

# English Language Proficiency Test (ELPT)

2019 Equity Conference

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## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



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## English Learner

The term "English learner," when used with respect to an individual, means an individual

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

Reference: [ESEA Section 8101\(20\)](#) page 393

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## Recently Arrived

A recently arrived EL student has been enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than 12 months. These months do not have to be consecutive.

A recently arrived EL is not the same as a recent arrival to a school, Local Education Agency (LEA), or state.

<https://www2.ed.gov/documents/essa-act-of-1965.pdf> (Section 1111, page 33)



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## Monitored Status

- The English learner moves to **monitored status** when he or she has officially exited the EL program based on the SBE-approved exit criteria.
- The student will remain in this status for **four (4) years**.
- The student in monitored status **no longer receives EL accommodations and does not take the English Language Proficiency Test (ELPT)**.
- While the student is officially in monitored status, the district must observe and check the progress of the student to determine whether or not he or she is advancing academically as expected or whether the student demonstrates a persistent language need.



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## Federal Regulations

- The Elementary and Secondary Education Act (ESEA) requires that the Local Education Agency (LEA) **assess all ELs** using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, the Language Instruction Education Program (LIEP).
- **All** ELs enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment. [ESEA Section 1111(b)(2)(G)].
- State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the **LEA's obligation to assess 100 percent of ELs** using the annual English language proficiency assessment.

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf> (page 30)



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## English Learners Who Opt-out of EL Program/Services

Parents have the right to opt their children out of the EL program or particular EL services.

If a parent decides to opt his or her child out of the EL program or particular EL services, that child **still retains his or her status as an EL**.

ELs who opt out of the EL program or EL services **must take the English Language Proficiency Test** once per year until they officially exit EL status.

There is **no ELPT exemption** for ELs whose parent(s) decided to opt his or her child out of the EL program or particular EL services.

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap7.pdf>

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf> (page 30)



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## Disability Preclusion 1 of 5

Under [34 C.F.R. §200.6\(h\)\(4\)\(ii\)](#), if it is determined on an individualized basis that an EL has a disability that precludes assessment in one or more domains of the ELP assessment (speaking, listening, reading and writing), such that there are no appropriate accommodations for the affected domain or domains, an SEA must assess the child's English language proficiency based on the remaining domains in which it is possible to assess the student.

[https://www.ecfr.gov/cgi-bin/text-idx?SID=c732a351dc6914122384bd7302d5d300&mc=true&node=pt34.1.200&rgn=div5#se34.1.200\\_15](https://www.ecfr.gov/cgi-bin/text-idx?SID=c732a351dc6914122384bd7302d5d300&mc=true&node=pt34.1.200&rgn=div5#se34.1.200_15)



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## Disability Preclusion 2 of 5

A determination that a disability precludes assessment in one or more domains must be made on an individualized basis by the child's IEP Team, the student's 504 team or, for students covered under Title II of the ADA, by the team or individual designated by the LEA to make those decisions. Under the very rare circumstances when a student's disability precludes assessment in one or more domains, the student may be exited under the State's exit procedures based on a score of proficient on the remaining domains in which the student is able to be appropriately assessed.



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## Disability Preclusion 3 of 5

The U.S. Department of Education expects that only in very rare circumstances will children need to be assessed in fewer than four domains due to a disability that precludes assessment in a particular domain, and that the vast majority of ELs with disabilities will be able to be assessed in all four domains, with appropriate accommodations as needed, or by taking an alternate ELP assessment for ELs who are students with the most significant cognitive disabilities. The Department's assessment peer review process will evaluate the technical quality of the ELP assessment, including that it provides valid and reliable results. This includes the State's procedures for assessing ELs with disabilities on less than the four domains.



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## Disability Preclusion 4 of 5

**Example** provided in 34 C.F.R. §200.6(h)(4)(ii):

*A non-verbal EL who, because of an identified disability, cannot take the speaking portion of the ELP assessment.*

The EL is not precluded from the domain because he or she **has** a disability; rather, there is not an appropriate accommodation to enable the student to **access** the test.

- ❖ The IEP Team and the 504 Team cannot exempt an EL from taking the ELPT or remove the EL designation.

