

Louisiana Believes

Overview of ELPT Assessment

Webinar

December 14, 2017

Today's Goals

At the end of the presentation, participants will understand:

- what ELPT is and why it's important;
- the elements of ELPT and how they measure language progress;
- the administration portal and test administrator interface;
- 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 toward English language proficiency. Louisiana will measure school success with English language learners in two ways:

1. Progress toward 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*).
 - a. 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.
 - b. As provided for in ESSA, the measure of progress toward 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.

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 supports) 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 a central white area that tapers towards the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall composition is balanced and visually appealing.

Understanding the elements of ELPT

ELPT Design

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

Grade Band	Domain	#Tasks
K	Listening	18
	Reading	13
	Writing	8
	Speaking	6
1	Listening	14
	Reading	21
	Writing	10
	Speaking	5
2-3	Listening	14
	Reading	16
	Writing	14
	Speaking	5

Grade Band	Domain	#Tasks
4-5	Listening	16
	Reading	11
	Writing	11
	Speaking	5
6-8	Listening	19
	Reading	8
	Writing	6
	Speaking	4
9-12	Listening	12
	Reading	9
	Writing	6
	Speaking	4

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)



LA EL Connector 8:

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

Assessment Task:

Listen and Match

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. They may use words from the word bank to help them.

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



Writing Rubric

Writing-Picture Caption Grades 2-3

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none">• The grammar and word choice are largely accurate.• Though many words in the response are spelled conventionally, challenging or infrequent words may be spelled phonetically.• The response is consistent with the picture.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none">• Though the student's overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response.• The response contains a mix of conventionally and phonetically spelled words.• The response may be only broadly related to the picture.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none">• Errors in grammar and word choice obscure the overall meaning of the response.• The response contains at least one recognizable word spelled conventionally or phonetically that is not included in the word bank.• The response may be unconnected to the picture.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none">• Illegible• Only in a language other than English• Refusal• Off Task/Topic• Incomprehensible

Assessing Reading and Writing

- To demonstrate a true level of proficiency, a language learner **must be literate** in the new language.
- ELPT passages and tasks are grade appropriate.
- Most tasks contain more than one question and, sometimes, question type.
- ELPT Writing session contains selected and constructed responses.
- ELPT is 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.

|| ——— ●

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.

Speaking Rubric

Speaking-Compare Pictures Grades 6-8

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none">· The student effectively uses appropriate vocabulary that is relevant to the pictures and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning.· The student effectively describes the main features of the pictures.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none">· The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning.· The student partially describes some main features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none">· The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension.· Errors in vocabulary and grammar obscure the speaker's meaning most of the time.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none">· Only in a language other than English· Refusal· Off Task/Topic· Unintelligible

Assessing Speaking

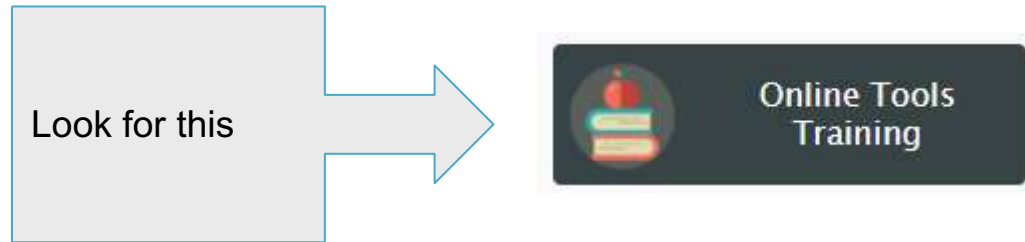
ELDA	ELPT
<p>Process for assessing speaking was long and drawn-out.</p> <p>It required students to do a lot of “listening” before being able to speak.</p> <p>Images were flat and often unrelatable.</p>	<ul style="list-style-type: none">★ ELPT requires students to record their answers directly into the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

