

PURPOSE

This document is designed to assist Louisiana EL Specialists with evaluating the English language proficiency levels of students who took ELPT in spring of the most recent school year, or have just recently taken ELPS as a newly identified EL. The goal is to review ELPT/ELPS domain performance level descriptors and to determine if students are still performing at the same, higher or lower levels by conducting a language check-up. ELPT/ELPS scores are used to identify the level of English language support individual students may need to access content while developing their language skills in listening, speaking, reading and writing.

This tool is not intended to be a formal progress monitoring tool or to be used in place of any EL or content assessment. It cannot be used to predict a student's performance on ELPT.

DIRECTIONS

1. Review the Individual Student Reports from either ELPT or ELPS (Whichever is more recent).
 - a. Each domain level contains a description of what a student is working on or is able to do based on their EL assessment performance.
 - b. Note the proficiency levels of each domain. On ELPT, you can also note the scores themselves to see where the student is in that specific level.
2. Select the correct EL Language Check-up table for the grade level students were in when they took ELPT/ELPS.
 - a. Read the descriptions of each skill in the checklist under the student's identified level before obtaining samples for review.
3. Obtain Samples that enable you to evaluate the domains you want to check.

Reading and Writing

- Use samples from the ELA diagnostics or classroom embedded assessments
- Conduct reviews of samples from classwork that requires reading and writing application
- Create grade-appropriate reading and writing tasks to evaluate student's language acquisition in those domains.

Speaking and Listening

- Conduct short conversations with students about topics that are familiar to them (i.e. their family, their friends, their country of origin, music, food, etc.,) to check for language proficiency.
 - Read a short passage to them without letting them see the words. Then ask them a few questions to demonstrate their oral language skills.
 - Convert reading/writing activities to assess speaking and listening.
4. Use the checklist to determine if students are **at**, **above**, or **below** their proficiency level by evaluating the listed skill.
 - a. **At proficiency level**-student demonstrates the skill
 - b. **Above proficiency level**-student demonstrates the skill listed in the higher proficiency level than where they scored
 - c. **Below proficiency level**-student is unable to demonstrate the skill listed or has demonstrated the skill in the lower proficiency level.
 5. Review EL Check-up results and adjust instructional supports to meet the needs of students. A list of suggested supports by domain and proficiency level can be found in the [EL Instructional Support Plan](#).

CAUTIONS

- This is only one measure of student performance and should be used in conjunction with other teacher measures and teacher observations that will happen regularly during instruction. See [Addressing Unfinished Learning Gaps](#) for more specific information about using high-quality curriculum to support students.
- Do not make sweeping assumptions about student's language acquisition progress based on this one measure.
- Use this tool to adjust the level of supports that are being provided by domain to a student. It may be necessary to conduct this language check-up a few times a year to meet a student's changing language acquisition needs.
- Samples should be grade appropriate. Students in Kindergarten and Grade 1 may need more literacy support to demonstrate their language abilities in reading and writing.

Student Name: _____

EL Specialist: _____

Content Teacher(s): _____

Date: _____

ELPT/ELPS Scores: S _____ L _____ R _____ W _____

Grade 1 Listening

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> identifying the main topic in oral presentations; <input type="checkbox"/> determining meaning of words and phrases; <input type="checkbox"/> participating in conversations and discussions. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying key words and phrases in oral presentations of texts; <input type="checkbox"/> participating in short conversations about familiar topics and responding to simple questions and wh-questions; <input type="checkbox"/> gathering information and identifying summaries of information from oral sources; <input type="checkbox"/> identifying a reason a speaker gives to support a point; <input type="checkbox"/> determining the meaning of frequently occurring words and phrases. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying the main topics and answer questions about some key details in oral presentations of texts; <input type="checkbox"/> participating in short conversations and discussions on familiar topics and answering simple questions; <input type="checkbox"/> gathering and summarizing information from oral sources; <input type="checkbox"/> identifying one or two reasons a speaker gives to support a main point. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying the main topics, answering questions about an increasing number of key details in oral presentations of literary and informational texts; <input type="checkbox"/> participating in conversations and discussions on a variety of topics; <input type="checkbox"/> gathering, summarizing, and answering questions about information from oral sources; <input type="checkbox"/> identifying reasons a speaker gives to support the main point. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying main topics and key details in oral presentations of literary and informational texts; <input type="checkbox"/> participating in extended conversations and discussions and answering questions on a variety of topics and texts; <input type="checkbox"/> gathering, summarizing, and answering questions about information from oral sources; <input type="checkbox"/> identifying reasons a speaker gives to support the main point.

