

## 2019 Parent Guide

This report shows and explains your student’s performance on the Kansas English Language Proficiency Assessment (KELPA2).

1

This represents the overall proficiency score for the 2019 assessment administration.

2


Speaking, Writing, Listening and Reading domain test scores are used to determine the overall proficiency score.

Students must receive all 4’s and 5’s 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 2018 KELPA2 assessment are compared to the 2019 KELPA2 assessment. Students may earn either satisfactory progress or progress not demonstrated based on comparison of the domain scores. For further information speak with your child’s teacher.

**STUDENT REPORT: Student Sample**  
 GRADE: 7 / STATE ID: 11111111111111  
 SCHOOL: Sample School  
 DISTRICT: Sample District/ #D0XXX


2018–2019  
  
 KANSAS ENGLISH LANGUAGE  
 PROFICIENCY ASSESSMENT

---

This report shows and explains the student’s performance on the Kansas English Language Proficiency Assessment (KELPA2). The KELPA2 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**



NOT PROFICIENT    NEARLY PROFICIENT    PROFICIENT

**1-Not proficient:** Students that 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 Intermediate in all four domains. Students 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 levels of Early Advanced or higher in all domains.

---

② **Domain Performance Levels**

Year	DOMAIN SCORE				Progress Toward Proficiency
	Speaking	Writing	Listening	Reading	
2018	3	3	5	4	
2019	4	3	5	4	Satisfactory Progress


③

**5-Advanced** - Exhibits superior English language skills.  
**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 [ksassessments.org/kelpa2](http://ksassessments.org/kelpa2). For score report information, visit [ksassessments.org/scorereports](http://ksassessments.org/scorereports).

© 2019 The University of Kansas

  
**Kansans CAN**  
PROGRESS MADE BY ALL IS THE SOURCE OF GREAT SUCCESS