

# PARENT GUIDE TO THE → ELPT STUDENT REPORTS ←



## HOW DID MY CHILD PERFORM ON THE ELPT THIS YEAR?

This report contains your child's information including:

- ✓ overall proficiency level,
- ✓ student performance in each of the four language domains, and
- ✓ the types of support your child will need next year based on test performance.

### 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.

The chart below defines each performance level and outlines how well your child met the expectations for that grade and language area (Listening, Reading, Speaking, Writing), also known as “domains”.

| Domain    | Scale Score   | Performance Level | Domain Description   |
|-----------|---------------|-------------------|--|
| Listening | Not Attempted | Not Attempted     |  |
| Reading   | 407.127       | 1                 | When reading grade-appropriate text, the student at Level 1 is working on: recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some who-questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information. |
| Speaking  | 343.137       | 1                 | When speaking, the student at Level 1 is working on: communicating basic information about an event or topic, using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some who-questions; expressing an opinion about a familiar topic.  |
| Writing   | 340.113       | 1                 | When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.  |



## HOW DID MY CHILD DO IN COMPARISON TO OTHERS?

This section includes the school system and state performance averages so you can see how your child's performance compares to that of other students in the same grade and domain. To protect the privacy of students, data may be suppressed when school totals include a small group of students.

| Comparison Scores        |                               |
|--------------------------|-------------------------------|
| Name                     | Percent Determined Proficient |
| Demo Dist 999 (999)      | 0                             |
| Demo School 3 (999, 993) | *                             |



## HOW SHOULD I, OR MY CHILD'S TEACHER, USE THESE RESULTS?

The scores are used to help teachers identify students who need additional support in each language area. The information is also used to measure how well schools and school systems are helping English learners achieve higher expectations.

**As a parent, you can use the test results to guide a discussion with your child's teacher(s) about additional supports that may be needed in class and at home.**

## HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD'S TEACHER(S):

- Where is my child doing well and where is improvement needed?
- What can be done in the classroom to help improve my child's language development?
- How can I help support my child's language learning at home?
- How do we ensure that my child continues to progress?

**FOR ADDITIONAL TOOLS AND RESOURCES TO HELP YOU SUPPORT STUDENT LEARNING AT HOME,** visit the Family Support Toolbox at <https://www.louisianabelieves.com/resources/family-support-toolbox>.

**LA Connectors for English learners:**  
<https://www.louisianabelieves.com/resources/library/academic-standards>

**ELPT Online Tools Training:**  
<https://la.portal.cambiumast.com/>

**Performance Level Descriptors:**  
<https://www.louisianabelieves.com/docs/default-source/assessment/elpt-achievement-level-descriptors.pdf>