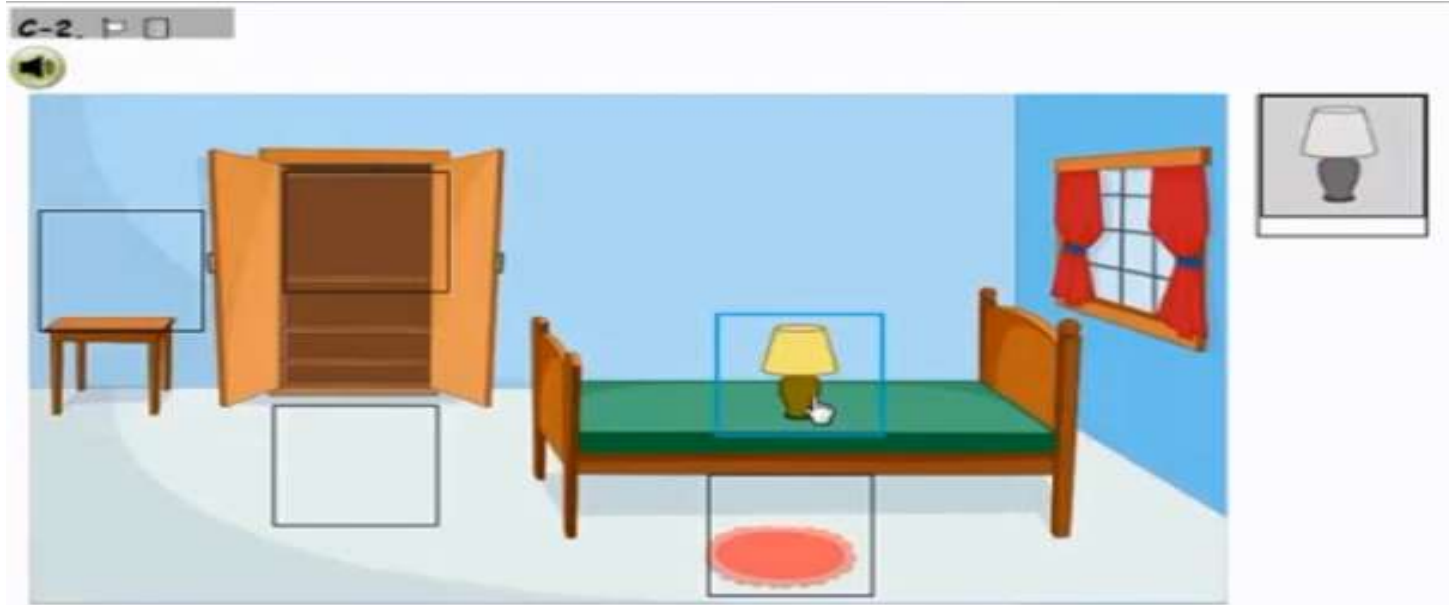
ELPT contains several items that are classified as TEI. This means that they:

- Use technology (e.g., drag and drop, drop-down menu, highlight text) to capture student comprehension of texts.
- Online Tools Training (OTT) allows students to practice answering TEI questions to prepare for the computer-based test. **Available NOW!** <http://la.portal.airast.org/>



Sample TEI Listening

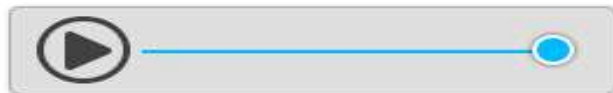
ELPT Listening Sample Item (Grade 2)



Sample TEI Reading

ELPT Reading Sample Item (Grade 2)

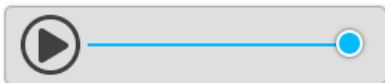
Put the pictures from the story in the correct order.



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, 2018
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.

ELPT Portal and Test Administrator Interface

ELPT Portal

The [ELPT Portal](#) is a centralized location for all information about administering the ELPT test.