[https://www.ecfr.gov/cgi-bin/text-idx?SID=c732a351dc6914122384bd7302d5d300&mc=true&node=pt34.1.200&rgn=div5#se34.1.200\\_15](https://www.ecfr.gov/cgi-bin/text-idx?SID=c732a351dc6914122384bd7302d5d300&mc=true&node=pt34.1.200&rgn=div5#se34.1.200_15)



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## Disability Preclusion 5 of 5

If an English learner cannot be assessed in one or more ELPT domains due to a disability, and there is no appropriate accommodation, then the student's English language proficiency will be based on the domains that can be assessed.

1. The DTC must complete the Disability Preclusion Notification Form.
2. **Upload the Disability Preclusion Notification Form to the ELPT folder in your District Folder by February 28, 2020.** Make sure that you have completed all columns on the form. **Include the complete and current IEP/504 Plan for each student listed on the Disability Preclusion Notification Form.**  
**Path:** District Folder → ELPT
3. Send ([SPrestridge@mdek12.org](mailto:SPrestridge@mdek12.org)) an e-mail notification that the Disability Preclusion Notification Form has been placed in the ELPT folder. *Include the district's four-digit code in the e-mail.*



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## EL Testing Accommodations



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## Accommodation vs. Modification

Success of English learners in the classroom can be significantly impacted through the use of appropriate and allowable accommodations and modifications.

- **Accommodations** alter how a student learns. Use of allowable accommodations neither impact the test results nor change the actual content of the assignment or assessment.
- **Modifications** alter what the student learns and impact the interpretation of test results. Use of modifications take the form of an “alternate assessment” in that the test might not assess the same material as the standard tests.



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## Testing Manual for Gr. 3-8 by the Numbers

### VI. Accommodations Chart for Online and Paper-Pencil Administrations

Mississippi Assessment Program (MAP) for Grades 3-8  
 Mississippi Assessment Program Alternate (MAP-A) Grades 3-8  
 Mississippi Science Test (MSTT) Grades 5 and 8  
 Students with Current IEPs, 504 Plans, and/or Language Service Plans

#	ACCOMMODATION	EL (All Assessments; excludes ELPT)	ELPT	ELA Reading	ELA Writing	Mathematics	Science
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- 1 = Accommodation Code Number  
 2 = Accommodation Language  
 3 = Accommodations for English learners on state assessments (**excludes the ELPT**)  
 4 = Accommodations for English learners **on the ELPT**  
 5 = Accommodations for **ELs with disabilities on the MAAP** (IEP or 504 Plan)



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## Testing vs. Classroom Accommodations

- All state testing accommodations are classroom accommodations.
- Not all classroom accommodations are state testing accommodations.

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The requisite team (IEP, 504, or LSP) makes decisions about accommodations for the ELPT. These teams must not select accommodations that alter the construct of the assessment or interfere with what the assessment purports to measure.



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## IEP and 504 Accommodations

Lack of fluency in English is not a disability, and the ELPT accommodations are written to that end. For students with disabilities, additional accommodations (based on the student's special needs) that do not interfere with what the test measures and do not alter the construct of the test are available on a case-by-case basis.



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### Testing Accommodations

English learners can utilize appropriate and allowable assessment accommodations (as specified in the [Mississippi Testing Accommodations Manual](#), November 2017) when participating in statewide assessments as long as the accommodations are listed on the Language Service Plan (LSP) and marked for the specific assessment under the “Test” column.

Accommodation(s)	Code #	Test(s)
Bilingual Glossary	81	MAAP ELA, MAAP Science, MAAP Math
Paper-based testing	98	ELPT, MAAP ELA

The accommodation(s) must be

- based upon the individual student’s learning needs,
- based upon decisions made prior to the test administration, and
- used during the student’s routine classroom instruction, including classroom assessment.



