Educator Guide to Reports

KELPA SUMMATIVE

2024-2025

KANSAS
STATE DEPARTMENT OF
EDUCATION

KU THE UNIVERSITY OF
KANSAS
Achievement &
Assessment Institute

Kite
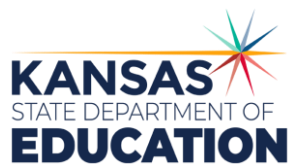
Table of Contents

About the Kansas English Language Proficiency Assessment (KELPA)

The Kansas English Language Proficiency Assessment (KELPA) is part of the federal elementary and secondary education legislation for English learners (ELs). KELPA measures English language proficiency in four domains: listening, reading, writing, and speaking. The grade bands assessed include Kindergarten, 1, 2–3, 4–5, 6–8, and 9–12. KELPA is delivered through Kite Student Portal.

The KELPA Summative assessment:

- measures specific claims related to the Kansas Standards for ELs in grades K-12.
- reports individual student scores along with each student's performance levels.
- provides domain scores and an overall proficiency score that can be used in conjunction with local assessment scores to assist in improving student learning.
- is administered to all ELs, including those who do not participate in a bilingual or English as a second language (ESOL) program because a parent has knowingly and voluntarily decided to opt out of services.

KELPA is administered annually for any student who has been identified as an English learner until they demonstrate overall proficiency in English. This is demonstrated by the student achieving a performance level of 4 in each domain (reading, writing, listening, and speaking). The purpose of KELPA is to provide a measure of annual progress toward proficiency in each of these domains.

About this Guide

The KELPA Educator Guide to Reports assists educators in interpreting students' KELPA scores and applying this information effectively. Additionally, it introduces tools available to district and building leaders for reviewing and acting upon group performance on the KELPA Summative assessment.

A Note about Roles

This guide's procedures and graphics expect the reader to have the role of District Test Coordinator (DTC), District User (DU), Building Test Coordinator (BTC), or Building User (BU) in Educator Portal. Only DTC, DU, BTC, and BU can access the interactive reports and school reports. Only DTC and DU can access the district reports. If you have another role and you do not see a function, it is unavailable to you.

A Note about Graphics

Every effort was made to assure the graphics in this guide match what the users will see when using Educator Portal. In some cases, however, graphics vary depending on role or have been edited to allow you to view more information or to obscure personal details.

A Note About Names

All names and organizations used in this are fictitious. No identification with actual persons (living or deceased), places, and organizations is intended or should be inferred.

A Note About Software

To perform the duties described in this manual, you will need the following applications:

- a modern web browser such as Mozilla Firefox, Google Chrome, Microsoft Edge, or Safari,
- a PDF viewer such as Adobe Acrobat or Preview, and
- a spreadsheet program such as Google Sheets or Microsoft Excel.

Disclaimer

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Change Log

The following table lists the changes made to this guide since the last major release of the documentation.

Date	Page	Change

Getting Help

Common tasks are described in this manual, but if you require additional assistance, please do not hesitate to contact us.

Program Resources

Resource	Location
Phone	855-277-9752
Email	kap-support@ku.edu
Kite Educator Portal & Live Chat	https://educator.kiteaai.org
Hours[1]	7:00 AM – 5:00 PM CT, M-F (July – February) 6:00 AM – 6:00 PM CT, M-F (March – June)
Kite Student Portal Icon	
Program Website	https://ksassessments.com

[1]The Kite Service Desk is closed the week after Christmas and on major US Holidays.

Live Chat

Live Chat in EP may be used to contact the Kite Service Desk during normal business hours. To access, select the Live Chat link at the bottom of any page within EP.

Personally Identifiable Information (PII)

Do not send any Personally Identifiable Information (PII) (e.g., first name, last name, date of birth, and social security) for a student via email or Live Chat. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII information may also include combinations of data such as a student ID and school name.

Do send the state student ID (SSID) number only and the error or concern you are reporting regarding the test taker.

KELPA Score Overview

KELPA Scores are reported in two ways: Overall Proficiency and Domain Performance. A student's Overall Proficiency designation is determined by the Domain Performance levels in each individual domain.

Proficiency Designation

The following gives a brief description of the abilities associated with the Overall Proficiency designation.

