



KELPA

Kansas English Language Proficiency Assessment

KELPA Screener Technical Report

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Table of Contents

Chapter 1	Introduction	4
1.1	Intended Population and Test Window	4
1.2	Intended Purpose	4
Chapter 2	Test Design	5
2.1	Design Features	5
2.1.1	Alignment	5
2.1.2	Test Length	5
2.1.3	Student Experience	5
2.1.4	Assessment Items	6
2.1.5	Scoring Expectations	6
2.2	Test Blueprint	6
2.3	Item Development and Field Test	7
2.4	KELPA Screener Pilot	9
2.5	KELPA Screener Test Design	12
Chapter 3	Test Administrations	15
Chapter 4	Scaling and Scoring	16
4.1	Reporting Scale	16
4.2	Item Scoring	16
4.2.1	Machine-Scored Items	16
4.2.2	Constructed-Response Item Scoring for Speaking and Writing	16
4.3	Test Scoring	16
Chapter 5	Setting Cut Scores	18
5.1	Administrative Standard Setting	18
5.2	Cut-Score Adjustments	19
Chapter 6	Student Performance	21
Appendix A:	KELPA Screener Blueprints	23
Appendix B:	Voluntary KELPA Screener Participating Districts and Student Counts for 2022–23	26

Table of Tables

Table 2-1. Number of Items Field Tested During the 2021 Summative KELPA Administration	7
Table 2-2. Item Difficulty and Discrimination for KELPA Screener by Domain	9
Table 2-3. Screener Pilot Participation	11
Table 2-4. KELPA Screener Number of Items and Score Points	14
Table 3-1. Test Volume for KELPA Screener (August 1, 2022 to June 30, 2023)	15
Table 5-1. Initial KELPA Screener Cut Scores by Grade and Domain, Prior to Adjustment	19
Table 5-2. KELPA Screener Cut Scores by Grade and Domain, After Adjustment	20
Table 6-1. Proficiency Rates for KELPA Screener	21
Table 6-2. Number of Students by Test Session Status	22

Chapter 1 Introduction

The Kansas English Language Proficiency Assessment (KELPA) Screener determines student eligibility to receive services for English for Speakers of Other Languages (ESOL) when the students first enter school in the state. The Screener is aligned to the Kansas English language proficiency (KELP) standards ([2018 Kansas Standards for English Learners](#)) and measures the English language proficiency of English learners (ELs). As outlined by the U.S. Department of Education and the U.S. Office of Civil Rights, identified ELs who are enrolled in Kansas schools are entitled to services that ensure the students can meaningfully participate in educational programs and services. These standards were designed to streamline the process of learning in English and allow students to gain English proficiency and simultaneously meet Kansas standards in academic subjects. The KELP standards correspond to the four language domains: listening, speaking, reading, and writing.

1.1 Intended Population and Test Window

The target population for the KELPA Screener is students who are identified as “non-native English speaker” (potential ELs) through the Home Language Survey and are enrolled in districts for the first time. The KELPA Screener is open year-round to accommodate all incoming potential ELs and determine whether they are eligible for ESOL services.

1.2 Intended Purpose

The purpose of KELPA Screener is to determine whether ESOL service is needed for potential ELs. In order to efficiently screen out potential ELs that do not require additional ESOL service, the KELPA Screener is designed to be a short assessment and only provide information about whether student is eligible for ESOL services.

Chapter 2 Test Design

The Kansas English Language Proficiency Assessment (KELPA) Screener, a part of the KELPA program, is entirely computer based for students in grades 2 through 12. Students in kindergarten and grade 1 take a mostly computer-based exam but also complete a small number of writing items with paper and pencil. The KELPA Screener was designed to be a fixed-form test with one operational form for each grade level or grade band. All reading and listening items are machine scored, all speaking items are educator scored, and the writing items include both machine- and educator-scored items. The assessments are delivered through the online test-delivery platform, Kite®.

