ENGLISH LANGUAGE PROFICIENCY SCREENER (ELPS)

OVERVIEW

LOUISIANA TEACHER LEADER SUMMIT
MAY 30 - JUNE 1, 2018
Goals

Participants will understand the:

- purpose, administration, and components of the ELPS,
- guidance and resources provided by LDOE, and
- next steps for districts.
Louisiana believes that all students, including English learners (ELs), deserve an education that prepares them to be independent and successful in life after high school.

Acknowledging the diverse and rich language experiences they bring to school, English learners can achieve academic success through a clear and concise alignment of standards, instructional resources, and quality assessments.

Under the Every Student Succeeds Act (ESSA), standardized entrance and exit criteria are required for English Learners (ELs). In Louisiana, one component of the entrance criteria is a standardized screener called the English Language Proficiency Screener (ELPS).
The ELPS is a tool for determining if students entering Kindergarten through grade 12 are English Learners (ELs) who require language support services to continue developing proficiency in English.

- Students who do not score proficient on the ELPS will be identified as an EL and can receive an EL Accommodations Plan.
- The EL Identification Flowchart provides an overview of the process of identifying a student as EL. The process must be completed within 30 days of a student enrolling.

The ELPS is designed to assess a student’s English proficiency in the four language domains: listening, speaking, reading, and writing.

- The 2018-2019 school year will be a transitional year. Beginning on August 1, 2018, the ELPS will be available for district use.
- The ELPS will be free of charge for districts.
ELPS Test Setup

The ELPS is a computer-based assessment that will be taken in the AIR Portal, the same testing system used for the English Learner Proficiency Test (ELPT). Prior to testing, the AIR Secure Browser must be installed on computers. Reference the Secure Browser Installation Manual for detailed directions.

Test administrators, students, and accommodations are managed in the TIDE Portal. See the TIDE User Guide for detailed directions on test setup requirements.

● Only District Test Coordinators have permission to add students into TIDE.
● Students must have a LASID in order to be entered into TIDE and take ELPS.

Students taking the ELPS will need headsets with microphones for interacting with the online platform. The headsets are the same ones required for taking the ELPT. Specifications for headsets are located on pages 5-6 of the Technology Requirements document in the Assessment Library.
Accessing ELPS

Test Administrators will administer the test through the TA Interface accessed through the EL Portal.

- Test sessions must be created less than 20 minutes prior to starting the test in order to prevent the system from timing out.

Once in the TA Interface, the TA will select the grade band of the student taking ELPS: Future Kindergarten, Kindergarten, Grade 1, Grade Band 2-3, Grade Band 4-5, Grade Band 6-8, or Grade Band 9-12.

Once a grade band is selected, the ELPS Session ID will be generated for the student to access the screener.
Accessing ELPS

Students will access the ELPS through the AIR Portal using their first name, LASID, and teacher provided Session ID.

Students will be required to conduct an Audio Playback Check and Recording Device Check prior to beginning the screener.
ELPS Components
The ELPS is an on-demand, online test that offers:

- Significantly shorter testing times
- Multiple stopping points
- Same-day scores for most students
- Braille format available

This presentation describes the screener as it is delivered online.
English Language Proficiency Screener (ELPS), SY 2018-19 and 2019-20

Step One
Student:
- acclimates to test environment
- takes practice items
- learns test navigation

Test Administrator:
- assists student
- starts testing opportunity
- observes student’s comfort
- judges student’s tech ability

Student participates

Student is non-participating

Stopping Point:
- Non-participating students

Test ends

Individual Student Report available in ORS.

Step Two
Student:
- Takes set of 4 speaking items
- Takes 18-28 machine-scored items

Test Administrator:
- Assists student with recording
- Scores speaking items “on-the-fly”
- Assists student as necessary

Student's Proficiency not yet determined

Step Three
Student:
- Proceeds through Step Three

Test Administrator:
- Assists student if necessary

End of Step Three

Central Scoring

Individual Student Report available in ORS.

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Step One consists of

- 4-6 practice items to familiarize the student with the environment and test navigation
- 3-4 practice items to determine whether the student can use the technology or sufficiently guide the TA
- Two decisions by the TA
**Step One**

**Step One’s purpose is orientation and practice.**

- Student enters and is seated at workstation.