Grade 1 Speaking

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> responding to short conversations and questions; <input type="checkbox"/> describing objects using frequently occurring nouns and verbs; <input type="checkbox"/> communicating simple information about a topic; <input type="checkbox"/> expressing an opinion. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in short conversations; <input type="checkbox"/> responding to simple yes/no and wh-questions about familiar topics; <input type="checkbox"/> communicating simple messages about familiar topics; expressing an opinion about a familiar topic; <input type="checkbox"/> summarizing some key information from sources; <input type="checkbox"/> retelling an event and present simple information using some frequently occurring linking words; <input type="checkbox"/> producing simple sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in short discussions and conversations; <input type="checkbox"/> asking and answering simple questions about familiar topics; <input type="checkbox"/> delivering short simple oral presentations about familiar topics; <input type="checkbox"/> expressing an opinion about a familiar topic and giving a reason; <input type="checkbox"/> summarizing information from sources; <input type="checkbox"/> retelling a simple sequence of events and presenting simple information. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in discussions and conversations; <input type="checkbox"/> delivering short simple oral presentations about a variety of topics; <input type="checkbox"/> expressing opinions about a variety of topics; <input type="checkbox"/> summarizing information and answering questions from provided sources; <input type="checkbox"/> recounting multiple events in sequence and presenting simple information about a topic; <input type="checkbox"/> producing and expanding simple and some compound sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in extended discussions and conversations; <input type="checkbox"/> delivering oral presentations with a few descriptive details about a variety of topics; <input type="checkbox"/> expressing opinions about a variety of topics; <input type="checkbox"/> summarizing information and answering questions from sources; <input type="checkbox"/> recounting a more complex sequence of events and providing some facts; <input type="checkbox"/> producing and expanding simple and compound sentences.

Grade 1 Reading

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of words and phrases in read-alouds of texts and dialogues; <input type="checkbox"/> responding to simple yes/no and wh-questions about familiar topics; <input type="checkbox"/> identifying main topic in read-aloud sentence; <input type="checkbox"/> recognizing the meaning of some frequently occurring words in read-alouds. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying key words and phrases in read-alouds of texts and dialogues; <input type="checkbox"/> responding to simple yes/no and wh-questions about familiar topics; <input type="checkbox"/> identify a reason an author gives to support the main point; <input type="checkbox"/> determining the meaning of frequently occurring words and phrases in read-alouds. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying key words, phrases, and main topics in texts and dialogues; <input type="checkbox"/> responding to simple questions about key details; <input type="checkbox"/> retelling some information, details or events; <input type="checkbox"/> identifying reasons an author gives to support a main point; <input type="checkbox"/> answering questions to help determine the meaning of some less frequently occurring words and phrases. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying main topics in texts and read-alouds; <input type="checkbox"/> asking and answering questions about key details in written texts and read-alouds; <input type="checkbox"/> retelling stories and information; <input type="checkbox"/> identifying reasons an author gives to support a main point; <input type="checkbox"/> answering questions about a variety of topics to determine the meaning of words, phrases, and simple idiomatic expressions. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying main topics in texts and read-alouds; <input type="checkbox"/> asking and answering questions about key details in texts and read-alouds; <input type="checkbox"/> retelling key points of stories and information; <input type="checkbox"/> identifying reasons an author gives to support a main point; <input type="checkbox"/> summarizing information from provided sources; <input type="checkbox"/> answering questions on a variety of topics to determine or clarify the meaning of words, phrases, and idiomatic expressions.

Grade 1 Writing

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> responding to simple yes/no and wh-questions about familiar topics; <input type="checkbox"/> creating words by filling in a missing letter with or without a provided example; <input type="checkbox"/> using a small number of frequently occurring nouns and verbs when writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to simple yes/no and wh-questions about familiar topics; <input type="checkbox"/> communicating simple messages about familiar topics or objects; <input type="checkbox"/> expressing an opinion about a familiar topic; <input type="checkbox"/> retelling an event and presenting simple information using some frequently occurring linking words; <input type="checkbox"/> producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in short written exchanges; <input type="checkbox"/> asking and answering simple questions and composing short written text about familiar topics; <input type="checkbox"/> expressing an opinion about a familiar topic and giving a reason; <input type="checkbox"/> retelling a simple sequence of events and presenting simple information; <input type="checkbox"/> producing and expanding simple sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in written exchanges about a variety of texts and topics; <input type="checkbox"/> composing written texts about a variety of topics; <input type="checkbox"/> answering questions expressing opinions about a variety of topics; <input type="checkbox"/> recounting multiple events in sequence and presenting simple information about a topic; <input type="checkbox"/> producing and expanding simple and some compound sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in extended written exchanges of information; <input type="checkbox"/> composing written texts about a variety of topics; <input type="checkbox"/> expressing opinions about a variety of topics; <input type="checkbox"/> recounting a more complex sequence of events; <input type="checkbox"/> producing and expanding simple and some compound sentences.