

## Purpose

Under the Every Student Succeeds Act (ESSA), standardized entrance and exit criteria are required for English Learners (ELs). In Louisiana, one component of the entrance criteria is a standardized screener called the English Language Proficiency Screener (ELPS). This document provides guidance on how the ELPS will be administered to students entering Kindergarten through grade 12. The following sections are included:

- [English Language Proficiency Screener \(ELPS\)](#)
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## English Language Proficiency Screener (ELPS)

The ELPS is a tool to determine if students entering Kindergarten through grade 12 are English Learners (ELs) who require supplementary support services to continue developing language proficiency in English. A student cannot be identified as an EL or receive an [EL Accommodations Plan](#) without first failing to score proficient on an English language screener test.

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 for the ELPS; ELPS will be required for the 2019-2020 school year. Beginning in 2019-2020, the ELPS will be required as the standardized screener for Louisiana students to begin receiving EL services.

## ELPS Participants

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 ELs.

To identify if a student is an EL:

- The school should 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 an English language proficiency screener within 30 days of enrollment. The screener will determine if the student is eligible for EL services.
- If the student is not proficient in English, parents should receive a notification letter from the school/LEA that indicates the student's EL status. This student will be identified as EL until s/he exits the program.

For further information regarding EL classification, reference the [2017 ELPT Frequently Asked Questions \(FAQ\)](#).

## Test 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.

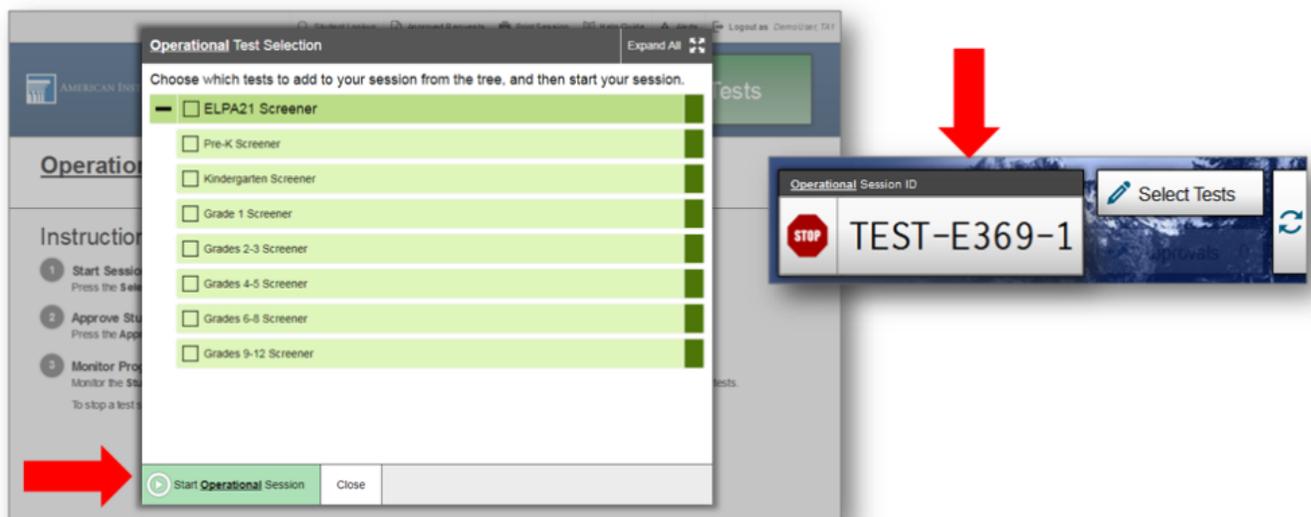
- Only District Test Coordinators have permission to add students into TIDE.
- Students must have a LASID in order to be entered into TIDE and take ELPS.

Students taking the ELPS will need specific 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 Guidance document](#) in the [Assessment Library](#).

## Accessing ELPS

Test Administrators will administer the test through the TA Interface. Test sessions must be created less than 20 minutes prior to starting the test in order to prevent the system from timing out. Once in the TA Interface, the TA will select the grade band of the student taking ELPS: Future Kindergarten (Grade 00), Kindergarten, Grade 1, Grade Band 2-3, Grade Band 4-5, Grade Band 6-8, or Grade Band 9-12.

