

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 \(ELPS\)](#)
- [ELPS Participants](#)
- [Transfer Students](#)
- [Students with Disabilities](#)
- [Screening ELs in Distance Learning](#)
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English Language Proficiency Screener (ELPS)

The ELPS is a tool to determine if students entering Kindergarten through grade 12 for the first time 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 Checklist](#) 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 ELPS must be used as the standardized screener for Louisiana students.

ELPS Participants

Individuals whose primary or first language is other than English 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 that indicates the student's EL status. This student will be identified as EL until exiting the program.

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

Parents do have the right to refuse services even if their child is identified as EL. The school should contact the parents to discuss the purpose of the program and to remind them that the student will still be considered EL and will need to take the annual summative, [English Language Proficiency Test](#) (ELPT) until meeting exiting criteria.

Transfer Students

If a newly enrolled student has attended another Louisiana school, first make every effort to locate any ELPT or screener scores from the previous school system before administering ELPS. Scores for ELPT and ELPS can be accessed through the [ELPT Portal](#). The student will need to be entered into Test Information and Distribution Engine (TIDE) with their previously assigned LASID. More information on how to access the scores can be found in the [Reporting System User Guide](#).

Students with Disabilities

If a student enrolls 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](#) 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 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.

Screening ELs in Distance Learning

ELPS cannot be administered virtually or in a distance learning environment at this time. Therefore, if a school is unable to administer ELPS, then they should use the [Guidance for Provisional EL Identification of English Learners](#) for students entering Kindergarten through grade 12 for the first time. This guidance describes how to use a home language survey and family interview to identify ELs who require supplementary support services to continue developing language proficiency in English.

Test Setup

The ELPS is a computer-based assessment that will be taken in the EL Portal, the same testing system used for the ELPT. Prior to testing, the [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.

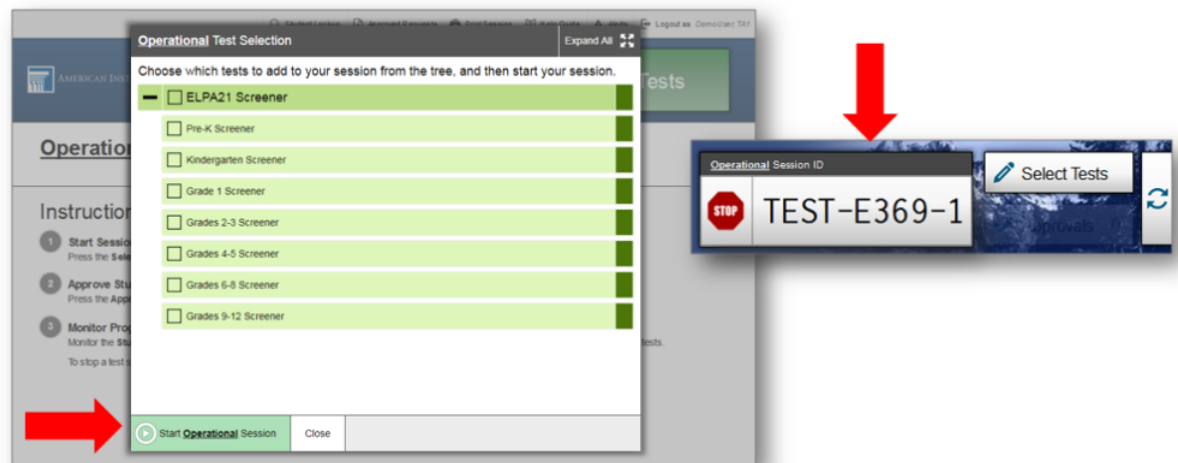
- Only District Test Coordinators have permission to add students into TIDE.
- Students must have a LASID in order to be entered into TIDE and take ELPS.

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 in the [Assessment Technology Specifications](#) 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 ELPT 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"> Orients to test. Does headset and mic check. Learns test navigation. Takes practice items. 	<ul style="list-style-type: none"> Assists student. Determines student comfort with technology. Starts testing session. 	One-on-one
Step 2A	<ul style="list-style-type: none"> Takes one set of speaking items. 	<ul style="list-style-type: none"> Assists student with recording. Scores speaking set. 	One-on-one
Step 2B	<ul style="list-style-type: none"> Takes remaining Step 2 items. 	<ul style="list-style-type: none"> Assists student with technology if needed; otherwise steps away. 	Student may work independently if assistance is not needed.
<i>Only students who scored proficient on Step 2 will move on to step 3.</i>			
Step 3	<ul style="list-style-type: none"> Continues testing. 	<ul style="list-style-type: none"> Assists student with technology if needed, especially on CR items. 	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 1-7 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	Describe or	Definitions (Includes degree of support needed)
Level 1	Beginning	Displays few grade-level English skills and will benefit from EL program support
Level 2	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support
Level 3	Intermediate	Applies some grade-level English language skills and will benefit from EL program support
Level 4	Early Advanced	Demonstrates English language skills required for engagement with grade level academic content instruction at a level comparable to non-ELs
Level 5	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
Emerging	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.	2 1 1 2
Progressing	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.	3 3 2 1
Proficient	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. Student scoring proficient will exit from the program and no longer require language development services.	5 5 4 4

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 [English Learner Library](#).

The student should receive high-quality core instruction with appropriate language supports that differentiate to address language needs. If needed, an [English Learner \(EL\) Accommodations Checklist](#) 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. Progress in English language acquisition as measured by the ELPT, will be included in the school accountability formula 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 [EL Frequently Asked Questions \(FAQ\)](#).

Resources

- [ELPT Portal](#): has the resources for ELPS administration
- [Louisiana English Learner Library](#)
- [ELPS Step Two Speaking Scoring Guide](#)
- [ELPS Test Administrator Manual \(TAM\)](#)
- [ELPS Test Administrator User Guide](#)
- [TIDE User Guide](#)
- [EL Frequently Asked Questions \(FAQ\)](#)
- [Guidance for Provisional Identification of ELs](#)

Appendix A: Update Log

Update Log		
Date	Page(s)	Summary
8/13/2020	All	Assessment Guides available for the 2020-2021 school year