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### Language Service Plan – State Testing Accommodations

**STANDARDIZED TESTING ACCOMMODATIONS**

Refer to the current edition of the [Mississippi Testing Accommodations Manual](#) for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. **NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.**

ACCOMMODATION(S)	CODE #	TEST(S)

Document Link:  
[http://www.mdek12.org/sites/default/files/Language%20Service%20Plan%20\(LSP\).pdf](http://www.mdek12.org/sites/default/files/Language%20Service%20Plan%20(LSP).pdf)



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## Language Service Plan – Classroom Accommodations

### CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Paraphrasing or repeating directions in English</li> <li><input type="checkbox"/> Personal cueing</li> <li><input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed</li> <li><input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only</li> <li><input type="checkbox"/> Reader (oral administration)</li> <li><input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)</li> <li><input type="checkbox"/> Present questions in same phrasing as learning/review</li> <li><input type="checkbox"/> Reduced and/or modified class &amp; homework assignments</li> <li><input type="checkbox"/> Modified assessments (i.e. oral)</li> <li><input type="checkbox"/> Break tasks/directions into subtasks</li> <li><input type="checkbox"/> Increase wait time</li> <li><input type="checkbox"/> Additional time to complete assignments and tests</li> <li><input type="checkbox"/> ESS (Extended School Services)</li> <li><input type="checkbox"/> Provide questions for classroom discussion in advance</li> <li><input type="checkbox"/> Label items in the room</li> <li><input type="checkbox"/> Previewing of academic content</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide shortened assignments</li> <li><input type="checkbox"/> Face student when speaking – speak slowly</li> <li><input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts</li> <li><input type="checkbox"/> Use high interest/low vocabulary text material</li> <li><input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures</li> <li><input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding</li> <li><input type="checkbox"/> Highlight/color code tasks, directions, letters home</li> <li><input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance</li> <li><input type="checkbox"/> Provide preferential seating or seating with a peer partner</li> <li><input type="checkbox"/> Check for comprehension often</li> <li><input type="checkbox"/> Ask questions that allow the student to answer successfully</li> <li><input type="checkbox"/> Allow the student opportunities to read aloud successfully</li> <li><input type="checkbox"/> Use manipulatives</li> <li><input type="checkbox"/> Use audiobooks</li> <li><input type="checkbox"/> Record material for student listening</li> <li><input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words</li> <li><input type="checkbox"/> OTHER:</li> </ul> |
|--|---|



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## Allowable Accommodations for the ELPT

<u>Code #</u>	<u>Accommodation</u>
8	In a study carrel – LSP
9	With special lighting - LSP
21	Scheduled rest breaks - LSP
22	Specific time of day - LSP
24	Administer the test in multiple sessions. ( <b>Refer to slide titled <i>Accommodation 24 Clarity.</i></b> ) - LSP
25	Administer the test over multiple days. (Not allowable for speaking component of the LAS Links Test for EL.) ( <b>Refer to slide titled <i>Accommodation 25 Clarity.</i></b> ) - LSP
40	Large print (Paper-based) – IEP/504 Plan
41	Braille – IEP/504 Plan
53	Read test directions – LSP
70	Dictation (Not allowable for the Writing Domain) - LSP



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## Accommodation Caution

- Accommodations #24/25 are built into the ELPT.
- Read-aloud / Text-to-Speech #55/58 is
  - ❖ not allowable on the ELPT.
  - ✓ allowable on the MAAP.
- Bilingual Glossary #81 is
  - ❖ prohibited on the ELPT.
  - ✓ allowable on the MAAP.
- Accommodation #70 (Dictation) is
  - ❖ not allowable for the Writing Domain on the ELPT.
  - ✓ allowable for the MAAP.
- **Caution: Accommodations that interfere with what the test purports to measure are prohibited, even if those accommodations are listed in the IEP/504 Plan/LSP.**



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## Accommodation 25 Clarity

In the current edition of the [MTAM](#), **Accommodation 25** reads, “Administer the test over several days, specifying the duration of each session. (Testing must be completed within testing window.) Not allowable for speaking component of the LAS Links Test for EL. (Refer to Note 4)”

**CLARIFICATION:** **Accommodation 25** focuses on the splitting of an assessment (such as MAAP Math, MAAP ELA, etc.) into multiple parts (example: questions 1-30 on day 1 and questions 31-60 on day 2). To use this accommodation in this capacity, accommodation 25 must be listed in the IEP, Section 504 Plan, or Language Service Plan as a testing accommodation and specified for each assessment for which it will be used.