What does **Proficient** mean?

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 by attaining performance level of Early Advanced in all domains.

What does **Nearly Proficient** mean?

Students are nearly proficient when 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 by attaining performance levels that are above Early Intermediate but do not yet meet the criteria for full proficiency. Nearly proficient students are eligible for ongoing program support.

What does **Not Proficient** mean?

Students who are not yet proficient have not 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 by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

Domain Performance

The following gives a brief description of the abilities associated with the Domain Performance in each domain.

- **4−Early Advanced** - Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs
- **3−Intermediate** - Applies some grade-level English language skills and will benefit from EL program support
- **2−Early Intermediate** - Presents evidence of developing grade-level English language skills and will benefit from EL program support
- **1−Beginning** - Displays few grade-level English language skills and will benefit from EL program support

Domain Descriptions

Listening Domain

The listening domain, including both monologic and dialogic stimuli, employs both discrete and set-based items. Extensive use of visuals sets the context for the stimuli.

Listening Domain Concepts and Skills Measured

- Synthesize oral information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.
- Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.
- Understand a variety of context-appropriate words in a range of situations.
- Engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Listening Domain-Specific Performance Level Definitions

Not Tested	The Not Tested Performance Indicator is assigned to students who lack a valid score in this domain. This may occur if the student was given a special circumstance (SC) code exempting them from testing, their test was not scored, or they were not administered the assessment for this domain.
Level 1	Students at Level 1 begin to construct meaning by recognizing high-frequency words. Students begin to understand basic academic and content-related vocabulary and functional expressions.
Level 2	Students at Level 2 construct meaning from spoken language for which they have background knowledge and vocabulary. Students begin to use and understand general academic, content-related vocabulary and basic academic words and expressions.
Level 3	Students at Level 3 construct meaning from spoken language with support but may occasionally have difficulty with complex or abstract concepts and expressions.
Level 4	Students at Level 4 comprehend with considerable fluency and construct meaning from spoken communication. They may occasionally struggle with abstract concepts, vocabulary, or expressions.

Reading Domain

The reading domain focuses on the literacy skills necessary for academic success. Both discrete items and stimulus-based item sets are included. Stimuli represent a range of genres, including informational texts and literary texts.

Reading Domain Concepts and Skills Measured

- Know and apply grade-level phonics and word-analysis skills in decoding words.
- Understand vocabulary and word use in a variety of contexts.
- Determine central ideas or themes of a text and analyze their development.
- Interpret meaning from a variety of texts.

Reading Domain-Specific Performance Level Definitions

Not Tested	The Not Tested Performance Indicator is assigned to students who lack a valid score in this domain. This may occur if the student was given a special circumstance (SC) code exempting them from testing, their test was not scored, or they were not administered the assessment for this domain.
Level 1	Students at Level 1 begin to construct meaning by recognizing high-frequency words. Students begin to understand basic academic and content-related vocabulary and functional expressions.
Level 2	Students at Level 2 construct meaning from less complex and more literal text for which they have background knowledge and vocabulary. Students begin to use and understand general academic, content-related vocabulary and basic academic words and expressions.
Level 3	Students at Level 3 construct meaning from more literal text for which they have background knowledge and vocabulary. Students begin to use and understand general academic, content-related vocabulary and basic academic words and expressions. Students at Level 3 construct meaning from most grade-level text with support but may occasionally have difficulty with complex or abstract concepts and expressions.
Level 4	Students at Level 4 comprehend with considerable fluency and construct meaning and locate information from grade-level text. They read independently but may occasionally struggle with abstract concepts, vocabulary, or expressions.

Speaking Domain

The speaking domain items all require verbal responses, ranging from making a short statement or finishing a story to retelling a narrative or making a presentation.

Speaking Domain Concepts and Skills Measured

- Effectively adapt speech to fit a variety of contexts and communication situations.
- Use a variety of context-appropriate words in a range of situations.
- Accurately and effectively use standard English grammar and usage when speaking.
- Engage in civil discourse, and express ideas clearly and persuasively in a variety of settings.

