

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 _____

Kindergarten Listening

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> responding to short conversations; <input type="checkbox"/> recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; <input type="checkbox"/> responding to simple yes/no and wh-questions; <input type="checkbox"/> following simple directions 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to short conversations; <input type="checkbox"/> recognizing and identifying the meaning of some key words and phrases from read-alouds and oral presentations; <input type="checkbox"/> responding to yes/no and wh- questions; <input type="checkbox"/> following simple and some multi-step directions without picture support; <input type="checkbox"/> discriminating some details in longer conversations 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to conversations and identifying key words and phrases from read-alouds and oral presentations; <input type="checkbox"/> answering questions about the meanings of words and phrases; <input type="checkbox"/> making inferences and comparisons; <input type="checkbox"/> responding to yes/no and wh-questions; <input type="checkbox"/> comprehending details and following longer directions. 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to conversations and identifying key words, phrases, and details from long stories and presentations; <input type="checkbox"/> answering questions and evaluating key vocabulary using details from long stories and conversations; <input type="checkbox"/> demonstrating multiple-step thinking. 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to conversations and identifying key words, phrases, and details from longer stories and informational presentations; <input type="checkbox"/> answering questions and evaluating key details from long informational presentations; <input type="checkbox"/> demonstrating multiple step thinking.

Kindergarten 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 short conversations and questions; <input type="checkbox"/> describing objects using frequently occurring nouns and verbs; <input type="checkbox"/> communicating simple information about a topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to conversations and questions, following commands; <input type="checkbox"/> describing actions and objects using frequently occurring nouns, verbs, and short phrases; <input type="checkbox"/> communicating simple information; <input type="checkbox"/> retelling and sequencing a story; <input type="checkbox"/> using prepositional phrases to describe location; categorizing vocabulary; <input type="checkbox"/> forming questions related to prompts. 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to conversations, questions and commands by describing details and actions using nouns, verbs, and prepositions; <input type="checkbox"/> communicating information and expressing an opinion about a familiar topic; <input type="checkbox"/> making inferences to answer questions; <input type="checkbox"/> retelling and sequencing an oral presentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to conversations, questions and prompts by identifying multiple items and explaining choices; <input type="checkbox"/> answering questions about a variety of topics using supporting details; <input type="checkbox"/> expressing an opinion about a variety of topics; <input type="checkbox"/> demonstrating correct use of prepositions; <input type="checkbox"/> describing an object's location; retelling and sequencing an oral presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> responding to conversations, questions and prompts on a variety of topics by identifying items and explaining choices; <input type="checkbox"/> answering questions about key details on a variety of topics; <input type="checkbox"/> expressing an opinion or a preference about a variety of topics; <input type="checkbox"/> retelling stories and multiple step directions in an event using sequencing.

Kindergarten Reading

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 words and phrases in texts and dialogues; <input type="checkbox"/> responding to simple yes/no and wh-questions; <input type="checkbox"/> recognizing the meanings of some frequently occurring words in read-alouds 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying key words and phrases from read alouds of texts and dialogues; <input type="checkbox"/> responding to yes/no and wh-questions; <input type="checkbox"/> recognizing the meaning of some frequently occurring and key words in read-alouds. 	<ul style="list-style-type: none"> <input type="checkbox"/> identifying frequently used words and phrases; <input type="checkbox"/> responding to questions about key details from read-alouds of texts and dialogues; <input type="checkbox"/> responding to questions about familiar topics; <input type="checkbox"/> answering questions to help determine the meaning of some words and phrases in read-alouds. 	<ul style="list-style-type: none"> <input type="checkbox"/> categorizing words and phrases in read-alouds of texts and dialogues; <input type="checkbox"/> answering questions about key details in a variety of text types; <input type="checkbox"/> recognizing words and phrases in read-alouds that may have multiple meanings in context. 	<ul style="list-style-type: none"> <input type="checkbox"/> analyzing details from read-alouds and dialogues on familiar and unfamiliar topics; <input type="checkbox"/> analyzing information to answer questions about key details in read-alouds; <input type="checkbox"/> categorizing words; <input type="checkbox"/> demonstrating comparing and contrasting skills in read-alouds; <input type="checkbox"/> inferring meaning from words using text and pictures; listening to and following directions from a text.

Kindergarten Writing

The student is-

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <input type="checkbox"/> recognizing and using a small number of frequently occurring nouns and verbs in writing; <input type="checkbox"/> creating words by filling in a missing letter; <input type="checkbox"/> using a small number of frequently occurring nouns and verbs in written text; <input type="checkbox"/> responding to simple questions about familiar topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> recognizing and using frequently occurring nouns and verbs in writing; <input type="checkbox"/> writing and completing words by filling in a missing letter; <input type="checkbox"/> expressing an opinion about a topic in writing and giving a reason for that opinion; <input type="checkbox"/> responding to simple questions about familiar topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> recognizing and using frequently occurring nouns, verbs, and short phrases in writing; <input type="checkbox"/> writing and completing words with missing letters; <input type="checkbox"/> using question words to create simple questions; <input type="checkbox"/> expressing an opinion or preference; <input type="checkbox"/> creating complete simple sentences by placing words in the correct order. 	<ul style="list-style-type: none"> <input type="checkbox"/> recognizing and using frequently occurring regular plural nouns, verbs, and prepositions in writing; <input type="checkbox"/> writing common grade level words, writing sentences with few errors; <input type="checkbox"/> expressing an opinion with a reason; <input type="checkbox"/> creating complete sentences by placing words in the correct order. 	<ul style="list-style-type: none"> <input type="checkbox"/> recognizing and using frequently occurring regular plural nouns, verbs, prepositions, and question words in writing; <input type="checkbox"/> writing common words and accurate grade-level sentences; <input type="checkbox"/> expressing an opinion or a preference, including a reason for that opinion; <input type="checkbox"/> creating complete sentences by placing words in the correct order.