The **ELPT** is already split into four (4) domains and may be administered over four (4) separate days. For the ELPT, accommodation 25 would be equivalent to splitting a single domain into multiple parts. This type of splitting is very rarely used on the ELPT domains, since each domain is separate. To use this accommodation on the ELPT to split a single domain into multiple parts, accommodation 25 must be listed in the IEP, Section 504 Plan, or Language Service Plan as a testing accommodation and specified for each ELPT domain for which it will be used. (**NOTE: Accommodation 25 is not allowed for the Speaking domain of the ELPT.**)

If each ELPT domain will be administered intact, accommodation 25 is not required.



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## Accommodation 24 Clarity

In the current edition of the [MTAM](#), **Accommodation 24** reads, “Administer the test over several sessions, specifying the duration each session. (Testing must be completed within testing window.) Refer to Note 4.”

**CLARIFICATION:** **Accommodation 24** focuses on the splitting of an assessment (such as MAAP Math, MAAP ELA, MAAP Science, MAAP History) into multiple sessions on the same day (example: questions 1-30 in the morning and questions 31-60 in the afternoon). To use this accommodation in this capacity, accommodation 24 must be listed in the IEP, Section 504 Plan, or Language Service Plan as a testing accommodation and specified for each assessment for which it will be used.

The **ELPT** is already split into four (4) domains. Think of each domain as a session. For the ELPT, accommodation 24 would be equivalent to administering one or two domains in the morning and one or two domains in the afternoon. Thus, the ELPT can be administered in four (4) sessions, just be sure to use the same ticket for each session. If used in this capacity, then accommodation 24 is not required for the ELPT.



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## ELPT Online Accommodations Use Report

Once the LAS Links Assessment is concluded and scoring is completed, DRC will send an *Online Accommodations Use Report*.

Based on the information contained in this report, invalidations can occur due to one of the following:

1. the accommodation is not listed on the student's IEP/504 Plan/LSP and specified for the ELPT;
2. the English learner is not a student with an IEP/504 Plan;
3. the accommodation(s) listed for the student is (are) not allowed for the domain(s) as it interferes with what the test purports to measure; or
4. the accommodation alters the construct of the test, thus becoming a modification.



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## EL Accommodations on State Tests

<u>Code #</u>	<u>Accommodation</u>
8	In a study carrel
23	Extended time
24	Administer the test in multiple sessions. <b>(Refer to slide titled <i>Accommodation 24 Clarity.</i>)</b>
25	Administer the test over multiple days. <b>(Refer to slide titled <i>Accommodation 25 Clarity.</i>)</b>
48	Use of memory aids
53	Only <u>one</u> read-aloud accommodation can be selected.
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## EL Accommodations on State Tests, cont.

<u>Code #</u>	<u>Accommodation</u>
70	Dictation (Refer to specific rules)
72	Mark answers in test booklet and transfer to answer document
81	Native language dictionary
98	Other allowable accommodation (Specify exactly)



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## General Accessibility Features on State Tests for All Students

<b><u>Code #</u></b>	<b><u>Accessibility Feature</u></b>
1	At the front of the room
2	Facing test administrator while directions are given
3	In a small group
5	In a familiar room
6	With a familiar teacher
44	Transparent color overlays
46	Templates to reduce visible print
49	Cue student to stay on task
100	Use of a computer mouse

Mississippi Testing Accommodations Manual 2017

[https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide\\_Assessment\\_Programs/English%20Language%20Proficiency%20Test%20\(ELPT\)/Mississippi%20Testing%20Accommodations%20Manual%20-%20November%202017.pdf](https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide_Assessment_Programs/English%20Language%20Proficiency%20Test%20(ELPT)/Mississippi%20Testing%20Accommodations%20Manual%20-%20November%202017.pdf)



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## EL Accommodation Tracking Sheet (optional)

The classroom teacher, test administrator, and/or STC can use this form to track the allowable accommodations for ELs on each assessment. **This document does not substitute for a current and valid Language Service Plan.**

**Path:** DTC Resources – English Language Proficiency Test – English Learners – [DTC Request Forms](#) – EL Accommodation Tracking Sheet