Speaking Domain-Specific Performance Level Definitions

Not Tested	The Not Tested Performance Indicator is assigned to students who lack a valid score in this domain. This may occur if the student was given a special circumstance (SC) code exempting them from testing, their test was not scored, or they were not administered the assessment for this domain.
Level 1	Students at Level 1 may produce minimal spoken communication. Ideas are expressed using simple, high-frequency words; chunks of language; or simple phrases. Limited vocabulary and errors hinder communication.
Level 2	Students at Level 2 may produce spoken communication that is generally comprehensible. Simple sentence patterns and grammatical structures are used. They are beginning to use some content-specific words and expressions when appropriate. Vocabulary attempts to fulfill the speaking purpose.
Level 3	Students at Level 3 may produce spoken communication that is generally comprehensible. There is emerging cohesion of sentences and correctness of grammatical structures. Usage of some specific and technical content-area words is attempted. Vocabulary generally fulfills the speaking purpose.
Level 4	Students at Level 4 produce spoken communication that is related to the purpose and that includes a range of sentence patterns and grammatical structures. They use technical and abstract content-related words as appropriate, and vocabulary usage and grammatical errors do not interfere with meaning

Writing Domain

The writing domain presents both selected-response and constructed-response items. The selected-response items focus on language use, while the constructed-response items require the production of written text.

Writing Domain Concepts and Skills Measured

- Create texts appropriate for specific purposes, audiences, and tasks.
- Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources.
- Accurately and effectively use standard English grammar and usage when writing.
- Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Writing Domain-Specific Performance Level Definitions

Not Tested	The Not Tested Performance Indicator is assigned to students who lack a valid score in this domain. This may occur if the student was given a special circumstance (SC) code exempting them from testing, their test was not scored, or they were not administered the assessment for this domain.
Level 1	Students at Level 1 may produce minimal original text, with most text copied or adapted from a model. Ideas are expressed using simple, high-frequency words; chunks of language; or simple phrases. Limited vocabulary and errors in writing hinder communication.
Level 2	Students at Level 2 may produce original or adapted text that is generally comprehensible when simple sentence patterns and grammatical structures are used. They are developing the use of conventions and beginning to use some content-specific words and expressions when appropriate. Vocabulary attempts to fulfill the writing purpose.
Level 3	Students at Level 3 produce text that is generally comprehensible, with emerging cohesion of sentences and grammatical structures. There is generally consistent use of basic conventions. Usage of specific and some technical content-area words is attempted, and vocabulary generally fulfills the writing purpose.
Level 4	Students at Level 4 produce text that is related to the purpose and that includes a range of sentence patterns and grammatical structures. They consistently use conventions appropriately, technical and abstract content-related words are appropriate, and vocabulary usage and grammatical errors do not interfere with meaning.

Reports Available

KELPA Summative assessment results are reported in:

- Individual Student Reports
- District and School Summary Reports
- Interactive Reports

These reports collectively provide a comprehensive overview of student proficiency and performance levels, while also offering insights into performance across schools and districts.

Individual Student Report

Audience: Students, Parents and Guardians, Educators

The KELPA Summative Individual Score Report (ISR) provides information on individual student performance. Educators can use these score reports to identify which students should continue to receive ESOL support. Teachers, Parents, Guardians, and Students can use this report to identify key areas or domains in which students are performing well or need additional practice. This information can then be used to improve instruction and strengthen skills at home.

Accessing Individual Student Report

Individual Score Reports (ISRs) can be accessed by DTCs, DUs, BTCs, and BUs in Kite Educator Portal. To access Individual Student Reports, perform the following steps.

1. Select **Reports**.
2. Select **English Language Learners Assessment**.

3. Select the desired report tab.
   - **Student (Individual)** will have a link to download a single student's report.
   - **Student (Bundled)** will allow you to bundle student reports into one file based on selected criteria.
4. Use the dropdowns to select the report criteria. Some drop-down menus auto-populate.

Interpreting Individual Student Reports

Overall Proficiency: Level 2

NOT PROFICIENT | NEARLY PROFICIENT | PROFICIENT

1–Not Proficient: Students who are not yet proficient have not 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 by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

2–Nearly Proficient: Students are nearly proficient when 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 by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

3–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 by attaining performance level of Early Advanced in all domains.

The star rating on the Individual Student report represents the overall proficiency score for the assessment administration.

