KELPA
Kansas English Language Proficiency Assessment

Educator Guide

This score report shows and explains your student's performance on the Kansas English Language Proficiency Assessment (KELPA). Score reports can be accessed under Reports > English Language Learners Assessment in Kite® Educator 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, 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.

To evaluate student progress, domain performance levels 4 and 5 on the 2019 KELPA2 program are considered level 4 performance on the 2020 KELPA assessment. Students are considered to be making satisfactory progress when they make net progress over the four domains. Net progress is shown by comparing 2019 and 2020 levels.

Consider an example student. On the 2019 KELPA2, the example student performed at levels 2, 3, 3, and 5 in speaking, writing, listening, and reading, respectively. On the 2020 KELPA, the same student performed at levels 3, 3, 3, and 4 in the same domains and the student's status is Satisfactory Progress.

The student's 2019 KELPA2 levels are converted to the equivalent KELPA levels. First, the sum of the 2019 KELPA2 levels is calculated: 2 + 3 + 3 + 4 = 12. Next, the sum of the 2020 KELPA levels is calculated: 3 + 3 + 3 + 4 = 13. So, the example student's status is Satisfactory Progress because the 2020 score is higher than the 2019 score. If the sum of the student's 2020 KELPA levels is equal to or less than that of their 2019 equivalent KELPA levels, the student's status is Progress Not Demonstrated.

If 2019 performance data are not available for a student, the space under Progress Toward Proficiency will be left blank.

STUDENT REPORT: Last1095253, First1095253
GRADE: 7 / STATE ID: 1095253
SCHOOL: Trailridge Middle
DISTRICT: Shawnee Mission Pub Sch / #D0512

2019–2020

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.

(1) 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.

(2) Domain Performance Levels

Year	Speaking	Writing	Listening	Reading	Progress Toward Proficiency
		Domain Score			
2019	5	3	5	3	
2020	4	4	4	3	Satisfactory Progress

(3)

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 English Language Proficiency Assessment, and information about the Kansas Assessment Program, visit **https://ksassessments.org/families-home#AboutOurTests.** For score report information, visit **https://ksassessments.org/understanding-your-students-score.**

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