

Opening Activity



ELPT Parking Lot—

What do you want to know about ELPT?

1. Using a separate sticky note, write a question (or 2) that you have about ELPT
2. Park it in the ELPT Parking Lot

Louisiana Believes

Overview of ELPT Assessment
Principal and Supervisor Collaborative
November 2017

Today's Goals

At the end of the presentation, participants will understand:

- what ELPT is and why it's important;
- what to expect from the 2017-2018 ELPT;
- the elements of ELPT and how they measure language progress;
- how the results from ELPT help schools make better instructional decisions; and
- what resources are available now and in the future to help prepare for the new tests.

Vision for English Language Learners

Louisiana believes that all students, including English learners, 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.**



Why ELPT?
What is ELPT?

Why ELPT?

- ELs have the unique goal of learning **academic language** and **content** simultaneously with **social language**; therefore, both types of language need to be assessed.
- ELPT is aligned with the **Louisiana Connectors for English Learners**. These connectors act as a bridge between academic content and language.
- Results will be used to make instructional decisions and to decide what supports are needed for a student to move toward full language proficiency.

What is ELPT?

English Language Proficiency Test (ELPT)

- a computer-based test that draws upon emerging technologies and innovative methods to assess a student's language ability
- an assessment composed of performance tasks in the four language domains: **reading**, **writing**, **listening** and **speaking**, that provides evidence of how students are progressing toward full language proficiency
- one measure of progress toward the goal of our students achieving academically and leaving high school with the skills for lifelong success

English Learners in Accountability

ESSA requires that states include an accountability measure of English learners' progress towards English language proficiency. Louisiana will measure school success with English language learners in two ways:

1. Progress towards English language proficiency, as measured by the English language proficiency exam, will be included within the assessment index of each school beginning in 2018-2019 (2017-2018 is baseline).
 - This ensures all student scores are included regardless of the number of English language learners in a school, and that all such scores are weighted equally with the assessment results of all students in the school
 - As provided for in ESSA, the measure of progress towards English language proficiency will consider a student's ELP level at the time of identification and may also account for other characteristics such as age, grade, native language proficiency level, and time in formal education.
2. Both the English language proficiency results and English learner subgroup results on all other SPS indicators will be publicly reported on school report cards.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a stylized 'V' or a lens. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended and layered, giving the impression of soft, organic shapes and textures, similar to a watercolor wash or a light sky with soft clouds. The overall effect is clean, modern, and professional.

What to expect with ELPT

Instructional Shift

- All teachers must work collaboratively to support Els.
- Content area teachers need the tools to fuel the academic performance of English language learners, while ESL/ELD teachers must have command of the language used in subject areas and align instructional supports so that ELs can succeed.
- Increasing the expectations for the academic content that **ALL** students must master in grades K – 12 requires a parallel increase in language demands.
- As a result Els are taught (with appropriate support) the same academic content in the core subject areas as their classmates while simultaneously acquiring English proficiency.

Comparison of Design: ELDA vs ELPT

Components	ELDA	ELPT
Sessions	Listening, Reading, Writing, Speaking	Listening, Reading, Writing, Speaking
Tested Grades	K-2 (Inventories) 3-5, 6-8, 9-12	K,1, 2-3, 4-5, 6-8, 9-12
Item Types	<ul style="list-style-type: none"> • Multiple Choice • Constructed Response 	<ul style="list-style-type: none"> • Selected Response • Technology Enhanced Items • Constructed Response
Platform	<ul style="list-style-type: none"> • Paper and pencil • Black and white 	<ul style="list-style-type: none"> • Online • Color • Interactive
Rubrics	<ul style="list-style-type: none"> • Speaking items teacher hand-scored • K-2 Inventories • Rubrics included for CR writing 	<ul style="list-style-type: none"> • No teacher hand-scored items • Rubrics included for Speaking and Writing items

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and balanced.

Understanding the elements of ELPT

ELPT Design

There are four ELPT domains: Listening, Reading, Speaking, Writing

Grade Band	Domain	#Tasks	#Questions	Grade Band	Domain	#Tasks	#Questions
K	Listening	15	29	4-5	Listening	16	27
	Reading	13	23		Reading	11	27
	Speaking	6	25		Speaking	5	11
	Writing	13	9		Writing	11	13
1	Listening	14	25	6-8	Listening	19	33
	Reading	21	29		Reading	8	28
	Speaking	5	14		Speaking	4	7
	Writing	14	10		Writing	6	8
2-3	Listening	14	24	9-12	Listening	12	24
	Reading	16	28		Reading	9	36
	Speaking	5	11		Speaking	4	7
	Writing	14	14		Writing	6	8

What's different with the ELPT design?

K-1 will complete a writing supplement on paper.