Domain Performance Levels

	Domain Score				Progress Toward Proficiency
Year	Speaking	Writing	Listening	Reading	
2022	3	3	4	2	
2023	3	4	3	4	Satisfactory Progress

4–Early Advanced - Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs

3–Intermediate - Applies some grade-level English language skills and will benefit from EL program support

2–Early Intermediate - Presents evidence of developing grade-level English language skills and will benefit from EL program support

1–Beginning - Displays few grade-level English language skills and will benefit from EL program support

1 Speaking, writing, listening, and reading domain performance scores are used to determine the overall proficiency score. Students must receive all 4s on the domain scores (speaking, writing, listening, and reading) to be considered proficient.

2 Progress toward proficiency is determined for each student who did not score proficient. Domain scores for the current year's KELPA assessment are compared to the previous year's KELPA assessment. Students may earn either Satisfactory Progress or Progress Not Demonstrated according to the comparison of the domain scores.

Students are considered to be making satisfactory progress when they make net progress over the four domains. Net progress is the difference between the sum of the four domain performances between last year and this year.

NOTE: If a student has not taken all four assessment domains, the student will not receive an overall proficiency score. Some exceptions apply, see the KELPA Test Coordinator Manual for more information.

School and District Reports

Audience: Educators

The KELPA School & District Reports show aggregated scores. The Overall bar graphs indicate the distribution of students across proficiency levels and domain performance by percentage. If a school or district had less than 10 students, no data displays.

Accessing School & District Reports

To access School & District Reports, perform the following steps.

1. Select **Reports**.
2. Select **English Language Learners Assessment**.

3. Select the desired report tab: **School Summary** or **District Summary**.
4. Use the dropdowns to select the report criteria. Some drop-down menus auto-populate.

Interpreting School Reports

The first page of the report contains a color key and information about the number of pages and the grades found on the report. Additionally, descriptions of the Overall Proficiency Levels and Domain Performance Levels are displayed.
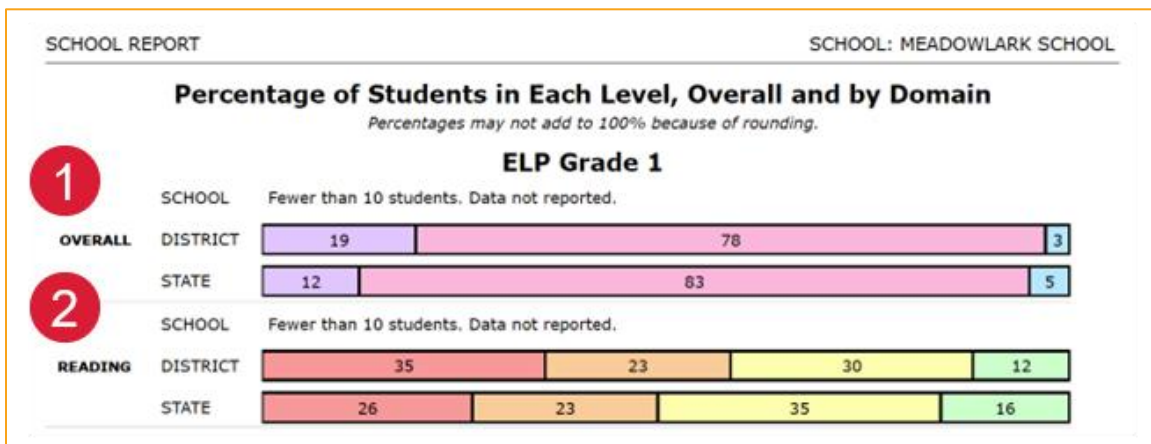
① This bar graph shows the distribution of Overall Proficiency (Not Proficient, Nearly Proficient, and Proficient) scores across your organization and Kansas.

② The bar graphs show the distribution of Domain Performance Levels in reading, writing, speaking, and listening. Level 1, Level 2, Level 3, and Level 4 scores in each grade level across your organization and Kansas. *Note: If the organization contains fewer than 10 students, data is not reported.*

Number of Students Scoring at Each Performance Level, Overall and by Domain

Student counts following the percentage bar charts.