- Test Administrator (TA) welcomes students and starts testing opportunity, while seated adjacent to the student.

- Step One begins with a general orientation to the test and its navigation; TA leads the student through this section.

- Student is given the opportunity to become familiar with the environment and the test.

- TA determines whether the student can test independently via observing the student’s performance on practice items.

- All domains of the test (listening, reading, writing and speaking) are practiced. While these test items are not scored, they mimic operational items in all four domains that the student will encounter in the secure portion of the test.
Step One, administered one-to-one (TA and student at computer together)

- Step One opens with an assortment of practice items for the TA and the student to work on together. TA demonstrates tools, tutorials, etc. and observes if student can work the technology on his/her own for the upcoming operational steps.

- Final Step One task: Practice Speaking task (Classroom Tableau/Oral Vocabulary, K-12). Student creates a recording for two practice Speaking items that match the first operational task set in Step Two.

- The end of Step One is the first potential stopping point for the screener.
Non-Participating Students

- A small percentage (under 1% of students) typically refuse to participate in testing.
- These students will be characterized by a total lack of engagement in the test and little or no interaction with the test administrator during Step One of the screener.
- Students who refuse to participate in the screener may be excused from screening at the end of Step 1. **This is a TA decision, based on the TA’s expert judgement.**
- After the end of Step One, TA will indicate that the student refuses to test, and if yes, the test will end itself.
STEP ONE: TA DECISION-MAKING

- At the end of Step One, the TA will make two decisions:
  - Is the student a non-participant?
  - If the student will participate, can the student test independently?
- The TA will see a multiple choice question in the student’s screener. The TA must answer to advance the test.

- **Student is a non-participant.** The test will not continue to Step 2.
- **Student will continue to Step 2; student will complete the test independently.**
- **Student will continue to Step 2; student will work 1:1 with the test administrator to complete the test.**

Test Administrator: If the student is continuing to Step 2, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, “Speaking on-the-fly Scoring – Screener Notes Sheet”) ready for when the student begins to respond to the first item.
This stopping screen has two explicit purposes:

1. Allows the testing to stop for those few students who refuse or are unable to participate ("non-participant").

2. Allows ELPA21 to collect data about the interaction between the TA and the student during Step 1 regarding the student’s independent use of the technology (or not).
Non-Participating Students

- During the first few weeks after the screener opens on August 1, ORS will not be accessible. When ORS opens, score reports for non-participating students will be available the same day.
- Score reports will indicate screening was attempted and the date of the attempt.
- ISR will reflect Domain Scores (L, R, S, W) of 0 and a label of “Performance Not Determined”.
- ISR will show a Proficiency Determination of “Proficiency Not Demonstrated.”
- “Students receive a status of Proficiency Not Demonstrated with testing is stopped due to the student not participating. LA state policy determines that a non-participant is eligible for English language development services at school.”
During Step One Practice, the TA may determine that the student could benefit from additional practice prior to starting the operational section of the screener.

If this is indicated:

- the TA would pause the screener during Step One and leave the secure test environment;
- log into the Louisiana Online Tools Training (OTT), engaging the appropriate grade level practice (by domain);
- The TA would then walk the student through the OTT in the four domains, in hopes that the student will be more relaxed, confident, and ready to be screened when the test is resumed

Once the review of the OTT is completed, the TA would return to a secure testing session. The student would log back into the paused screener test and would then proceed through the test with the TA.
Step Two consists of:

- a Speaking task set with 4 recordings
- “on-the-fly” scoring by the test administrator
- 18-28 machine-scored items
STEP TWO

Purpose of Step Two:

- To provide a proficiency determination for the majority of students.
  - Step Two is sufficient to identify most Emerging and Progressing students.
  - The test is scored as the student takes it, so the testing engine is constantly honing in on the student’s proficiency level.
- Student is assessed in all four domains, meeting federal requirements.
STEP TWO:
SPEAKING TASK SET

Step Two starts with a Speaking task set.

- This task set is the same task type as the one the student most recently saw in Step One (practice).
- The TA administers this task set one-on-one to ensure the student’s recording are audible and clear.