2.1 Design Features

The University of Kansas' Achievement and Assessment Institute (AAI) collaborated with the Kansas State Department of Education (KSDE) to identify design features for the KELPA Screener:

- The KELPA Screener includes all four domains (i.e., listening, speaking, reading, and writing) and is closely aligned with the summative KELPA.
- The KELPA Screener is designed to be about half the test length of the summative KELPA.
- The KELPA Screener is designed to have multiple stages, so that students with limited English proficiency can exit without finishing the whole test during test administration.
- The hand-scored portion of the KELPA Screener is placed at the later part of the test administration to lessen the burden of hand scoring.

The following subsections elaborate on the design elements of the KELPA Screener.

2.1.1 Alignment

Alignment of the KELPA Screener to the summative KELPA assessment was prioritized in the assessment design. This alignment will provide educators, parents, and students with a streamlined system of assessments to better understand the knowledge, skills, and abilities of English learners (ELs). Therefore, the blueprint priorities associated with the KELPA assessment were used in the creation of the KELPA Screener blueprints to generally mirror the proportions in the summative KELPA blueprints. This includes the inclusion of the four domains of the KELPA assessment: listening, speaking, reading, and writing.

- **Listening** is assessed through selected-response items.
- **Speaking** is assessed through constructed-response items.
- **Reading** is assessed through selected-response items.
- **Writing** is assessed through both selected-response and constructed-response items.

2.1.2 Test Length

Test length was an important consideration in the test design. The burden of testing time on the student was considered in conjunction with ensuring appropriate inferences on students' abilities can be measured. Therefore, the total test length for the KELPA Screener is approximately half the length of the summative KELPA assessment (including all four domains) and is intended to be administered in approximately 40–60 minutes.

2.1.3 Student Experience

In addition to the test length and associated time commitment engaging in the assessment, consideration was also given to the amount of content students should engage with to show proficiency.

Therefore, the test design includes exit points throughout the assessment to allow students to exit the assessment when proficiency is no longer viable. For students with limited to no English, it is not necessary for them to engage with all assessment items. Additionally, using exit points can help minimize student frustration with items that are above their English ability.

2.1.4 Assessment Items

The purpose of the KELPA Screener is to identify whether a student is eligible for English for Speakers of Other Languages (ESOL) service and not to provide diagnostic information about students' strength and weakness in different English language domains. To this end, the KELPA Screener is designed to include a preponderance of items discriminating at the Proficient cut score to separate test takers into two levels: Proficient and Not Proficient. The KELPA Screener includes the same types of items as the summative KELPA, they include multiple choice items, technology enhanced machine scored items and constructed response items in writing and speaking. Each KELPA Screener item is aligned to exactly one domain from among listening, speaking, reading, and writing.

2.1.5 Scoring Expectations

The KELPA Screener includes constructed-response items in the writing and speaking domains. Kansas educators are tasked with scoring constructed-response items. To minimize the scoring burden for Kansas educators, the initial test design includes three separate sections that allow low-performing students to exit test sessions without completing the constructed-response items in speaking and writing. This reduces the number of constructed-response items that need to be scored by educators.

- **Session 1** included approximately 50% of the listening items and 50% of the reading items. With no constructed-response items, no educator scoring of items is required. Students could exit the assessment after section 1.
- **Session 2** included approximately 50% of the remaining listening items, 50% of the remaining reading items, and the selected-response writing items. With no constructed-response items, no educator scoring is required. Students could exit the assessment after section 2.
- **Session 3** included all speaking items (all constructed response) and the constructed-response writing items. Scoring of constructed-response items would only be required if students were on track for proficiency and reached the third section.

2.2 Test Blueprint

The initial blueprint construction began with a review of the KELPA blueprints. The domain and cluster point values were reduced by approximately 50% to construct the domain and cluster point values for the KELPA Screener blueprints. For both ELs and non-ELs in kindergarten and first grade, exposure to reading and writing information and training in related skills are limited, and students may not show proficiency before receiving instruction; thus, the number of assessment items in certain reading clusters and the total number of writing items was reduced. The number of selected-response and constructed-response items was considered within the domains and clusters in determining ranges. For example, the summative KELPA includes a range of 18–36 points for the speaking domain. Each speaking item has a total point value of 3 points, resulting in a range of 6–12 items. To achieve the 50% of KELPA blueprint range, the KELPA Screener blueprint includes a range of 12–18 points for the speaking domain, for a range of 4–6 items. Appendix A: KELPA Screener Blueprints shows the test blueprints for the KELPA Screener.