OVERALL	Not Proficient	Nearly Proficient	Proficient	Total
SCHOOL	5	21	0	26
DISTRICT	40	144	1	185
STATE	625	3856	102	4583

READING	Level 1	Level 2	Level 3	Level 4	Total
SCHOOL	16	7	2	1	26
DISTRICT	97	60	19	9	185
STATE	1880	1499	733	456	4568

WRITING	Level 1	Level 2	Level 3	Level 4	Total
SCHOOL	11	8	5	2	26
DISTRICT	75	36	65	9	185
STATE	1084	1025	2060	402	4571

SPEAKING	Level 1	Level 2	Level 3	Level 4	Total
SCHOOL	19	6	1	0	26
DISTRICT	94	58	27	6	185
STATE	1311	1131	1208	916	4566

LISTENING	Level 1	Level 2	Level 3	Level 4	Total
SCHOOL	6	0	14	6	26
DISTRICT	33	16	101	35	185
STATE	582	283	2236	1472	4573

*** = Fewer than 10 students at this grade. Data not reported.

3 The graph shows the distribution of Overall Proficiency (Not Proficient, Nearly Proficient, and Proficient) scores across your organization, district and state.

4 The graph shows the distribution of Domain Performance Levels in reading, writing, speaking, and listening. Level 1, Level 2, Level 3, and Level 4 scores in each grade level across your organization, district and state. *Note: If the organization contains fewer than 10 students, data is not reported.*

Interpreting District Reports

The District Report is similar to the School Report, as it includes bar graphs displaying the distribution of Overall Proficiency and Domain Performance Levels for each grade, as described above. Additionally, the District Report features a table that breaks down these distributions by school.

DISTRICT REPORT

DISTRICT: GARDEN CITY

Number of Students in Each Level By School, Overall and by Domain

Data which does not meet the privacy threshold is indicated by ***

Grade 5

①

OVERALL	Not Proficient	Nearly Proficient	Proficient	Total
Bison Elementary	2	13	2	17
Bluestem Elementary	6	50	7	63
Cottonwood Intermed	4	41	9	54
Honeybee Intermed	***	***	***	***
Meadowlark Middle	***	***	***	***
Wheat State Elementary	***	***	***	***

READING	Level 1	Level 2	Level 3	Level 4	Total
Bison Elementary	2	6	1	8	17
Bluestem Elementary	11	13	10	29	63
Cottonwood Intermed	8	10	11	25	54
Honeybee Intermed	***	***	***	***	***
Meadowlark Middle	***	***	***	***	***
Wheat State Elementary	***	***	***	***	***

WRITING	Level 1	Level 2	Level 3	Level 4	Total
Bison Elementary	1	5	7	4	17
Bluestem Elementary	6	6	27	24	63
Cottonwood Intermed	5	7	19	23	54
Honeybee Intermed	***	***	***	***	***
Meadowlark Middle	***	***	***	***	***
Wheat State Elementary	***	***	***	***	***

②

SPEAKING	Level 1	Level 2	Level 3	Level 4	Total
Bison Elementary	2	3	7	5	17
Bluestem Elementary	8	7	22	26	63
Cottonwood Intermed	5	6	27	16	54
Honeybee Intermed	***	***	***	***	***
Meadowlark Middle	***	***	***	***	***
Wheat State Elementary	***	***	***	***	***

LISTENING	Level 1	Level 2	Level 3	Level 4	Total
Bison Elementary	1	3	2	11	17
Bluestem Elementary	4	2	16	41	63
Cottonwood Intermed	4	4	11	35	54
Honeybee Intermed	***	***	***	***	***
Meadowlark Middle	***	***	***	***	***
Wheat State Elementary	***	***	***	***	***

① The graph shows the distribution of Overall Proficiency (Not Proficient, Nearly Proficient, and Proficient) scores at each school across your district.

② The graph shows the distribution of Domain Performance Levels in reading, writing, speaking, and listening. Level 1, Level 2, Level 3, and Level 4 scores in each grade level at each school across your district. *Note: If the organization contains fewer than 10 students, data is not reported.*

Interactive Reports

Audience: Educators

KELPA Interactive Reports show and explain students' performance on the assessment. The reports measure growth to ensure all English learners are prepared for academic success.