**Link:**

<https://districtaccess.mde.k12.ms.us/studentassessment/UTC%20Resources/Forms/AllItems.aspx?RootFolder=/2Fstudentassessment%2FUTC%20Resources%2FSpecial%20Populations%2FEnglish%20Learners%2FUTC%20Forms&FolderCTID=0x0120000F5B0CC3D6D30EB4E8B1EA4DF9EAD9A59&View=web7B1DA1BDCD%2D98B0%2D4B8BB%2D2D9DE2%2D6885E975A5C50%7D>

[illegible]

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## Important Dates and Events



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## EL Roster Screen in the MSIS

Msisstudentid	Firstname	MI	Lastname	Grade	Month of Service	Language	Type of Instruction	Service Status	Year

**The EL Roster Screen in the Federal Programs Module in the MSIS must be completely filled out for each EL student prior to December 27, 2019.**

★ Please note the **new column “Type of Instruction”** on this screen.



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## Important Dates

Description	Start Date	End Date
Complete the EL Roster Screen in the Federal Programs Module of the MSIS.	August 12, 2019	December 27, 2019
Test Materials and Test Coordinator Kits arrive in districts (paper-based only).	February 3, 2020	February 7, 2020
LAS Links Administration Training (Refer to separate schedule.)	February 3, 2020	February 6, 2020
Additional Materials order window (paper-based only)	February 10, 2020	March 20, 2020
<b>Testing Window (online and paper-based)</b>	<b>March 2, 2020</b>	<b>April 10, 2020</b>
Districts pack and ship completed, paper-based materials to DRC.	----	April 13, 2020
All materials received at DRC (paper-based only).	----	No Later Than April 17, 2020
Final Student Score Reports available for districts (on the CTB Online Reporting System) – New username and password will only be e-mailed to the DTC.	----	June 17, 2020



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## Scheduled Webinars

Date	Webinar	Attendee(s)
<b>January 22, 2020</b>	Technology Setup and Update Webinar	District and School Technology Directors and Coordinators, DTCs
<b>February 17, 2020</b> <b>February 24, 2020</b> <b>March 2, 2020</b> <b>March 9, 2020</b> <b>March 16, 2020</b> <b>March 23, 2020</b> <b>March 30, 2020</b> <b>April 6, 2020</b>	Weekly Technology Webcast with DRC IT Staff 2:00 p.m. – 3:00 p.m.	District and School Technology Coordinators
<b>June 16, 2020</b>	Online Reporting System (ORS) – Student Reports 10:00 a.m. – 11:30 a.m.	DTCs, EL Coordinators, Counselors, Teachers



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## Upcoming Training(s)

- **ELD Standards Training**  
September 24, 25, and 26, 2019
- **District Test Coordinator Training**  
October 22-23, 2019
- **LAS Links Assessment Administration Training**  
February 3 - 6, 2020



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## LAS Links Assessment



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## LAS Links Assessment System

- The **LAS Links** Assessment System is a secure, large-scale, English language proficiency test administered to **Kindergarten through Grade 12** students who have been officially identified as **English learners** (ELs).
- As mandated by the ESEA, English learners are tested in four (4) domains: Speaking, Listening, Reading, and Writing.
- This assessment is **administered annually** each spring (**March 2 - April 10, 2020**) to monitor English learners' progress in acquiring academic and social English.



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## LAS Links Assessment Forms

- **Form D** - Online or Paper-based
  - Operational form for all English learners, except as specified for form C below.
  - Students with SCD will use form D with appropriate accommodations.
  - Paper-based testing is limited to students with accommodation #98 on the IEP/Section 504 Plan/Language Service Plan specifying paper-based testing materials and marked for the ELPT under the Test column.

Accommodation(s)	Code #	Test(s)
Paper-based testing materials	98	ELPT

- **Form C** - only used for students with the following accommodation(s) on the IEP/Section 504 Plan and marked for the ELPT under the Test column:
  - accommodation #40 (Large Print paper-based test materials)
  - accommodation #41 (Braille)



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### Braille and Large Print (paper-based)

- **Large Print test materials** are limited to ELs with **accommodation #41** on the IEP/Section 504 Plan and marked for the ELPT under the Test column.
- **Braille test materials** are limited to ELs with **accommodation #40** on the IEP/Section 504 Plan and marked for the ELPT under the Test column.