This is new with this assessment.

Listening Sample Item

Listening (Grades 6-8)

Listen to the sentence. Choose the picture that matches the sentence.



The image shows a digital listening assessment interface. At the top, there is a text prompt: "Listen to the sentence. Choose the picture that matches the sentence." Below the prompt are two audio player controls, each with a play button and a progress bar. The main area contains four square panels, each with a different illustration. The top-left panel shows a man in a purple shirt handing a box to a man in a light blue shirt at a counter. The top-right panel shows a man in a light blue shirt looking at a watch on his wrist. The bottom-left panel shows a man in a light blue shirt standing in a kitchen, looking into an open oven. The bottom-right panel shows a man in a light blue shirt sitting at a table, eating a sandwich.

LA EL Connector 8:

Determine the meaning of words and phrases in oral presentations and literary and informational text.

Assessment Task:

Listen and Match

ELPT

Assessing Listening

- This assessment focuses on critical discipline specific language skills necessary for ELs to become successful in school.
 - While the language learning experience varies by student, **listening** is typically the first skill acquired.
 - To have a true listening assessment, it needs to be only that—no words, no reading.
- Students need to hear live voices as well as digital.

Reading Sample Item

Reading (Grades 9-12)

Read the passage and answer the questions.



Many people gaze at the night sky and dream of visiting the stars. Sally Ride did more than just dream. She became the first American woman to travel to space.

When Sally was growing up, she loved science and sports. She thought about becoming a tennis player but instead went to college to study science and English. Sally worked hard at school and she excelled in both science and English. After seeing an ad in the newspaper, Sally applied for a job as an astronaut. Thousands of people applied, but only a few were chosen. Sally was one of six women selected for the position.

Sally trained for years at NASA, an agency which runs our country's space program. She learned how to fly a jet, work with special machines, and live in a weightless environment. In 1983, she was chosen to go up in the space shuttle Challenger. It was an honor and a dream come true. After her trip, Sally said, "I'm sure it was the most fun that I'll ever have in my life."

Sally Ride went on two space missions before she decided to leave NASA. After her successful career as an astronaut, Sally worked as a teacher and a writer. She always tried to help girls succeed in math and science. Her life showed that women could soar to new heights.

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What is special about Sally Ride?

- Ⓐ She helped to build the first space shuttle.
- Ⓑ She was the only woman chosen to work for NASA.
- Ⓒ She was the first American woman to go to space.
- Ⓓ She was both a professional tennis player and a scientist.

LA EL Connector 1:
*Construct meaning
from oral presentations and
literary and informational
text through grade
appropriate listening,
reading, and viewing.*

Writing Sample Item

ELPT Writing Sample Item (Grades 2-3)

Students are instructed to write one sentence that describes what they see using the following word bank:

- **throw**
- **ball**



Assessing Reading and Writing

- To demonstrate a true level proficiency, a language learner must be literate in the new language.
- ELPT passages and tasks are grade appropriate .
- Most contain more than one question and, sometimes, question type.
- ELPT Writing session contains selected and constructed response.
- A reflection of the interactive and multidimensional nature of English development

Speaking Sample Item

ELPT Speaking Sample Item (Grades 6-8)

LA Connector for ELs 2:
participate in grade-appropriate oral and written exchanges of information.

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Look carefully at the two pictures. Describe what is the same and what is different. Use as many details as you can. Include at least three things that are the same or different.

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Speaking is a language skill that is challenging for ELs.

But it is vital to build the independence they need to be successful in school and life.

Assessing Speaking

ELDA	ELPT
<p>Process for assessing speaking was long and drawn-out.</p> <p>It required students to do a lot of “listening” before being able to speak.</p> <p>Images were flat and often unrelatable.</p>	<ul style="list-style-type: none">★ ELPT requires students to record their answers directly into the platform.★ The scenario is from a classroom, so a familiar situation.

How can teachers help ELs to practice speaking more often?

Technology Enhanced Item (TEI)

ELPT contains several items that are classified as TEI. This means that they:

- Use technology (e.g., drag and drop, drop-down menu, highlight text) to capture student comprehension of texts.
- Online Tools Training (OTT) will allow students to practice answering TEI questions to prepare for the computer-based test. **Available in Winter.**

Sample TEI Listening

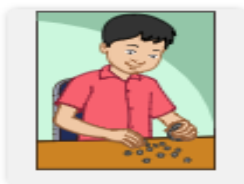
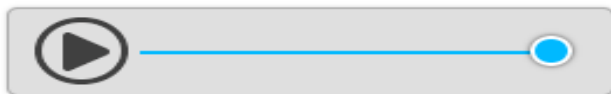
ELPT Listening Sample Item (Grade 2)



Sample TEI Reading

ELPT Reading Sample Item (Grade 2)

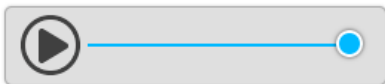
Put the pictures from the story in the correct order.