There are three reports available that break down the results of the KELPA Summative assessment. Each report contains headers that can be sorted or filtered.
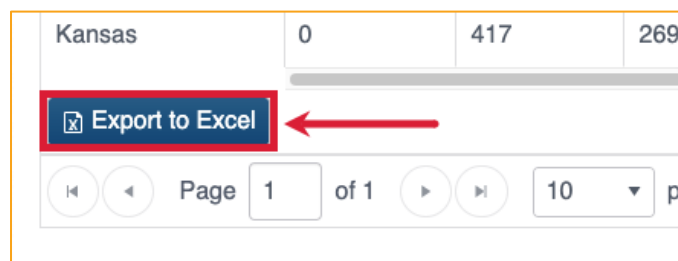
Accessing Interactive Reports

To access these reports, perform the following steps.

1. Select **Reports**.
2. Select **KELPA Interactive Reports**.

3. The KELPA Interactive Reports summary tab displays.
4. Select the **Overall Proficiency**, **Domain Performance**, or **Individual Student** tab.
5. Select criteria from the drop-down menus. Menus with a red asterisk (*) are required.
6. Select **Search**. The results table displays.
7. To export the report, select **Export to Excel** at the bottom of the table. The file will download automatically.

Interpreting Interactive Reports

Overall Proficiency

The Overall Proficiency tab displays data about the proficiency level achieved for a specific grade. The data shown includes both the number of students at each proficiency level, the percentage of students tested that attained that proficiency level, the total number of students with a valid score, and the number of students who took the KELPA Summative assessment for the first time.

1. In the first column of the table, the organizations are shown. Row 1 contains data about the school. Row 2 contains data about the district. Row 3 contains data about the state.

2. The next four columns display the **counts of students** scoring at each of the proficiency levels: Incomplete, Level 1, Level 2, or Level 3.

3. The next four columns display the **percentage of students** scoring at each of the proficiency levels: Incomplete, Level 1, Level 2, or Level 3.

4. The last two columns display the total number of students with a valid test score at each of the organizations and the number of those students who took KELPA Summative assessment for the first time in the selected school year.

Domain Performance

The Domain Performance tab displays data about the performance level achieved for a specific grade, broken down by domain. The data shown includes both the number of students at each performance level, the percentage of students tested that attained that performance level, the total number of students with a valid score, and the number of students who took the KELPA Summative assessment for the first time broken down for each domain.

1   In the first column of the table, the four domains are shown. If you select the blue link, a pop-up window displays the domain description, concepts and skills mastered, and domain-specific performance level definitions.

2   The next five columns display the **number of students** scoring at each of the performance levels: Not Tested, Level 1, Level 2, Level 3, or Level 4.

3   The next four columns display the **percentage of students** scoring at each of the performance levels: Not Tested, Level 1, Level 2, or Level 3, or Level 4.

4   (not shown above) The last two columns display the total number of students tested at each domain and the number of students for whom this is their first year taking the KELPA Summative assessment.

Individual Student

The Individual Student tab displays the overall proficiency level and domain-specific performance level for each student for the selected year's assessment as well as the prior year's assessment.

1 In the first three columns of the table, student information is displayed, including the state student identifier, first name, and last name.

2 The next five columns display the **report year** overall proficiency and domain performance levels for the student. The report year is the year selected in the drop-down menu above the table.

3 The next five columns display the **prior year** overall proficiency and domain performance levels for the student.

> **Note:** A student with "N/A" displayed does not have a valid overall proficiency or domain-specific performance level for the prior year's assessment.

Appendix A: KELPA Parent Guide

On the following pages, you will find the KELPA Parent Guide (available in both English and Spanish), which provides information about the Individual Student Reports. These reports explain and summarize each student's performance on the KELPA Summative assessment.

This guide can assist you in communicating with parents. Specifically:

- **Understanding Program Placement** – The assessment results are used by teachers, schools, and districts to determine the appropriate level of support and participation for the student within the English Learner (EL) program.
- **Providing Clarity**– Help parents interpret their child's performance in each tested domain—speaking, writing, listening, and reading—as well as their overall proficiency level.
- **Progress Monitoring** – A student is considered to be making satisfactory progress if there is net improvement across the four domains. Net progress is calculated as the difference in the combined domain scores from the previous year to the current year.