2.3 Item Development and Field Test

KELPA Screener items were developed using the same process as summative KELPA items; detailed item-development descriptions are presented in the [2020 KELPA Technical Manual](#). KELPA Screener items were also embedded in the 2021 summative KELPA administration as field-test items. Each item was administered to a random sample of at least 1,300 summative KELPA students. Table 2-1 shows the number of items field tested in the 2021 administration to support development of the KELPA Screener. In general, more field-test items were administered for higher grades than for lower grades because items in higher grades are passage based, and more items are associated with each passage.

Table 2-1. Number of Items Field Tested During the 2021 Summative KELPA Administration

Grade or grade band	Listening	Speaking	Reading	Writing
K	14	9	9	13
1	15	9	6	15
2–3	21	15	21	15
4–5	26	12	20	20
6–8	33	16	35	18
9–12	31	15	30	15

Table 2-2 shows average item difficulty (p -value) and discrimination (item-total correlation) for items designated for the KELPA Screener when they were field tested in spring 2021.¹ On average across grade levels, the item difficulty ranged from .63 to .77; among the four domains, the listening items were easier than the items on other domains, while the reading items were harder. The item discrimination ranged from .41 to .75; among the four domains, the speaking items were the most discriminating, while the reading items were the least. Compared across the grade levels, the item statistics from grade K were among the lowest. It indicates that these items were more challenging to grade K students than to students at other grade levels, and that it was harder to differentiate students' English proficiency at grade K, especially on the listening and the reading domains.

¹ Item statistics based on 2022–23 operational administration are not reported because the samples of students taking screener items depend on which sessions a student completed, making the statistics incomparable.

Table 2-2. Item Difficulty and Discrimination for KELPA Screener by Domain

Grade or grade band	Listening		Speaking		Reading		Writing	
	Average <i>p</i> -value	Average ITC	Average <i>p</i> -value	Average ITC	Average <i>p</i> -value	Average ITC	Average <i>p</i> -value	Average ITC
K	.69	.39	.59	.72	.55	.33	.51	.49
1	.77	.40	.74	.72	.69	.44	.67	.50
2–3	.82	.46	.77	.68	.72	.52	.66	.61
4–5	.76	.43	.81	.74	.62	.37	.69	.46
6–8	.74	.41	.73	.78	.55	.39	.77	.50
9–12	.81	.56	.71	.88	.62	.41	.71	.44
Overall	.77	.44	.73	.75	.63	.41	.67	.50

Note. ITC = Item-total correlation.

2.4 KELPA Screener Pilot

The KELPA Screener was piloted between February 15, 2022 and April 28, 2022 in a group of volunteer school districts.

Table 2-3 shows the number of students participating in the screener pilot by district and grade band. There were 16 school districts that participated in the screener pilot, with the most students in grades 2–3 ($N = 27$) and the fewest students in grades 6–8 ($N = 5$).

Table 2-3. Screener Pilot Participation

District	Grade or grade band					
	K	1	2-3	4-5	6-8	9-12
Andover	1		4	3		3
Arkansas City		1				
Blue Valley		1	3	1		
Emporia			4	4		
Garden City	1				1	
Hiawatha		1				
Holcomb			5			
Kansas City					1	6
Liberal	1					
Maize		1	1			
McPherson	2		1		1	
Olathe	1		1			
Rose Hill Public Schools						1
Shawnee Mission Pub School	1	1	2	2	2	
Wichita Catholic Diocese	1	2	6			
Winfield		1				
Total	8	8	27	10	5	10

A screener pilot educator feedback survey was deployed between February 25, 2022 and April 1, 2022. A total of 10 responses were collected for the survey. Because of the small scale of the pilot study, KSDE hosted an educator feedback session online on April 19, 2022 to collect input from educators who administered the screener pilots. From both the educator feedback survey and the KSDE-hosted online session, several concerns were raised:

- The test is too long, so students are taking too much time to complete the test.
- There are too many attempts allowed to re-record the speaking responses.
- Students are not familiar with testing online, especially younger students who have never taken a standardized test online.
- Educators are not sure how and when they should generate a local score report.
- Procedures for registering students to take the tests are not straightforward because some students do not have a state student ID yet.

