

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 4-5 Listening

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 a few basic words and phrases and formulaic expressions in oral presentations; <input type="checkbox"/> listening to short conversations and responding to simple questions and some wh-questions; <input type="checkbox"/> identifying a point a speaker makes. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of a few basic words and phrases and expressions in oral presentations; <input type="checkbox"/> participating in short conversations and discussions and responding to simple questions; <input type="checkbox"/> identifying the main idea and a key detail from a read-aloud or oral presentation; <input type="checkbox"/> identifying a speaker's main point, and agree or disagree with the speaker. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of words, phrases and some idiomatic expressions; <input type="checkbox"/> participating in short conversations and discussions, asking and answering questions; <input type="checkbox"/> identifying the main idea and key details about a familiar topic; <input type="checkbox"/> identify how one or two reasons support the specific points a speaker makes. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; <input type="checkbox"/> participating in conversations and discussions, answering relevant questions and building on the ideas of others; <input type="checkbox"/> determining the main idea or theme and explaining how it is supported by key details. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of figurative language; <input type="checkbox"/> participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; <input type="checkbox"/> explaining how reasons and evidence are sufficient to support the main ideas in a presentation.

Grades 4-5 Speaking

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> participating in short conversations using a few words or phrases; <input type="checkbox"/> communicating simple information about an event or topic using a narrow range of vocabulary and simple sentences; <input type="checkbox"/> expressing an opinion about a familiar topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in short conversations, responding to simple wh- questions; <input type="checkbox"/> delivering short oral presentations or describing pictures and graphs using simple language structures; <input type="checkbox"/> recounting a simple sequence of events in order; constructing a claim with one supporting reason. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in short conversations and discussions, asking and answering questions, responding to the comments of others, and adding own comments; <input type="checkbox"/> delivering short oral presentations including a few details and a conclusion; <input type="checkbox"/> constructing a claim and providing a few supporting reasons or facts. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; <input type="checkbox"/> recounting a detailed sequence of events with a beginning, middle and end; <input type="checkbox"/> developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; <input type="checkbox"/> delivering a presentation with details and examples; <input type="checkbox"/> constructing a claim and providing logically ordered reasons or facts to support the claim.

Grades 4-5 Reading

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> identifying a few key words and phrases in simple written text; <input type="checkbox"/> gathering information from a few provided sources and labelling some key information. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of key words, phrases, and some expressions in simple written text; <input type="checkbox"/> identifying the main topic and retelling a few key details; <input type="checkbox"/> gathering and recording some information from provided sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of key words, phrases and some idiomatic expressions; <input type="checkbox"/> reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; <input type="checkbox"/> gathering information from written sources and identifying key information. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; <input type="checkbox"/> identifying the main idea or theme and explaining how it is supported by details; <input type="checkbox"/> summarizing excerpts from a variety of texts; <input type="checkbox"/> reading and interpreting information from a graph to draw conclusions. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of figurative language; <input type="checkbox"/> recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; <input type="checkbox"/> identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; <input type="checkbox"/> gathering information from written sources and summarizing key ideas and information using graphics.

Grades 4-5 Writing

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> communicating basic information about an event or a topic using a narrow range of vocabulary and simple sentences; <input type="checkbox"/> participating in short written exchanges and responding to simple and some wh-questions about familiar topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> producing simple sentences using basic language structures; <input type="checkbox"/> expressing an opinion or constructing a simple claim with a supporting reason; <input type="checkbox"/> recounting a simple sequence of events, using basic linking words; <input type="checkbox"/> asking a question about a topic or text. 	<ul style="list-style-type: none"> <input type="checkbox"/> producing and expanding simple and compound sentences; <input type="checkbox"/> composing brief narratives or informational texts, including a few details; <input type="checkbox"/> constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; <input type="checkbox"/> asking and answering questions, responding to others' comments, and adding own comments. 	<ul style="list-style-type: none"> <input type="checkbox"/> producing and expanding simple, compound and complex sentences; <input type="checkbox"/> composing narratives or informational texts about a variety of topics with details and conclusions; <input type="checkbox"/> recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; <input type="checkbox"/> asking and answering relevant questions, adding information and evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; <input type="checkbox"/> composing narratives or informational texts, developing the topic with details and examples, and a concluding section; <input type="checkbox"/> composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; <input type="checkbox"/> summarizing key ideas.