

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 6-8 Listening

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> recognizing a few key words or phrases; <input type="checkbox"/> responding to simple questions and some wh-questions; <input type="checkbox"/> identifying a point made by a speaker. 	<ul style="list-style-type: none"> <input type="checkbox"/> recognizing the main topic and retelling a few key points; <input type="checkbox"/> responding to simple questions and wh-questions; <input type="checkbox"/> determining the meaning of frequently occurring words, phrases and expressions. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the main idea and a few supporting details; <input type="checkbox"/> paraphrasing the main idea; participating in discussions, building on the ideas of others and answering questions; <input type="checkbox"/> determining the meaning of general education and content specific words. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the main idea and supporting evidence; <input type="checkbox"/> paraphrasing and analyzing information to determine if the evidence supports the argument; <input type="checkbox"/> posing and answering relevant questions; <input type="checkbox"/> adding additional relevant information and evidence to key ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining main idea or ideas and how each idea is supported with evidence; <input type="checkbox"/> gathering information from multiple oral sources and evaluating the credibility of the information; <input type="checkbox"/> quoting or citing examples while paraphrasing data and conclusions; <input type="checkbox"/> determining the meaning of general academic, context specific, figurative and idiomatic phrases.

Grades 6-8 Speaking

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> using basic and topical vocabulary; <input type="checkbox"/> responding to simple and wh- questions about a presentation; <input type="checkbox"/> expressing an opinion about a topic; <input type="checkbox"/> recognizing and using frequently occurring nouns, phrases, and verbs. 	<ul style="list-style-type: none"> <input type="checkbox"/> offering an opinion or prediction using simple grammatical structures and vocabulary; <input type="checkbox"/> responding to questions with words relevant to the topic; <input type="checkbox"/> interpreting the information in a picture or graph about a familiar topic, constructing a claim and providing a supporting reason; <input type="checkbox"/> producing simple and compound sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> describing a picture or graph using general academic and content-specific vocabulary, and compound as well as complex sentences; <input type="checkbox"/> constructing a claim and providing several supporting reasons or facts in a logical order; <input type="checkbox"/> adapting language choices to audience; <input type="checkbox"/> delivering a short oral presentation, or recounting a brief sequence of events in order using linking words. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in conversations and discussions with appropriate grammatical structures; <input type="checkbox"/> recounting a detailed sequence of events with a beginning, middle, and end; <input type="checkbox"/> summarizing information using simple, compound and complex sentences; <input type="checkbox"/> supporting main ideas clearly with relevant and specific evidence; <input type="checkbox"/> deliver oral presentations about a variety of topics and experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> making predictions and drawing conclusions from a variety of sources; <input type="checkbox"/> asking and answering questions, and stating opinions with appropriate grammatical structures and vocabulary; <input type="checkbox"/> recounting a complex sequence of events; <input type="checkbox"/> making a claim with simple, compound, and complex sentences.

Grades 6-8 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 texts; <input type="checkbox"/> identifying basic information within text; <input type="checkbox"/> responding to simple questions and some wh-questions on familiar topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying the main topic and a few key details in simple written texts; <input type="checkbox"/> identifying key words and phrases; <input type="checkbox"/> responding to simple comments and questions on a variety of topics as well as some wh- questions; <input type="checkbox"/> gathering and recording information. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the central idea or theme and supporting details; <input type="checkbox"/> responding to others' comments and answering questions on familiar topics; <input type="checkbox"/> gathering information from a few sources; <input type="checkbox"/> using context clues to determine the meanings of general academic and content-specific words and phrases; <input type="checkbox"/> explaining an author's argument; <input type="checkbox"/> analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining two or more central ideas and how they are supported by specific details; <input type="checkbox"/> building on ideas of others, adding relevant and specific evidence; <input type="checkbox"/> summarizing text; <input type="checkbox"/> gathering information from multiple sources to summarize ideas, information and observations; <input type="checkbox"/> analyzing the arguments and claims made in text, determining the sufficiency of supporting evidence; <input type="checkbox"/> determining the meaning of content-specific words and phrases and some idiomatic expressions. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining central ideas or themes and how they are supported by specific details; <input type="checkbox"/> summarizing key ideas in text; <input type="checkbox"/> responding to others' comments and answering questions on a variety of topics, adding relevant and specific evidence; <input type="checkbox"/> gathering information from sources, evaluating its credibility, and paraphrasing the data; <input type="checkbox"/> determining whether reasoning is sound and evidence is sufficient to support claims; <input type="checkbox"/> determining the meaning of figurative and connotative language.

Grades 6-8 Writing

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 written exchanges and presenting simple information; <input type="checkbox"/> expressing an opinion about a familiar topic; <input type="checkbox"/> responding to wh-questions about presentations using vocabulary from the presentation topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in short written exchanges; <input type="checkbox"/> composing claims, narratives, or informational texts about familiar topics; <input type="checkbox"/> providing a reason or fact to support the claim; <input type="checkbox"/> responding to simple and wh-questions; <input type="checkbox"/> recounting a brief sequence of events in order; <input type="checkbox"/> using frequently occurring general academic and content-specific words and phrases. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in written exchanges with some details; <input type="checkbox"/> constructing a claim about a topic, introducing the topic, and providing reasons and facts in logical order; <input type="checkbox"/> providing a concluding statement; <input type="checkbox"/> asking and answering questions, adding relevant information; <input type="checkbox"/> expressing own ideas in writing; <input type="checkbox"/> recounting a short sequence of events in order with a beginning, middle, and end; <input type="checkbox"/> using common transitional words and phrases. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in written exchanges on a variety of topics and texts; <input type="checkbox"/> asking/answering relevant questions; <input type="checkbox"/> paraphrasing to restate information; <input type="checkbox"/> composing narrative and informational texts with specific details about a variety of topics; <input type="checkbox"/> constructing a claim and providing sufficient reasons to support it; <input type="checkbox"/> analyzing an argument or claim; <input type="checkbox"/> using simple, compound and complex sentences with transitional words and phrases to connect events and ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in extended written exchanges on a variety of topics and texts; <input type="checkbox"/> adding evidence and summarizing ideas; <input type="checkbox"/> composing narrative and informational texts with relevant details about a variety of topics; <input type="checkbox"/> constructing a claim, introducing the topic and providing compelling, ordered reasons to support the claim; <input type="checkbox"/> recounting a complex sequence of events with a beginning, middle, and end; <input type="checkbox"/> adapting language choices and style to the purpose and audience; <input type="checkbox"/> precisely expressing ideas while maintaining a consistent style and tone.