

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 Classroom Differentiation 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
<ul style="list-style-type: none"> <input type="checkbox"/> identifying and gathering information from an oral presentation; <input type="checkbox"/> determining the meaning of a few key words and phrases; <input type="checkbox"/> participating in a short conversation and responding to basic questions; <input type="checkbox"/> following basic directions. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying and gathering information from an oral presentation; <input type="checkbox"/> determining the meaning of basic vocabulary and common content vocabulary; <input type="checkbox"/> participating in longer conversations and responding to basic questions; <input type="checkbox"/> identifying main topic and some key details; <input type="checkbox"/> following directions. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying, gathering and sequencing information from an oral presentation; <input type="checkbox"/> identifying main points and retelling key details; <input type="checkbox"/> asking and answering questions; <input type="checkbox"/> determining the meaning of higher-level vocabulary and content vocabulary; <input type="checkbox"/> following multistep directions. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying, gathering and sequencing information from an oral presentation; <input type="checkbox"/> identifying main points and retelling key details in complex stories and longer presentations; <input type="checkbox"/> determining the meaning of advanced vocabulary; <input type="checkbox"/> drawing conclusions based on conversations. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying, gathering and sequencing information from a long oral presentation; <input type="checkbox"/> identifying main points and retelling key details in complex stories and longer presentations; <input type="checkbox"/> determining the meaning of advanced vocabulary; <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> responding to basic questions about familiar topics and participating in short conversations; <input type="checkbox"/> communicating basic information using frequently occurring words and simple sentences about familiar texts and topics; <input type="checkbox"/> expressing opinions on familiar topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to basic questions about familiar texts and topics and participating in short conversations; <input type="checkbox"/> delivering basic oral presentations about familiar texts and topics; <input type="checkbox"/> communicating basic information; <input type="checkbox"/> recounting two sequential events and using linking words to connect ideas; <input type="checkbox"/> producing simple sentences and using common word choices; <input type="checkbox"/> expressing opinions on familiar topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in short discussions including asking questions and adding comments; <input type="checkbox"/> delivering short oral presentations about familiar topics; <input type="checkbox"/> presenting information, recounting short sequences of events, and using linking words to connect ideas; <input type="checkbox"/> expanding simple sentences, word choice and verbs; <input type="checkbox"/> expressing opinions on familiar topics with at least one reason for the opinion. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in discussions by asking and answering questions; <input type="checkbox"/> delivering short oral presentations on a variety of topics; <input type="checkbox"/> introducing topics and presenting facts using temporal and linking words to connect ideas; <input type="checkbox"/> expanding use of compound sentences, word choices, and verbs; <input type="checkbox"/> expressing opinions and reasons on a variety of topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in extended discussions by asking and answering questions; <input type="checkbox"/> delivering oral presentations on a variety of topics; <input type="checkbox"/> introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; <input type="checkbox"/> expanding use of complex sentences, word choices and verbs; <input type="checkbox"/> expressing opinions by giving several reasons for the opinions; <input type="checkbox"/> articulating conclusions about the opinions.

Grades 2-3 Reading

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> recognizing and understanding the meaning of basic words, phrases, and expressions to make meaning of text; <input type="checkbox"/> responding to basic questions; gaining basic information. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying and understanding common words, phrases, and expressions to make meaning of text; <input type="checkbox"/> identifying main idea; <input type="checkbox"/> responding to basic questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying main idea and some key details; <input type="checkbox"/> responding to questions; <input type="checkbox"/> understanding the meaning of content vocabulary and less common words and expressions to make meaning of text; <input type="checkbox"/> beginning to understand how word structures affect meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the main idea and a number of key details that support the main idea; <input type="checkbox"/> answering more complex questions; <input type="checkbox"/> understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; <input type="checkbox"/> understanding how word structures affect meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the main idea and explain how key details support the main idea; <input type="checkbox"/> answering more complex questions; <input type="checkbox"/> understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; <input type="checkbox"/> understanding how word structures affect meaning.

Grade 2-3 Writing

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> creating words by filling in a missing letter; <input type="checkbox"/> using a small number of frequently occurring nouns and verbs; <input type="checkbox"/> answering basic questions and producing basic information using isolated words or phrases. 	<ul style="list-style-type: none"> <input type="checkbox"/> creating words by filling in a missing letter; <input type="checkbox"/> composing words, phrases, and simple sentences related to prompt; <input type="checkbox"/> recognizing and using frequently occurring parts of speech; <input type="checkbox"/> choosing basic words to communicate meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> creating words by filling in a missing letter; <input type="checkbox"/> composing simple and compound sentences with clear meaning that relate to a prompt; <input type="checkbox"/> recognizing and using parts of speech; <input type="checkbox"/> developing control of verb tenses; <input type="checkbox"/> expanding word choice to communicate meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> composing simple, compound, and some complex sentences with a clear meaning that relate to a prompt; <input type="checkbox"/> recognizing and using parts of speech; <input type="checkbox"/> increasing use of complex grammar structures; <input type="checkbox"/> expanding word choice to communicate meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> composing compound and complex sentences with a clear meaning that relate to a prompt; <input type="checkbox"/> recognizing and using parts of speech; <input type="checkbox"/> accurately using complex grammar structures; <input type="checkbox"/> expanding word choice to communicate meaning.