Accommodation(s)	Code #	Test(s)
Large Print	40	ELPT


- To order, complete the [MS LAS Links Form C Large Print / Braille Order Form](#). Retain one copy for your files and return the original form via email to [laslinkspm@datarecognitioncorp.com](mailto:laslinkspm@datarecognitioncorp.com).
- The **deadline** for ordering is **Friday, February 14, 2020**, no later than 5:00 p.m. Central Time.

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### Four Domains

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## Listening Domain

**Kindergarten & Grade 1** Testing Time: ~35 minutes

- Two (2) sections – Multiple Choice
  - Listen for Information
  - Listen for Academic Instruction

**Grades 2-3, 4-5, 6-8, 9-12** Testing Time: ~30 minutes

- Two (2) sections – Multiple Choice
  - Listen for Information
  - Listen for Academic Instruction

The ELPT is an **untimed** assessment. The testing time listed for each domain reflects the approximate amount of time it would take for a student to complete that domain.



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## Speaking Domain

**Kindergarten – Grade 12** Testing Time: ~15 minutes

- Students will not be able to listen to their recording during testing.
- Sound recorder allows up to 45 seconds for response to the following sections: Make Conversation, Use Academic Words, Describe and Request Info, and Present and Explain Info.
- Sound recorder allows up to 120 seconds for response to the Tell A Story section.

The ELPT is an **untimed** assessment. The testing time listed for each domain reflects the approximate amount of time it would take for a student to complete that domain.



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## Reading Domain

### Kindergarten – Grade 3 Testing Time: ~35 minutes

- Three (3) Multiple Choice Sections
  - Read Words
  - Read School Texts
  - Read Academic Texts

### Grades 4 & 5 Testing Time: ~35 minutes

- Two (2) Multiple Choice Sections
  - Read School Texts
  - Read Academic Texts

### Grades 6 – 12 Testing Time: ~45 minutes

- Two (2) Multiple Choice Sections
  - Read School Texts
  - Read Academic Texts

**The ELPT is an untimed assessment.**

The testing time listed for each domain reflects the approximate amount of time it would take for a student to complete that domain.



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## Writing Domain

### Kindergarten & Grade 1 Testing Time: ~30-35 minutes

- Four (4) Multiple Choice and Constructed Response Sections
  - Start Writing
  - Write to Express Ideas
  - Write Academic Texts (grade K does not include Write Academic Texts)
  - Use Grammar and Conventions

### Grades 2 – 12 Testing Time: ~35 minutes

- Three (3) Multiple Choice and Constructed Response Sections
  - Use Grammar and Conventions
  - Write Academic Texts
  - Write to Express Ideas

The ELPT is an **untimed** assessment. The testing time listed for each domain reflects the **approximate** amount of time it would take for a student to complete that domain.



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## ELPT Test Security



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## Test Administrator(s) for the ELPT

- Any person involved in any phase of the testing program must be trained in appropriate assessment administration and test security procedures.
- The test administrator(s) for the ELPT must be licensed school personnel.
- A proctor must be the second person in each ELPT testing room.



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## Test Security – Paper-based Materials

- While secure test materials are in the district, anyone listed as having access to the secure storage area must be accompanied by a second person when entering the secure storage area. (*Appendix F*, Section IV, 3.)
- All secure test materials are accounted for before, during, and after testing as specified in the District Test Security Plan. (*Appendix F*, Section IV, 4.)
- At least two people are with testing materials from the time that testing materials are distributed to the test administrator until all test materials have been returned to the secure area. The MDE test auditor cannot be considered as one of the two people. (*Appendix F*, Section IV, 6.a.)