Where to find resources

Additional resources to share with families are available on the KAP website.

1. Navigate to the KAP Assessments website: https://ksassessments.org.
2. At the top of the page, select **Roles**.
3. Select **Families**.
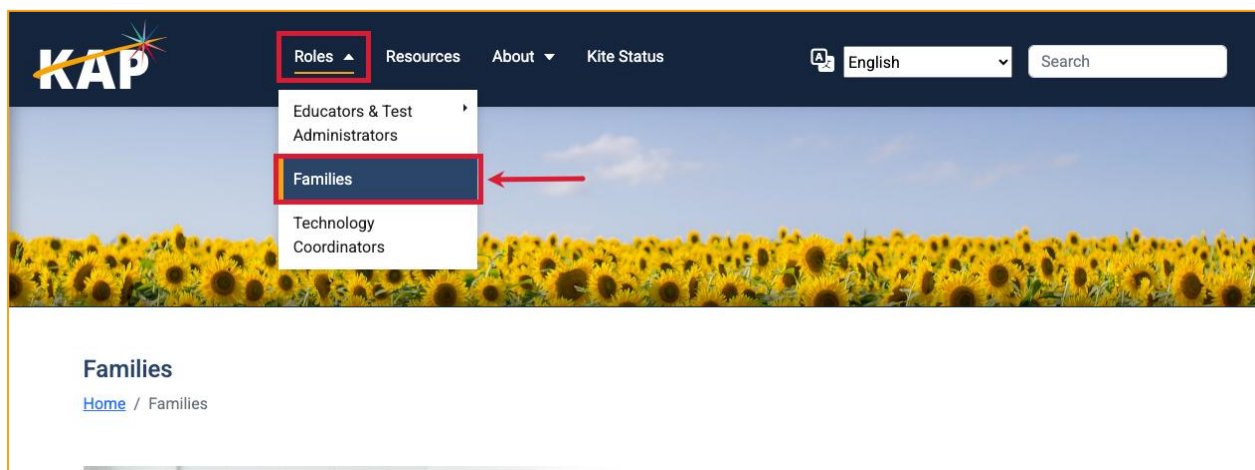
This page provides several resources, including the KELPA Parent Guide, which can be translated into several languages. To translate the page into a different language, select the drop-down menu at the top of the page.
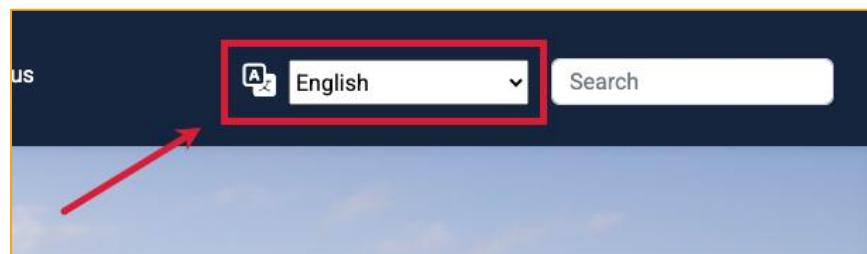
Parent Guide to KELPA Student Score Reports

This score report shows and explains your student's performance on the Kansas English Language Proficiency Assessment (KELPA). Current and historic KELPA score reports are available to view in Kite® Parent Portal. Access is managed by your child's school district. Please contact your school district for information on logging in to Kite Parent Portal.

1 This represents the overall proficiency score for the assessment administration.

2 Speaking, writing, listening, and reading domain test scores are used to determine the overall proficiency score.

Students must receive all 4s on the domain scores (speaking, writing, listening, and reading) to be considered proficient.

3 Progress toward proficiency is determined for each student who did not score proficient. Domain scores for the current year's KELPA assessment are compared to the previous year's KELPA assessment. Students may earn either Satisfactory Progress or Progress Not Demonstrated according to the comparison of the domain scores. For further information speak with your child's teacher.

