

# PARENT GUIDE TO THE → ELPT STUDENT REPORTS ←



## HOW DID MY CHILD PERFORM ON THE ELPT THIS YEAR?

**This report contains your child's information including:**

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

Student Test Performance		
Name	SSID	Proficiency Status
Lname, Student27	1717171727	Emerging

**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 can 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”.

Student Performance on Each Domain			
Domain	Scale Score	Performance Level	Domain Description
Listening	Not Attempted	Not Attempted	Not Attempted
Reading	407.527	1	When reading grade-appropriate text, the student at Level 1 is working on: recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh-questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.
Speaking	343.037	1	When speaking, the student at Level 1 is working on: communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations, presenting information, and responding to simple questions and some wh-questions, expressing an opinion about a familiar topic.
Writing	340.030	1	When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.



## 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 SHOULD I, OR MY CHILD'S TEACHER, USE THESE RESULTS?

The scores 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.

**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.**

## 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?

**FOR ADDITIONAL TOOLS AND  
RESOURCES TO HELP YOU  
SUPPORT STUDENT LEARNING  
AT HOME, visit the Family  
Support Toolbox at**  
[https://www.louisianabelieves.com/  
resources/family-support-toolbox](https://www.louisianabelieves.com/resources/family-support-toolbox).

**LA Connectors for English learners:**  
[https://www.louisianabelieves.com/resources/library/  
academic-standards](https://www.louisianabelieves.com/resources/library/academic-standards)

**ELPT Online Tools Training:**  
<https://la.portal.airast.org/training-tests.stml>

**Performance Level Descriptors:**  
[https://www.louisianabelieves.com/docs/default-source/  
assessment/elpt-achievement-level-descriptors.pdf](https://www.louisianabelieves.com/docs/default-source/assessment/elpt-achievement-level-descriptors.pdf)