

ELPA21

TN English Language Proficiency Standards Training



Sequatchie County Schools
2024-2025

ESL Department

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All general education teachers that have ELLs in their classroom must be trained on English Language Proficiency standards. The 10 ELP Standards are designed for collaborative use by ESL and content-area teachers in both English language development and content-area instruction.

Number	Language Domain	Standard
1	Listening & Reading	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Listening, Speaking, Reading, Writing	Participate in grade-appropriate oral and written exchanges of information, ideas, analyses, responding to peer, audience, or reader comments and questions
3	Speaking & Writing	Speak and write about grade-appropriate complex literary and informational texts and topics
4	Speaking & Writing	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Listening, Speaking, Reading, Writing	Conduct research and evaluate and communicate findings to answer questions or solve problems

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Number	Language Domain	Standard
6	Listening, Speaking, Reading, Writing	Analyze and critique the arguments of others orally and in writing
7	Speaking & Writing	Adapt language choices to purpose, task, and audience when speaking and writing
8	Listening & Reading	Determine the meaning of words and phrases in oral presentations and literary and informational text
9		Create clear and coherent grade-appropriate speech and text
10		Make accurate use of standard English to communicate in grade-appropriate speech and writing

[CLICK HERE](#)
to find ELP
Standards
by Grade



Proficiency

P
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Levels

Emerging

Proficient

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds and oral presentations of information or stories.	with prompting and support (including context and visual aids), use an emerging set of strategies to: • identify some key words and phrases from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories • retell events from read-alouds, picture books, and oral presentations.	with prompting and support (including context and visual aids), use a wide range of strategies to: • identify main topics • answer questions about key details • retell familiar stories from read-alouds, picture books, and oral presentations.

How will I know what proficiency level my ELL is?



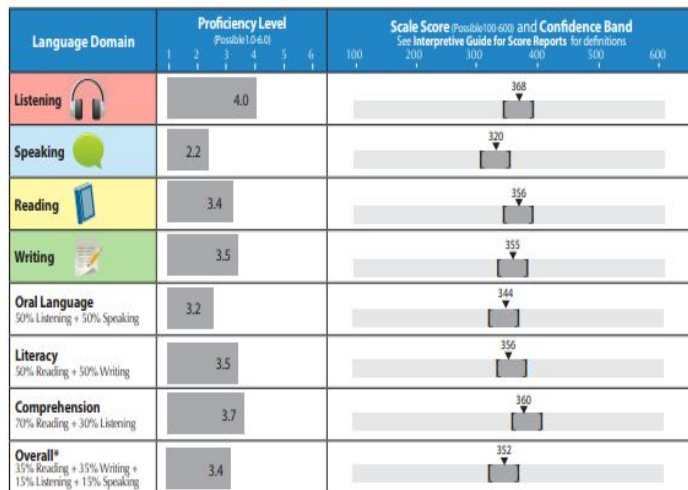
ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.



*Overall score is calculated only when all four domains have been assessed. NA: Not available



Reporting

Individual Student Report

Last, First

Student ID: 2220322251 | Student DOB: 10/20/2000 | Enrolled Grade: 4
Date Taken: 12/7/2021

Grade 4 ELPA21 Summative 2021-2022

Demo District 9999 name update
Demo School 1

Overall Scale Score: 5383±227

Comprehension Scale Score: 6034±268

Proficiency Status: Progressing

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.

How Did Your Child Perform on Different Areas of the Test?

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

Domain	Scale Score	Performance	Domain Description
Listening	581±33	5	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	581±24	4	When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.
Speaking	489±36	2	When speaking, the student at Level 2 is working on: participating in short conversations, responding to simple wh- questions; delivering short oral presentations or describing pictures and graphs using simple language structures; recounting a simple sequence of events in order; constructing a claim with one supporting reason.
Writing	512±33	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

Using Student Data for Content-Area Instruction

[CLICK HERE](#)

for Questioning
Techniques,
Scaffolds, &
Accommodations
+ Modifications
Based on EL
Proficiency Level

[CLICK HERE](#)

for
Accommodations
+ Modifications
Ideas & Examples

ILP (Individualized Learning Plan)

Every active, waived, and Year 1 & 2 monitored student will have an ILP. An ILP is an individualized learning plan that describes the academic and language needs and goals for ELLs receiving direct or indirect ESL services. This plan will include goals to help the student become more proficient in the English language.

[CLICK HERE](#)
for ILP Overview
& Procedures

[CLICK HERE](#)
for the ILP goal form
that will be filled out
by teachers (an
electronic copy is
also available)

[CLICK HERE](#)
for the T1-T4
monitoring form that
will assess student
progress for students
that have tested out of
ESL (an electronic copy
is also available)

ESL Database

→ **CLICK HERE** to View ←

*Note: Use in Correlation with Skyward

Skyward: Active ELLs will have an 'E' (Limited English Proficient) under their Student Indicator in Skyward. Former, monitored, waived, and non-English language background students will not have this indicator. We are not able to add notes to the Student Indicator.



The screenshot shows the Skyward Student Indicator form. The 'Student' field is redacted. The 'Grad Year (Grade)' is 2026 (10). The 'DOB (Age)' is redacted. The 'Entity, School, Status' is 020, 020, A. The 'Default' is 020, 020, A. The 'Student Indicator' field contains the letter 'E'. A yellow arrow points to the 'E' in the Student Indicator field. Below the Student Indicator field, there are fields for 'Gender' (M), 'Other ID' (redacted), 'Phone' (redacted), and 'State ID' (redacted).

Student: [Redacted] Ranges Add Delete Transfer Pseudo

Grad Year (Grade): 2026 (10) DOB (Age): [Redacted] Entity, School, Status: 020, 020, A Default: 020, 020, A **E**

Customize

Gender: M Other ID: [Redacted] Phone: [Redacted] State ID: [Redacted]

DOE & State Level Resources

ESL Policy in our State

[CLICK HERE to View](#)



ELL Resources from
Department of Education

[CLICK HERE to View](#)