The screenshot displays the ELPT Portal website. At the top, a navigation bar includes links for Home, Users, Resources, Supported Browsers, and FAQs, along with options to Register for email updates and Manage Account. The header features the Louisiana Department of Education logo with the slogan "Louisiana Believes" and the ELPT logo (English Language Proficiency Test). The main content area is divided into three columns. The left column contains three large buttons: "Test Administrators", "Test Coordinators", and "Technology Coordinators". The middle column is titled "Recent Announcements" and features a microphone icon. It contains a bullet point: "Welcome to the Louisiana ELPT Portal", followed by a paragraph of text: "Welcome to the new Louisiana ELPT portal! Please browse the site to become accustomed to the many offered features. Resources and information will be added on a rolling basis. If you have any questions, please contact the Louisiana ELPT Help Desk." Below this is another paragraph: "Register for email alerts by clicking on the link at the top of the portal in preparation for the 2017-18 school year, and don't miss out on any news regarding the assessment system." A date stamp "Added September 28, 2017" is visible at the bottom of the announcement. The right column is titled "Welcome!" and contains a paragraph: "This portal is your access point for Louisiana ELPT system tools and resources." Below this are six dark blue buttons with white text and icons: "Secure Browsers", "Contact Us", "Online Tools Training", "Important Dates", and "Headset Specifications". At the bottom of the page, a footer bar contains the links "Contact Us" and "About This Site".

Navigating the Portal

The top navigation of the ELPT portal includes the following tabs:

- Home
- Users
 - Contains dashboards for the following users:
 - Test Coordinators
 - Test Administrators
 - Technology Coordinators
- Resources
 - Contains resources for the following groups:
 - Students and Family
 - Test Coordinators
 - Test Administrators
 - Technology Coordinators
- Supported Browsers
 - List all supported ELPT browsers for testing
- FAQ



Navigating the Portal

The “hot buttons” on the left side quickly allow users to navigate to their appropriate dashboard.



Navigating the Portal

Right hand navigation tabs allows users to complete the following actions:

- List of secure browsers
- Contact information for AIR
- Online Tools Training
- Important Dates
- Headset Specifications



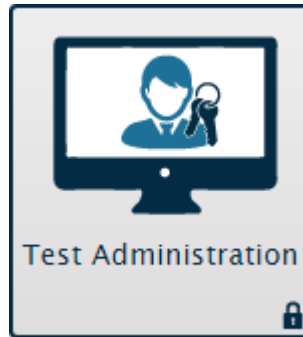
Secure Browser

- Students will take the ELPT on the AIR Secure Browser. This must be installed on any computers used for secure student testing.

Test Administrator Interface: Overview

The Test Administrator Interface shows the Test Selection window open by default. From the Test Administrator Interface, you can do the following:

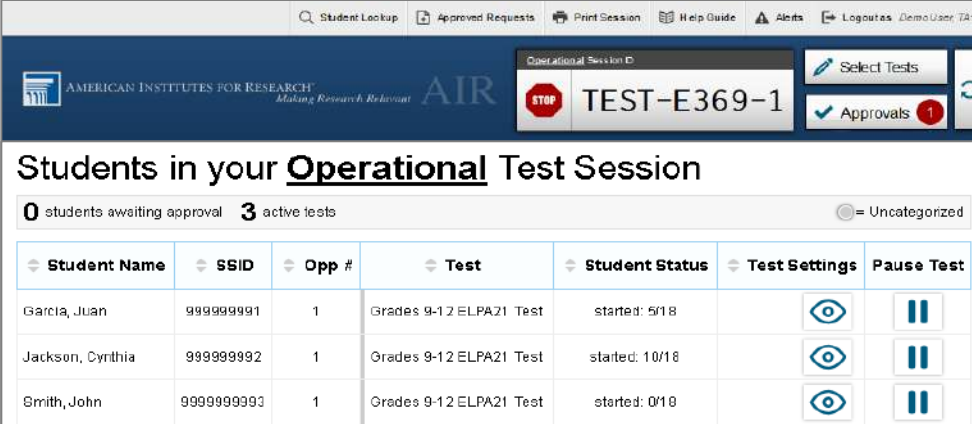
- Create and manage test sessions
- Look up students
- Access help information



Test Administrator Interface: Overview

Once a test session is started the session ID will appear at the top of the TA interface.