Once a grade band is selected, the ELPS Session ID will be generated for the students to access the screener.



Students will access the ELPS through the AIR Portal using their first name, LASID, and teacher provided Session ID. Students will be required to conduct an Audio Playback Check and Recording Device Check prior to beginning the screener.

## ELPS Administration

The ELPS is an untimed assessment that can only be taken once. Students must be individually tested with a trained test administrator (TA). The screener is composed of three steps outlined below.

Step	Student...	Test Administrator...	Mode of Administration
Practice Step 1	<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 2A	<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><b>Scores speaking set "on-the-fly"</b></li> </ul>	One-on-one
Step 2B	<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.
<i>Only students who scored proficient on Steps 1 and 2 will move on to step 3.</i>			
Step 3	<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.

## Item Types

The ELPS contains three item types throughout the steps:

- Selected Response (SR): Students are presented with questions followed by 3-4 answer choices.
- Constructed Response (CR): Students are presented with a task and must respond by writing or by speaking.
- Technology-Enhanced Items (TEI): Students use technology to capture their response. These may include drag and drop, dropdown menus, and text highlight.

## Scoring and Reporting

The ELPS scores will be available within 7 days of testing in the [Online Reporting System](#). School test coordinators will be able to access the individual report of each ELPS tester. Reports will be divided into the four language domains: listening, speaking, reading, and writing. The proficiency level for each language domain will be listed on the report:

Proficiency Level	Descriptor	Definitions (Includes degree of support needed)
<b>Level 1</b>	Beginning	Displays few grade-level English skills and will benefit from EL program support.
<b>Level 2</b>	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support
<b>Level 3</b>	Intermediate	Applies some grade-level English language skills and will benefit from EL program support
<b>Level 4</b>	Early Advanced	Demonstrates English language skills required for engagement with grade level academic content instruction at a level comparable to non-ELs.
<b>Level 5</b>	Advanced	Exhibits superior English language skills as measured by ELPS.

The individual report will also contain the overall proficiency determination for the ELPS tester. This overall proficiency determination will indicate if a student is in need of EL services. There are three proficiency levels obtained from a combination of the achievement levels:

Proficiency Determination	Rules	Definition	Sample Profile
<b>Emerging</b>	A profile of 1s and 2s	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. Students scoring Emerging are eligible for ongoing program support.	<b>2 1 1 2</b>

<b>Progressing</b>	A profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient.	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.	<b>3 3 2 1</b>
<b>Proficient</b>	A profile of 4s and 5s indicates overall proficiency.	Students have attained a level of English language skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English.	<b>5 5 4 4</b>

### Classifying a Student as an EL

A student who does not score proficient on the ELPS should be classified as an English learner (EL). Within 30 days of a student registering, the school must assess and inform the student’s parent/guardian(s) of the details of the program in which the student is, or will be participating, as described in Every Student Succeeds Act (ESSA). A sample parental notification form can be found in the [Assessment Library](#).

The student should receive supplementary support services to continue developing language proficiency in English. If needed, an [English Learner Accommodations Plan](#) should be developed to assist the student in acquiring the English Language. Students who are classified as EL are required to take the English Learner Proficiency Test (ELPT) each year to assess the progress in English language acquisition. Beginning in the 2018-2019 school year, progress in English language acquisition as measured by the ELPT will be included in the school accountability formula weighted equal to LEAP/EOC units in the Assessment Index. Students who score proficient on the ELPT will exit from receiving EL services. For more information on the process of classifying a student as EL, reference the [2017 ELPT Frequently Asked Questions \(FAQ\)](#).

### Resources

- [ELPT Portal](#): has the resources for ELPS administration
- [Louisiana English Learner site](#)
- “On The Fly” Scoring Guidance
- [TIDE User Guide](#)
- ELPS Test Administrator (TA) User Guide
- ELPS Test Administration Manual (TAM)
- ELPS Assessment Guide
- [ELPT FAQ](#)