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## EL Guidance and References



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## LAS Links Assessment Library

- The **secure**, assessment library contains a comprehensive collection of overview documents, informational sheets, and training videos that address all aspects of the English Language Proficiency Test scheduled for administration in March 2020.
- DTCs should share the **assessment library** with teachers who have English learners who will take the English Language Proficiency Test.
- **Path:** OSA SharePoint → DTC Resources → Statewide Assessment Programs → English Language Proficiency Test → [LAS Links \(Secure\) Assessment](#)

- **Link:**

<https://districtaccess.mde.k12.ms.us/studentassessment/DTC%20Resources/Forms/AllItems.aspx?RootFolder=%2Fstudentassessment%2FDTC%20Resources%2FStatewide%5FAssessment%5FPrograms%2F%5FEnglish%20Language%20Proficiency%20Test%2FLAS%20Links%20%28Secure%29%20Assessment&FolderCTID=0x012000F5B0CC3D6D30EB4EB1EA4DFE9AED9A59&View=%7BED1ABDCD%2D98B0%2D4BBB%2D9DE2%2DD685E975AC50%7D>



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## Guidance Documents for ELP Testing

Two guidance documents were issued for the ELPT:

1. ELPT Log-in Guidance for Kindergarten Students, February 28, 2018
2. ELPT Time-out Due to Inactivity, March 8, 2018
3. Disability Preclusion, March 1, 2019

**Path:** OSA SharePoint → DTC Resources → Statewide Assessment Programs → English Language Proficiency Test → [Guidance Issued for ELP Testing](#)

**Link:**

<https://districtaccess.mde.k12.ms.us/studentassessment/DTC%20Resources/Forms/AllItems.aspx?RootFolder=%2Fstudentassessment%2FDTC%20Resources%2FStatewide%5FAssessment%5FPrograms%2F%5FEnglish%20Language%20Proficiency%20Test%2FGuidance%20Issued%20for%20ELP%20Testing&FolderCTID=0x012000F5B0CC3D6D30EB4EB1EA4DFE9AED9A59&View=%7BED1ABDCD%2D98B0%2D4BBB%2D9DE2%2DD685E975AC50%7D>



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## Portal Permission Matrix for DRC eDIRECT

### Path:

OSA SharePoint → DTC  
Resources → Statewide  
Assessment Programs →  
English Language  
Proficiency Test → LAS  
Links (Secure) Assessment  
→ [Portal Permission Matrix](#)

### Link:

<https://districtaccess.mde.k12.ms.us/studentassessment/DTC%20Resources/Forms/AllItems.aspx?RootFolder=%2Fstudentassessment%2FDTC%20Resources%2FStatewide%5FAssessment%5FPrograms%2F%5FEnglish%20Language%20Proficiency%20Test%2FGuidance%20Issued%20for%20ELP%20Testing&FolderCTID=0x012000F5B0CC3D6D30EB4EB1EA4DFE9AED9A59&View=%7BED1ABDCD%2D98B0%2D4BBB%2D9DE2%2D685E975AC50%7D>



English Language Proficiency Test  
Mississippi Portal Permissions Matrix for DRC INSIGHT

Number	Portal Menu	Permission Name	Role			
			DTC	STC	TA	Proctor
1	General Information	Documents - View	Yes	Yes	Yes	No
2	General Information - Downloads	Online Testing - Secured Resources	Yes	Yes	Yes	No
3	Device Toolkit	Test Setup	Yes	No	No	No
4	User Management	Administrator	Yes	No	No	No
5	Test Administrator Management	Teachers - Search/View *Users must have this permission in order to use any other Teacher permissions.	Yes	Yes	No	No
		Teachers - Add/Edit	Yes	Yes	No	No
		Teachers - Upload	Yes	Yes	No	No
6	Student Management	Student - Search/View *Users must have this permission in order to use any other Student permissions.	Yes	Yes	No	No
		Students - Add/Edit	Yes	Yes	No	No
		Students - Download Students	Yes	Yes	No	No
7	Student Group Management	Students - Upload	Yes	Yes	No	No
		Student Groups - Search/View *Users must have this permission in order to use any other Student Groups permissions.	Yes	Yes	No	No
		Student Groups - Add/Edit	Yes	Yes	No	No
8	Test Management	Student Groups - Upload	Yes	Yes	No	No
		Test Session - Search/View *Users must have this permission in order to use any other Test Session permissions.	Yes	Yes	No	No
		Test Session - Add/Edit	Yes	Yes	No	No
		Test Tickets - View/Print	Yes	Yes	No	No
		Test Tickets - View Questions Attempted	Yes	Yes	No	No
		Test Tickets - End Incomplete Tests	Yes	Yes	No	No
9	Report Delivery	Test Tickets - Unlock	Yes	Yes	No	No
10	Educator Scoring	Primary Window	Yes	Yes	No	No
11	Student Status Dashboard	View Dynamic Reports	Yes	No	No	No
		Educator scoring	No	No	No	No
		Test Setup - View Student Status	Yes	No	No	No