The test administrator must approve the students for testing. The test session table appears in the center of the TA interface, displaying students' testing progress.



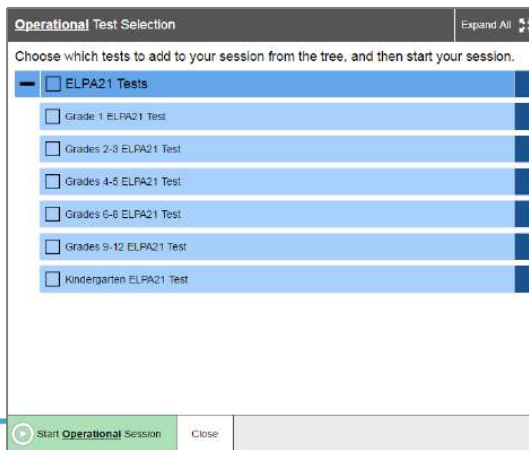
The screenshot displays the Test Administrator Interface. At the top, there is a navigation bar with links for Student Lookup, Approved Requests, Print Session, Help Guide, Alerts, Logouts, and Demo User: TA1. Below this is a header section for the American Institutes for Research (AIR) with the tagline "Making Research Relevant". The header also shows the Operational Session ID as TEST-E369-1, a "Select Tests" button, and an "Approvals" indicator showing 1 approval. The main content area is titled "Students in your **Operational** Test Session" and shows 0 students awaiting approval and 3 active tests. A table below lists the active tests with columns for Student Name, SSID, Opp #, Test, Student Status, Test Settings, and Pause Test.

Student Name	SSID	Opp #	Test	Student Status	Test Settings	Pause Test
Garcia, Juan	999999991	1	Grades 9-12 ELPA21 Test	started: 5/18		
Jackson, Cynthia	999999992	1	Grades 9-12 ELPA21 Test	started: 10/18		
Smith, John	999999993	1	Grades 9-12 ELPA21 Test	started: 0/18		

Create a Test Session

The first step to administer a test is to create a test session. Test sessions should be created less than 20 minutes prior to the start of testing. To create a test session use the following steps:

- Select the test(s) to administer.
- Select the start session button in the lower left corner.
- Write down the session ID for students to enter in the test delivery system.




Audio Playback Check

After selecting a test requiring audio, students will see a “Sound Check” screen. They will be prompted to click the sound icon and indicate whether the sound was audible by choosing either the “I heard the sound” or “I did not hear the sound” button.

If students click “I heard the sound”, they will proceed to the test. If they click “I did not hear the sound”, they will receive a message advising them to tell the Test Administrator that they are having an audio problem.

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Microphone Device Check

After verifying the test audio is functioning, students taking the ELPT will need to verify their microphones are functioning as well. First, they should click the microphone icon on this screen.

Students should say their names into their microphones, and then click the stop button.

When students click the stop button, the icon will be replaced with a green play button. Students should click the play button to hear their recording.

If students clearly hear their names, they should click the I heard my recording button to proceed to the test.

If the audio is not clear, students should click the I did not hear my recording button and receive a message advising them to tell the TA about the microphone problem.

Test Items with Audio

Many test items contain audio clips.

- Audio will automatically play once the page with the item or stimulus loads.
- Students can pause or replay audio by clicking the corresponding button.
- Only one audio clip can play at a time.



Speaking Items

The process for recording a speaking response mirrors the steps the student takes during the microphone check process.

