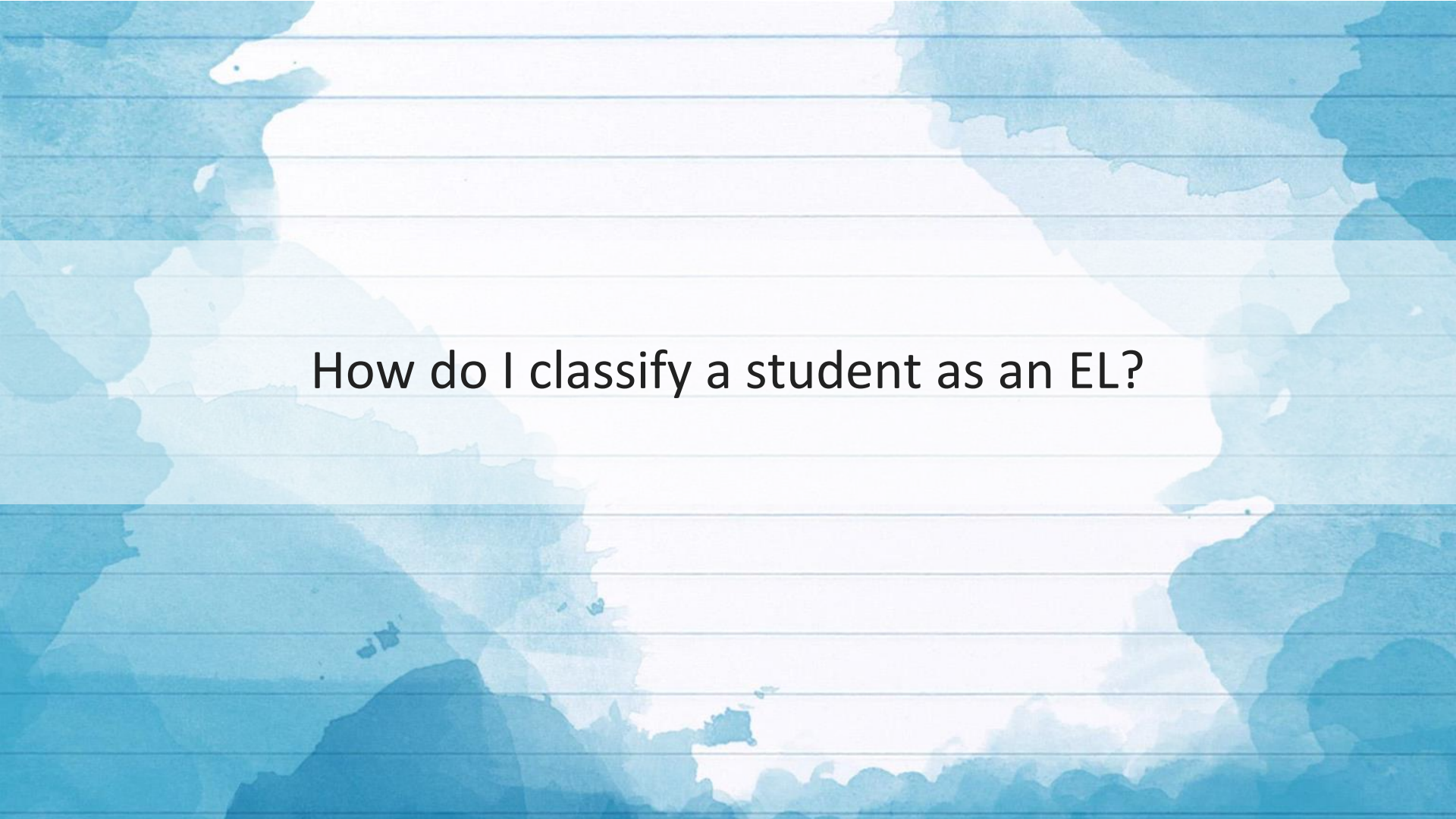
The Domain Performance Levels give a basic overview of what an EL might be able to do in regards to **reading**, **writing**, **listening** and **speaking**. Consult the LA Connectors for ELs to see how these levels correspond with the EL standards.

Grades 6-8: Louisiana Connectors for English Learners: At-a-Glance

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 EL Accommodation Form.

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

Louisiana Believes

How do I classify 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). An sample EL Parent Notification letter is available in the English Learners Library in English, Spanish, Arabic and Vietnamese.