Sample TEI Writing

ELPT Writing Sample Item (Grades 6-8)

Select the correct words to complete the sentences.



The rocks on Mars form variety of impressive landforms on its surface. Mars has mountains and valleys just like Earth. , the atmosphere on Mars is very different. The air is thin and cold, which would make it difficult for life to survive on the surface. Scientists have still not found a way for humans to make their way to the Red Planet, but they have been able to send robots the surface. This is one of the reasons why we know so much about this fascinating planet.

Sessions

Session/Grade	K & 1	2-3	4-5	6-8	9-12
Listening	25 minutes	22 minutes	30 minutes	40 minutes	50 minutes
Reading	30 minutes	30 minutes	35 minutes	70 minutes	80 minutes
Writing	25 minutes*	50 minutes	50 minutes	60 minutes	70 minutes
Speaking	25 minutes	30 minutes	35 minutes	50 minutes	50 minutes
Total	105 minutes	132 minutes	150 minutes	220 minutes	250 minutes

**Includes time for writing supplement*

- ELPT is **untimed** and students will work through the tasks in each section at their own pace.
- The times listed here are provided for scheduling purposes only and do not reflect the time **EVERY** EL will take to complete the test.

Administration

Category	ELDA	ELPT
Platform	Paper and Pencil No required sequence	Online Must follow sequence of test
Testing Materials and Resources	Scratch paper	Headphones with microphone
Schedule	Annually	Annually, Feb. 5-March 16
Timing	Untimed *Except Listening/Speaking	Untimed

- Time for instructions may vary by domain and grade level.
- Domains can be administered in separate sessions during the same day, or on different days entirely.

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How to use ELPT results

ELPT Results By Domain

Achievement Level	Description	Definition
Level 1	Beginning	Displays few grade level English skills and will benefit from EL program support.
Level 2	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support.
Level 3	Intermediate	Applies some grade-level English language skills and will benefit from EL program support.
Level 4	Early Advanced	Demonstrates English language skills required for engagement with grade level academic content instruction at a level comparable to non-ELs.
Level 5	Advanced	Exhibits superior language skills as measured by ELPT.

What to do with results?

Make them available to content teachers—they now know which language skills are a student’s strongest and weakest and can plan accordingly.

If an EL Specialist is available—schedule routine checks or interventions with newest and struggling students.

Use them to monitor progress—if a student is not progressing toward proficiency, perhaps schedule a meeting with your SBLC committee to see if there are other factors affecting progress.

→ If you need more suggestions, refer to the forthcoming **EL Guidebook**.

ELPT Results By Profile

Determination	Description	Sample Profile
Emerging	students have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. These students are eligible for ongoing support.	1 2 1 1 2
Progressing	students, with support, approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. These students are eligible for ongoing support.	3 3 2 1 1
Proficient	students attain a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. Students at this level should be considered for reclassification.	5 5 4 4 4

Using ELPT Results Activity

Look at the following data for 3 students.

Student	L	S	R	W
Ana	3	2	3	2
Amir	4	4	2	1
Abdi	1	1	1	1

1. What would their Proficiency levels be?
2. What supports should they receive in their content classes?
3. What growth should we see next year?

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Resources

ELPT Assessment Guide

ELPT Assessment Guide

Contains:

- Purpose of test
- Participation Criteria
- Standard Information
- How scores will be reported
- Design
- Test Administrator Policies
- Sample Test Items
- Rubrics

Guides and More

[ELPT Assessment Guide](#)—how to access the assessment guide

[ELPT Achievement Level Descriptors](#)—a guide to the Achievement Levels with a list of the skills and knowledge students at each level are generally able to demonstrate

[EL Guidebook](#)—a guide for LEAs to use to set-up and evaluate the EL programs in their schools (*forthcoming*)

[English Learners DOE Site](#)—contains additional information about ELs and resources for EL educators

[ELA Guidebook Diverse Learners Guide](#)—direct link to a guide for ELs and other diverse learners to be used with the ELA Guidebooks

[ELA Guidebooks](#)—access to the ELA Guidebooks themselves, and many contain additional lesson ideas for diverse learners

[LA Connectors for ELs](#)—the comprehensive list of standards (connectors) for ELs

[English Learner Program Handbook](#)—handbook for teachers and administrators with information about ELs and EL programs

Wrap-Up

Thank you for your interest in ELPT.

1. Was your question(s) from the opening activity answered?
2. What did you learn that was new?
3. What additional questions do you have?

For any further inquiries, email assessment@la.gov.

