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_____

Grades 2-3 Listening   The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
❏ identifying and gathering information from an oral presentation; ❏ determining the meaning of a few key words and phrases; ❏ participating in a short conversation and responding to basic questions; ❏ following basic directions.	❏ identifying and gathering information from an oral presentation; ❏ determining the meaning of basic vocabulary and common content vocabulary; ❏ participating in longer conversations and responding to basic questions; ❏ identifying main topic and some key details; ❏ following directions.	❏ identifying, gathering and sequencing information from an oral presentation; ❏ identifying main points and retelling key details; ❏ asking and answering questions; ❏ determining the meaning of higher-level vocabulary and content vocabulary; ❏ following multistep directions.	❏ identifying, gathering and sequencing information from an oral presentation; ❏ identifying main points and retelling key details in complex stories and longer presentations; ❏ determining the meaning of advanced vocabulary; ❏ drawing conclusions based on conversations.	❏ identifying, gathering and sequencing information from a long oral presentation; ❏ identifying main points and retelling key details in complex stories and longer presentations; ❏ determining the meaning of advanced vocabulary; ❏ drawing conclusions and making comparisons based on a long conversation.

Grades 2-3 Speaking

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
❏ responding to basic questions about familiar topics and participating in short conversations; ❏ communicating basic information using frequently occurring words and simple sentences about familiar texts and topics; ❏ expressing opinions on familiar topics.	❏ responding to basic questions about familiar texts and topics and participating in short conversations; ❏ delivering basic oral presentations about familiar texts and topics; ❏ communicating basic information; ❏ recounting two sequential events and using linking words to connect ideas; ❏ producing simple sentences and using common word choices; ❏ expressing opinions on familiar topics.	❏ participating in short discussions including asking questions and adding comments; ❏ delivering short oral presentations about familiar topics; ❏ presenting information, recounting short sequences of events, and using linking words to connect ideas; ❏ expanding simple sentences, word choice and verbs; ❏ expressing opinions on familiar topics with at least one reason for the opinion.	❏ participating in discussions by asking and answering questions; ❏ delivering short oral presentations on a variety of topics; ❏ introducing topics and presenting facts using temporal and linking words to connect ideas; ❏ expanding use of compound sentences, word choices, and verbs; ❏ expressing opinions and reasons on a variety of topics.	❏ participating in extended discussions by asking and answering questions; ❏ delivering oral presentations on a variety of topics; ❏ introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; ❏ expanding use of complex sentences, word choices and verbs; ❏ expressing opinions by giving several reasons for the opinions; ❏ articulating conclusions about the opinions.

Grades 2-3 Reading

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
❏ recognizing and understanding the meaning of basic words, phrases, and expressions to make meaning of text; ❏ responding to basic questions; gaining basic information.	❏ identifying and understanding common words, phrases, and expressions to make meaning of text; ❏ identifying main idea; ❏ responding to basic questions.	❏ identifying main idea and some key details; ❏ responding to questions; ❏ understanding the meaning of content vocabulary and less common words and expressions to make meaning of text; ❏ beginning to understand how word structures affect meaning.	❏ determining the main idea and a number of key details that support the main idea; ❏ answering more complex questions; ❏ understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; ❏ understanding how word structures affect meaning.	❏ determining the main idea and explain how key details support the main idea; ❏ answering more complex questions; ❏ understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; ❏ understanding how word structures affect meaning.

DEPARTMENT of EDUCATION
louisiana Believes

Grade 2-3 Writing   **The student is-**

Level 1	Level 2	Level 3	Level 4	Level 5
❏ creating words by filling in a missing letter; ❏ using a small number of frequently occurring nouns and verbs; ❏ answering basic questions and producing basic information using isolated words or phrases.	❏ creating words by filling in a missing letter; ❏ composing words, phrases, and simple sentences related to prompt; ❏ recognizing and using frequently occurring parts of speech; ❏ choosing basic words to communicate meaning.	❏ creating words by filling in a missing letter; ❏ composing simple and compound sentences with clear meaning that relate to a prompt; ❏ recognizing and using parts of speech; ❏ developing control of verb tenses; ❏ expanding word choice to communicate meaning.	❏ composing simple, compound, and some complex sentences with a clear meaning that relate to a prompt; ❏ recognizing and using parts of speech; ❏ increasing use of complex grammar structures; ❏ expanding word choice to communicate meaning.	❏ composing compound and complex sentences with a clear meaning that relate to a prompt; ❏ recognizing and using parts of speech; ❏ accurately using complex grammar structures; ❏ expanding word choice to communicate meaning.