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.
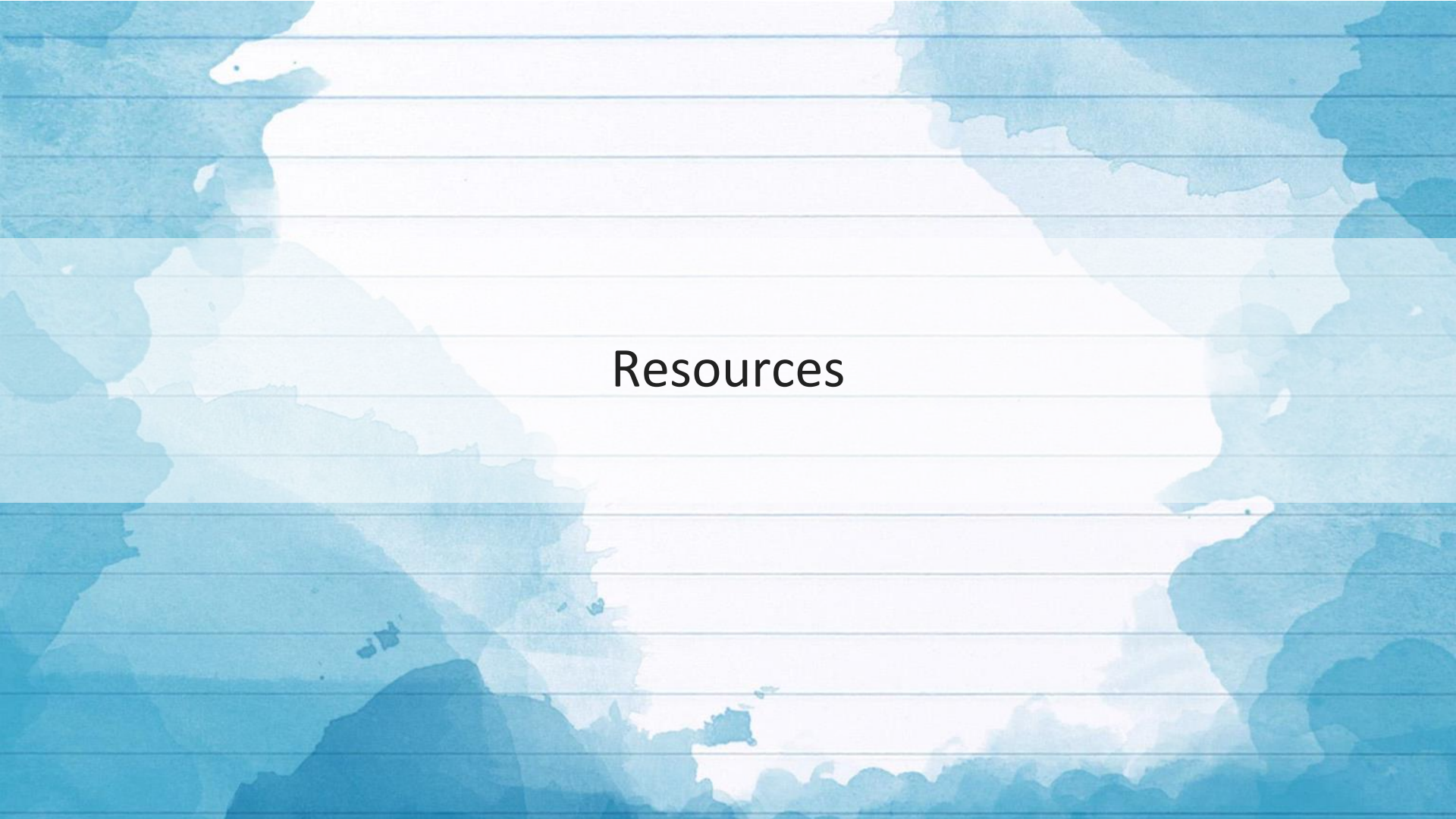
Supporting the EL Student

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 Accommodations Form 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.
- 2018-2019 ELPT Testing Window: February 4 - March 15
- 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 2018-2019 EL Frequently Asked Questions (FAQ) and the EL Identification Flowchart.
- For more information on ELPT, view the ELPT Assessment Guide.

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 Guidebook: 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.

EL Accommodation Form-the form used to document an EL's classroom and assessment accommodations. Also available in Arabic, Spanish, and Vietnamese.

Louisiana Back to School Guide for Parents of English Learners-an informative fact sheet for parents. Available in Arabic, Spanish, and Vietnamese.

Next Steps

Key Dates	Action
August 2018-May 2019	Review TAM and TA User Guide Review Step Two Screener Scoring Documents; Provide a Copy to TAs Review Screener Training Modules (Participation Reports, Online Administration, TIDE, ORS) Manage users and students in TIDE **Screen incoming potential EL students**
September 2018 - December 2018	Download the 2018-2019 AIR Secure browser. (Must be downloaded by January 1, 2019)

Send all questions to assessment@la.gov.