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## SBE-approved EL Exit Policy

To **officially exit EL status**, English learners (EL) are required to obtain the following proficiency levels on the LAS Links ELPT:

- ◆ Overall Proficiency Level 4 or 5, **and**
- ◆ Reading Proficiency Level 4 or 5, **and**
- ◆ Writing Proficiency Level 4 or 5.

[http://www.mdek12.org/sites/default/files/documents/MBE/MBE%20-%202017%20\(1\)/final-minues-jan-19-2017\\_001.pdf](http://www.mdek12.org/sites/default/files/documents/MBE/MBE%20-%202017%20(1)/final-minues-jan-19-2017_001.pdf)

**Link to Disability Preclusion Information (Application of the Disability Preclusion):**

<https://districtaccess.mde.k12.ms.us/studentassessment/PublicAccess/Forms/AllItems.aspx?RootFolder=%2Fstudentassessment%2FPublic%20Access%2FStatewide%5FAssessment%5FPrograms%2FEnglish%20Language%20Proficiency%20Test%20%28ELPT%29&FolderCTID=0x0120008C41041A907A304BA89A4587F88962BC&View=%7B5FB78E06%2D9076%2D48F4%2D9A3B%2DC02F433B41D0%7D>



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## Reference Document(s) and Link(s)

- **English Language Proficiency Test Webpage (MDE)** <http://www.mdek12.org/OSA/SP/ELPT>
- **Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports 2018** [https://www.mdek12.org/sites/default/files/2018\\_English\\_Learner\\_Guidelines.pdf](https://www.mdek12.org/sites/default/files/2018_English_Learner_Guidelines.pdf)
- **English Language Proficiency Test FAQ**  
[https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide\\_Assessment\\_Programs/English%20Language%20Proficiency%20Test%20\(ELPT\)/ELPT%20LAS%20Links%20FAQ%202019-2020.pdf](https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide_Assessment_Programs/English%20Language%20Proficiency%20Test%20(ELPT)/ELPT%20LAS%20Links%20FAQ%202019-2020.pdf)
- **Mississippi Testing Accommodations Manual, November 2017**  
[http://www.mdek12.org/sites/default/files/Offices/MDE/OA/OSA/2017-mississippi-testing-accomodations-manual\\_20171005.pdf](http://www.mdek12.org/sites/default/files/Offices/MDE/OA/OSA/2017-mississippi-testing-accomodations-manual_20171005.pdf)
- **Proficiency Level Descriptors *and* Proficiency Level Definitions**  
[https://www.mdek12.org/sites/default/files/LAS\\_Links\\_PLD\\_English\\_Spanish.pdf](https://www.mdek12.org/sites/default/files/LAS_Links_PLD_English_Spanish.pdf)
- **English Learner Tool Kit** <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
- **ELPT Quick Reference Guide**  
[https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide\\_Assessment\\_Programs/English%20Language%20Proficiency%20Test%20\(ELPT\)/ELPT%20Quick%20Reference%20Guide%20-%20July%202019.pdf](https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide_Assessment_Programs/English%20Language%20Proficiency%20Test%20(ELPT)/ELPT%20Quick%20Reference%20Guide%20-%20July%202019.pdf)
- **Disability Preclusion Information for the English Language Proficiency Test**  
<https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Forms/AllItems.aspx?RootFolder=%2Fstudentassessment%2FPublic%20Access%2FStatewide%2FAssessment%2FPrograms%2FEnglish%20Language%20Proficiency%20Test%20%28ELPT%29&FolderCTID=0x0120008C41041A907A304BA89A4587F88962BC&View=%7B5FB78E06%2D9076%2D48F4%2D9A3B%2DC02F433B41D0%7D>



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