

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 9-12 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 frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; <input type="checkbox"/> listening to short conversations on familiar topics and responding to simple yes/no questions and some wh-questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; <input type="checkbox"/> analyzing and critiquing oral arguments of others on familiar topics; <input type="checkbox"/> identifying the main topic and retelling a key detail or supporting reason from oral communications; <input type="checkbox"/> participating in short conversations. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; <input type="checkbox"/> demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; <input type="checkbox"/> adding information and evidence to oral exchanges. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; <input type="checkbox"/> demonstrating comprehension by participating in a range of discussion topics; <input type="checkbox"/> inferring the intent and analyzing the speaker's development of themes and ideas; <input type="checkbox"/> analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; <input type="checkbox"/> determining and summarizing central ideas or themes, analyzing their development and evidence discussed; <input type="checkbox"/> construct meaning from oral presentations on academic topics and literary texts; <input type="checkbox"/> inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker.

Grades 9-12 Speaking

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 topic using a narrow range of vocabulary and simple sentences; <input type="checkbox"/> participating in short conversations; <input type="checkbox"/> presenting information, and responding to simple questions and some wh-questions; <input type="checkbox"/> expressing an opinion about a familiar topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> producing simple and compound sentences to present information and ideas; <input type="checkbox"/> participating in short conversations about familiar topics and texts; <input type="checkbox"/> recounting a short sequence of events; <input type="checkbox"/> constructing a spoken claim supported by opinions, reasoning or evidence; <input type="checkbox"/> introducing a topic, providing one or two facts about the topic, and a concluding statement. 	<ul style="list-style-type: none"> <input type="checkbox"/> speaking about informational and complex literary text or delivering short oral presentations using standard language forms; <input type="checkbox"/> recounting a sequence of events with a beginning, middle, and end; <input type="checkbox"/> introducing and developing an informational topic with facts and details and a conclusion; <input type="checkbox"/> participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> using standard language forms and complex transitions to clarify relationships among events and ideas; <input type="checkbox"/> analyzing and critiquing others' arguments; <input type="checkbox"/> participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; <input type="checkbox"/> developing presentations to communicate research; <input type="checkbox"/> introducing and developing a claim or an informational topic with facts, details, and evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; <input type="checkbox"/> asking and answering questions to probe reasoning and claims; <input type="checkbox"/> summarizing key ideas and evidence; <input type="checkbox"/> fully developing a claim or topic with relevant details, concepts, examples, and information; <input type="checkbox"/> analyzing and integrating information into a clearly organized oral text.

Grades 9-12 Reading

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; <input type="checkbox"/> identifying the point an author makes; <input type="checkbox"/> responding to yes/no and some wh-questions to demonstrate understanding of text; <input type="checkbox"/> gathering information from provided sources and labeling collected information. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; <input type="checkbox"/> recognizing the main idea/argument of a text and retelling a few key details; <input type="checkbox"/> gathering information from provided sources and summarizing data and information. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of general academic and content-specific words and phrases in literary and informational texts; <input type="checkbox"/> identifying and paraphrasing main concepts and information; <input type="checkbox"/> comprehending exchanges of written information or data; <input type="checkbox"/> explaining the reasons and textual evidence to support a claim; <input type="checkbox"/> gathering information from multiple sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of figurative language and some idiomatic expressions; <input type="checkbox"/> identifying main ideas, and summarizing key points from literary and informational texts; <input type="checkbox"/> analyzing the reasoning and use of rhetoric in persuasive texts; <input type="checkbox"/> conducting research based on written sources of information; <input type="checkbox"/> demonstrating comprehension by evaluating written findings. 	<ul style="list-style-type: none"> <input type="checkbox"/> determining the meaning of figurative language, and idiomatic expressions, accurately identifying, summarizing, analyzing, and critiquing key points; <input type="checkbox"/> main ideas and arguments of others presented in writing; <input type="checkbox"/> gathering and synthesizing information from multiple written sources, evaluating the reliability of each source.

Grades 9-12 Writing

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> ❑ communicating basic information about a topic using a narrow range of vocabulary and simple sentences; ❑ using basic language structures to communicate context-specific messages; ❑ participating in short written exchanges on familiar topics and texts. 	<ul style="list-style-type: none"> ❑ writing clear and coherent simple and compound sentences using common linking words; ❑ constructing written claims with some organization, supported by a reason or evidence and a concluding statement; ❑ recounting a short sequence of events in order; ❑ providing one or two facts about a topic, writing one relevant question about a prompt. 	<ul style="list-style-type: none"> ❑ using multiple complete sentences with organization and some details to develop an informational topic; ❑ constructing written claims to communicate clear, coherent, content-specific messages using a variety of language structures; ❑ participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; ❑ writing relevant questions that demonstrate understanding. 	<ul style="list-style-type: none"> ❑ producing a coherent narrative with details using compound and complex sentences; ❑ using a variety of language structures accurately in context-specific messages; ❑ constructing written claims with reasons in basic paragraph form; ❑ participating in written exchanges on a range of topics, texts and issues; ❑ introducing and developing an informational topic with facts, details and evidence. 	<ul style="list-style-type: none"> ❑ producing a coherent narrative with details using compound and complex sentences, with complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; ❑ composing informational texts about a variety of topics with relevant details, concepts, examples and information; ❑ expressing ideas clearly and persuasively; ❑ introducing and distinguishing a claim from a counterclaim, providing logically ordered, relevant reasons and supporting evidence to refute the counterclaim.