STUDENT REPORT: Lastname, Firstname
GRADE: 2 / STATE ID: xxxxxxxxxx
SCHOOL: Meadowlark School
DISTRICT: Sunflower District / #D1001

KELPA
Kansas English Language Proficiency Assessment

This report shows and explains the student's performance on the Kansas English Language Proficiency Assessment (KELPA). The KELPA measures growth in English language proficiency to ensure all English learners (ELs) are prepared for academic success. This report provides performance levels on each domain tested: speaking, writing, listening, and reading, as well as an overall proficiency determination. These results are used by the teachers, the school, and the school district in planning the student's level of support and participation in the EL program.

Overall Proficiency: Level 2

1

1 — NOT PROFICIENT   2 — NEARLY PROFICIENT   3 — PROFICIENT

1–Not Proficient: Students who are not yet proficient have not 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 by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

2–Nearly Proficient: Students are nearly proficient when 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 by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

3–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 by attaining performance level of Early Advanced in all domains.

Domain Performance Levels

| Year | Domain Score | | | | Progress Toward Proficiency |
	Speaking	Writing	Listening	Reading	
2022	3	3	4	2	
2023	3	4	3	4	Satisfactory Progress

3

2

4–Early Advanced - Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs

3–Intermediate - Applies some grade-level English language skills and will benefit from EL program support

2–Early Intermediate - Presents evidence of developing grade-level English language skills and will benefit from EL program support

1–Beginning - Displays few grade-level English language skills and will benefit from EL program support

Additional Resources
For more information about the Kansas Standards, visit **ksde.org.**
To learn about the Kansas Assessment Program, visit **ksassessments.org.**

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Kansas leads the world in the success of each student.

Guía para padres sobre informes de puntaje de estudiantes de KELPA

Este informe de resultados muestra y explica el desempeño de su estudiante en la Evaluación de Dominio del Idioma Inglés de Kansas (KELPA). Los informes de puntuación actuales e históricos de KELPA se pueden ver en el Portal para padres de Kite®. El acceso es administrado por el distrito escolar de su hijo/a. Comuníquese con su distrito escolar para obtener información sobre cómo iniciar sesión en el Portal para padres de Kite.

1 Esto representa la puntuación de competencia general para la administración de la evaluación.

2 Se utilizan las puntuaciones de los exámenes de habla, escritura, comprensión auditiva y lectura para determinar la puntuación de la competencia general.

Los estudiantes deben recibir las 4 puntuaciones de dominio (habla, escritura, comprensión auditiva, lectura) para ser considerados competentes.

3 El progreso hacia la competencia se determina para cada estudiante que no pasó el examen de competencia. Las puntuaciones de dominio para la evaluación KELPA del año en curso se comparan con la evaluación KELPA del año anterior. Los estudiantes pueden obtener un progreso satisfactorio o un progreso no demostrado basado en la comparación de las puntuaciones del dominio. Para obtener más información, hable con el profesor de su hijo/a.

STUDENT REPORT: Lastname, Firstname
GRADE: 2 / STATE ID: xxxxxxxxxx
SCHOOL: Meadowlark School
DISTRICT: Sunflower District / #D1001

KELPA

This report shows and explains the student's performance on the Kansas English Language Proficiency Assessment (KELPA). The KELPA measures growth in English language proficiency to ensure all English learners (ELs) are prepared for academic success. This report provides performance levels on each domain tested: speaking, writing, listening, and reading, as well as an overall proficiency determination. These results are used by the teachers, the school, and the school district in planning the student's level of support and participation in the EL program.

Overall Proficiency: Level 2

1 — NOT PROFICIENT / 2 — NEARLY PROFICIENT / 3 — PROFICIENT

1–Not Proficient: Students who are not yet proficient have not 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 by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

2–Nearly Proficient: Students are nearly proficient when 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 by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

3–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 by attaining performance level of Early Advanced in all domains.

Domain Performance Levels

Year	Speaking	Writing	Listening	Reading	Progress Toward Proficiency
2022	3	3	4	2	
2023	3	4	3	4	Satisfactory Progress

4–Early Advanced - Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs

3–Intermediate - Applies some grade-level English language skills and will benefit from EL program support

2–Early Intermediate - Presents evidence of developing grade-level English language skills and will benefit from EL program support

1–Beginning - Displays few grade-level English language skills and will benefit from EL program support

Additional Resources
For more information about the Kansas Standards, visit **ksde.org.**
To learn about the Kansas Assessment Program, visit **ksassessments.org.**

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