

PARENT GUIDE TO THE ELPA21 STUDENT REPORTS

HOW DID MY CHILD PERFORM ON THE ELPA21 SUMMATIVE THIS YEAR?

This report contains your child's information including:

- ✓ overall proficiency level
- ✓ student performance in each of four language domains
- ✓ the types of language support your child will need next year based on his or her performance on the test



Proficiency Determination

Proficient – Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once proficient on ELPA21, students may be considered for reclassification.

Progressing – Students are progressing when, with support, they approach 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 attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be proficient. Students scoring progressing on ELPA21 are eligible for ongoing program support.

Emerging – Students are emerging when they 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. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring emerging on ELPA21 are eligible for ongoing program support.

The chart below outlines what each performance level means in terms of how well your child met the expectations for that grade and language area (Listening, Reading, Speaking, Writing), also known as “domains.”

Performance on the ELPA21 Summative Grade 1 Test, by Domain: Demo, student B, 2018-2019

Domain	Scale Score	Performance Level	Domain Description
Listening	549 +/- 37	4 Early Advanced	When listening, the student at Level 4 is working on: identifying the main topics, answering questions about an increasing number of key details in oral presentation of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.
Reading	567 +/- 24	3 Intermediate	When reading grade-appropriate text, the student at Level 3 is working on: identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.
Writing	539 +/-36	2 Early Intermediate	When writing, the student at Level 2 is working on: participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple message about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.
Speaking	580 +/- 28	3 Intermediate	When speaking, the student at Level 3 is working on: participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences.

Information of Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/- 10) indicated a score range between 620 and 640.

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

Note: Within each of the four domains there are five performance levels (1–5).

HOW DID MY CHILD DO IN COMPARISON TO OTHERS?

This section includes the school system and state performance averages so you can see how your child's performance compares to that of other students in the same grade and domain. To protect the privacy of students, data may be suppressed when school totals include a small group of students.



Comparison Scores

Name	Percent Determined Proficient
Demo Dist. 999 (999)	0
Demo School 3 (999_993)	*

HOW CAN THESE RESULTS BE USED?

The results will be used to help teachers identify students who need additional support in each language area. The information will also be used to measure how well schools and school systems are helping English learners achieve higher expectations.

HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD'S TEACHER(S):

- ✓ Where is my child doing well, and where does he or she need improvement?
- ✓ What can be done in the classroom to help improve his or her area(s) of weakness?
- ✓ What can be done to appropriately challenge my child in areas where he or she is close to demonstrating proficiency?
- ✓ How can I help support my child's language learning at home?
- ✓ How do we ensure that my child continues to progress?



As a parent, you can use the test results to guide a discussion with your child's teacher(s) about additional supports that may be needed in class and at home.