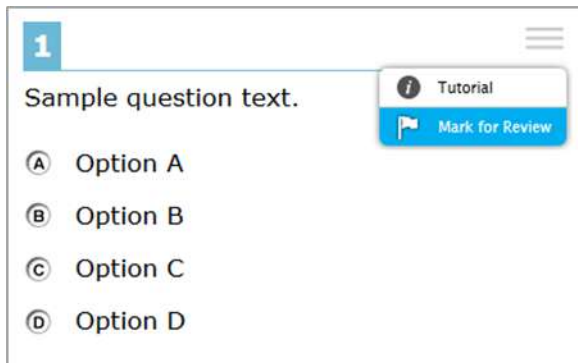
- Press the microphone to start recording.
- Click the stop button when finished speaking.
- Click the green play button to listen to the response.
- If needed, click the microphone again to re-record the speaking response.



Context Menus

Context menus allow students to:

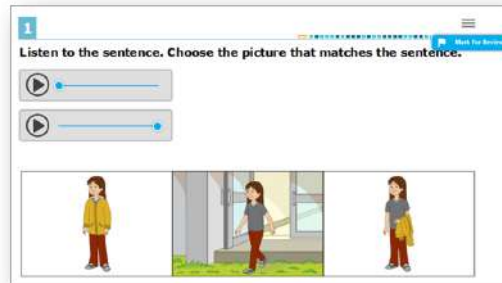
- Mark items for review
- View item tutorials
- Access additional features depending on test settings and item types



Mark Items for Review

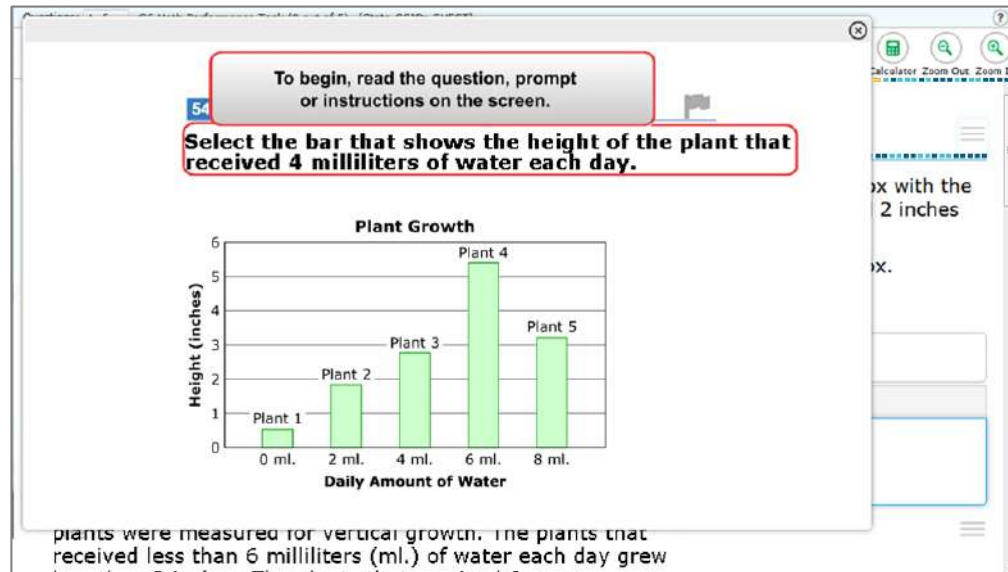
To flag an item for later review, students select Mark for Review in the context menu.

After marking an item for review, the drop-down navigation menu will show “marked” next to the item number. Additionally, the item number at the upper-left of the item will appear with a folded corner and a small flag icon.



Item Tutorial

Students can select the item tutorial to see how they should answer a particular item (i.e; select an answer, drag and drop, or type a response).



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



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

[ELPT Online Tools Training](#)—provides teachers and students examples of interactive, technology-enhanced items so they can become familiar with the computer-based format.

[ELPT Test Administrator Training](#) - presentation for test administrators on the testing systems

[TA User Guide](#) - supports Test Administrators (TAs) who manage testing for students participating in the ELPT online tools training and operational tests.

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

District Support

Assessment@

All stakeholders are encouraged to email assessment and accountability questions and/or concerns to assessment@la.gov.

Assessment Hotline

For immediate assistance regarding assessment and accountability, district-level staff may call the Assessment Hotline at 1-844-268-7320.