Prior to restarting the test for Step Two, the TA will prepare:

- “On-the-fly” scoring rubric for Classroom Tableau/Oral Vocabulary task
- Screener Scoring Worksheet

After answering the TA decision screen at the end of Step One, the TA returns control of the testing computer to the student. This begins Step Two.
STEP TWO: SPEAKING TASK SET AND STUDENT RESPONSES

1. Student will see a prompt for “Classroom Tableau” (grades K-3) or Oral Vocabulary (Grades 4-12).
2. Student will record responses to 4 individual Speaking items. Test will capture responses via device microphone or mic on headset.
3. The Speaking items are numbered sequentially, such as 3, 4, 5, 6.
4. Student will see a review screen reminder after the final Speaking item.
5. TA will assist student with the student review of recording if needed.
Student finishes recordings...

1. Student sees a screen prompt to hand control of the computer to the TA.

2. The student will be asked to turn away from the computer, and will be provided with enrichment materials while the Speaking items are scored by the TA.

3. TA uses the back arrow and the PLAY button to hear each of the student’s recordings in each Speaking item.

4. The TA will score each speaking response with the provided rubric. Each item will get a score.
   - Use the “On-the-fly” Scoring Notes sheet as needed.

5. Once ready to enter scores, TA will click to the scoring screens.
STEP TWO:  
TA SCORING “ON-THE-FLY”

After clicking “Next”...

1. Test Administrator will see 4 scoring screens, one scoring screen per recording.

2. The scoring screens look like test questions and are numbered sequentially.

3. TA should indicate the score point for each item using the answer choice options.
   - The answer choice options are the score points (2, 1, 0).

4. Click Next to submit the speaking scores.

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Once Next is clicked, student and TA cannot return to Step 2A.  
The Speaking scores are locked in.
“On-the-fly” scoring consists of a single task set: Classroom Tableau (Grades K-3) and Oral Vocabulary (Grades 4-12).

Scoring for all grades uses the same two-point scoring rubric.

Test administrators only need to learn a single, two-point rubric to support all grades.

A worksheet is available so that the TA can take notes as needed.

TA may listen and score, using the Scoring Notes sheet, as the student records the responses.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>DESCRIPTORS</th>
</tr>
</thead>
</table>
| 2     | Responses at the 2 level are typically characterized by:  
• The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student’s meaning is clear.  
• The student effectively answers the prompt and the response is consistent with the stimulus. |
| 1     | Responses at the 1 level are typically characterized by:  
• The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension.  
• The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus. |
| 0     | The response does not address the communicative demands of the task.  
Responses at the 0 level are typically characterized by:  
• Refusal/no response  
• Only in a language other than English  
• Response of “Yes; no; I don’t know.”  
• Off Task/Topic  
• Unintelligible |
STEP TWO:
MACHINE-SCORED ITEMS

- Step Two continues after on-the-fly scoring.
- At this point, the student may work independently.
  - TA determines that the student had the technological skills to work in his/her own.
  - This was designated at the end of Step One, when the TA responded to the multiple choice response.
- If the TA will assist student, the TA will stay seated adjacent to the student throughout the remainder of the test.
- The rest of Step Two is made up of only machine-scored items. No other “on the fly” scoring is necessary.
STEP TWO: STOPPING POINT

- Test questions are in domain groupings of Listening, Reading, and Writing.
  - The test items will get incrementally more difficult throughout Step Two.
  - At the end of Step Two is a review screen. It allows students to review their unscored responses to the items in Step Two.

- **At the end of Step Two, the stopping rule will be engaged.**
  - Most Emerging and most Progressing students will stop testing at the end of Step Two.
  - Nearly Proficient and Proficient students will proceed to Step Three.
STEP TWO: STOPPING POINT

- The test performs an ongoing raw score calculation during Step Two.

- If an accurate proficiency determination can be made at the end of Step Two, the test stops.

- Students stopping at the end of Step Two will see the usual “congratulations” message.

- Students whose raw score indicates they may be Proficient will move to Step Two.
These students will fall into the Emerging and Progressing categories.

**Emerging:**
Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

**Progressing:**
Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by scoring at least one domain score above Level 2 and at least one domain score below 4. These students are eligible for English language development services.

- During the first few weeks after the screener opens on August 1, ORS will not be accessible.
- When ORS opens, students whose test ends with Step Two will have Individual Student Reports available immediately upon the submission of the test.
Step Three consists of:

- machine-scored items in Reading and Listening
- constructed response items in Speaking and Writing
- post-test handscoring (central scoring)
STEP THREE

- Step Three functions to differentiate between students who are Proficient and those who are nearly Proficient but would still benefit from EL services.
  - Step Three will be administered to ~30% of students screened.

- Step Three contains 18 – 28 items in all four domains, mixed.
  - Items gradually increase in difficulty to differentiate students more precisely.
  - For K and Grade 1, there are two Speaking CR tasks and no Writing CR tasks.
  - For grades 2 and up, there are Speaking and Writing CR tasks.

- Students may work independently if they are able (as determined by the TA during Step One).
- Step Three ends with a review screen; test must be submitted to close Step Three.
STEP THREE: POST-TEST SCORING

- Upon test submission, constructed responses are sent to the central scoring center.
- As handscoring is complete, CR scores are merged with machine scores.
  - Grade 9-12 student responses prioritized to assist with class scheduling in high school.
  - Scoring center will move Grade 9-12 responses to top of scoring queue as they come in.

- During the first few weeks after the screener opens on August 1, ORS will not be accessible.
- When ORS opens, ISR are available as handscoring is completed: within 7 days.
  - Actual turnaround times may be faster (3-4 days at peak volume in 2017-18)
  - Next year’s handscoring volume is projected to be lower, so faster turn-arounds are expected.
<table>
<thead>
<tr>
<th>Step</th>
<th>Student...</th>
<th>Test Administrator...</th>
<th>Mode of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One</td>
<td>• Orients to test.</td>
<td>• Assists student.</td>
<td>• One-on-one</td>
</tr>
<tr>
<td></td>
<td>• Does headset and mic check.</td>
<td>• Determines student comfort with technology.</td>
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<td></td>
<td>• Learns test navigation.</td>
<td>• Starts testing session.</td>
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<td></td>
<td>• Takes practice items</td>
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<tr>
<td>Step Two</td>
<td>• Takes one set of speaking items.</td>
<td>• Assists student with recording.</td>
<td>• One-on-one for speaking.</td>
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<td></td>
<td>• Takes 18-28 machine-scored items.</td>
<td>• Scores speaking set “on-the-fly”.</td>
<td>• Student may work independently if assistance is not needed.</td>
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<td>• Assists student with machine-scored items if needed; otherwise step away.</td>
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<tr>
<td>Step Three</td>
<td>• Continues testing.</td>
<td>• Assists if needed, especially on CR items</td>
<td>• Student may work independently if assistance is not needed.</td>
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TRAINING AND MATERIALS

ELPA21 and LDOE will provide training and support materials for the new Dynamic Screener:

- Screener Test Administration Manual, including:
  - Directions for Administration
  - Script for each step of the screener
  - Screen shots of transition screens
  - Guidance for TA decisions in Steps One and Two
- On-the-Fly Scoring Rubric (will be available on your portal to print on demand)
- On-the-Fly Scoring Notes Worksheet (will be available on your portal to print on demand)
- Screener training modules for Participation Reports, Online Administration, TIDE, Online Reporting
- TA training slides (similar to what was presented today)
- Screener System diagram and chart (as seen in today’s slides)
- Screener FAQ
For more information on the ELPS:

- [EL Identification Flowchart](#)
- ELPS Screener Guidance
- [ELPT Portal](#): has the resources for ELPS administration
- [Louisiana English Learner site](#)
- “On The Fly” Scoring Guidance
- [TIDE User Guide](#)
- ELPS Test Administrator (TA) User Guide
- ELPS Test Administration Manual (TAM)
- [ELPT FAQ](#)
Future information and updates on ELPS can be found in:

- monthly Assessment and Accountability webinars
- LDOE weekly newsletters
- 2018-2019 collaborations
Questions?

Contacts:

- For AIR: laelpthelpdesk@air.org or 1.866.758.0231
- For state-specific information, please contact assessment@la.gov.