Prior to the first operational administration in August 2022, AAI worked with KSDE to update and enhance the test design to address the concerns raised by pilot users. The enhancements included:

- updating the Kite system to allow 3 attempts for speaking items;
- adding a non-scored practice session to the screener, prior to the scored session;
- automatically generating a score report when scoring is complete; and

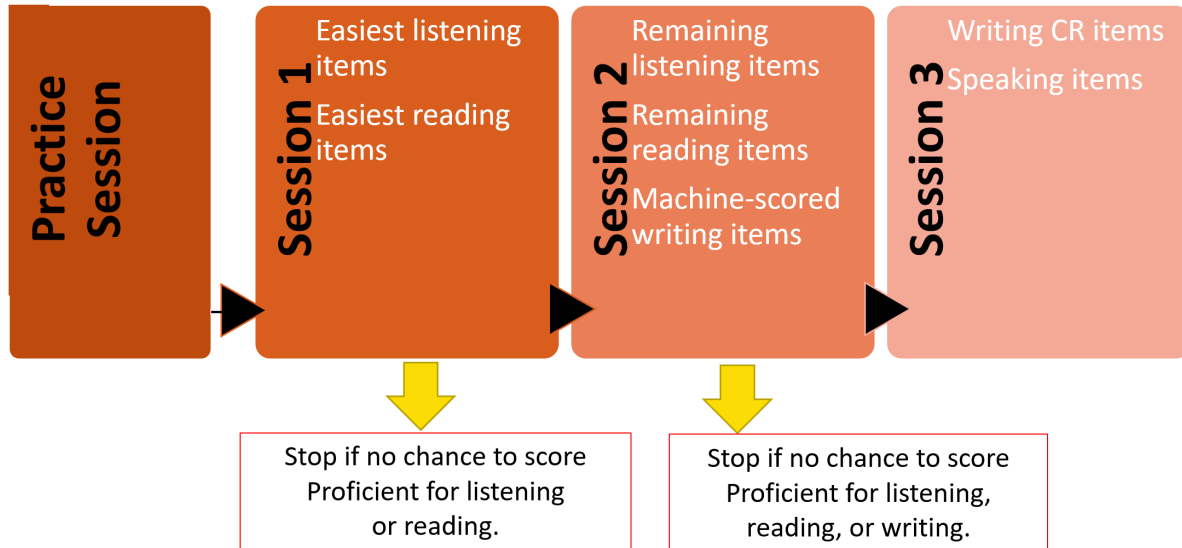
- allowing schools to register students for testing without a state student ID.

AAI conducted timing analyses of the pilot data and found that each test session took approximately 10–15 minutes; therefore, no action was taken with regard to concerns about testing time.

2.5 KELPA Screener Test Design

The KELPA Screener test design was finalized prior to the first voluntary operational administration in August 2022. Figure 2-1 shows the administration model for the KELPA Screener.

Figure 2-1. KELPA Screener Administration Model



Students first answer a few items in the practice session. The practice session includes at least one item in each domain of listening, speaking, reading and writing. It allows students to familiarize themselves with how to interact with different item types; this may include listening to prompts, using a mouse and keyboard to provide their responses, and using a recording function to record their speaking responses. The practice session responses are recorded in Kite but not scored.

After completing the practice session, the student proceeds to session 1, where there are listening and reading items. If the student does not score enough points to be proficient in listening or reading domains, the student will exit the test session. Students who proceed to session 2 will take the remaining listening and reading items, as well as the machine-scored writing items. If a student does not score enough points to be proficient in the listening, reading, or writing domains after completing session 2, the student will exit the test session. Only students who are proficient in listening and reading and who score high enough in writing will proceed to session 3, where students will respond to writing constructed-response items and speaking items.

Table 2-4 shows the number of items and score points for each session of the KELPA Screener by grade band. Across all grade bands, session 1 includes 6–12 items, while session 2 includes 12–20 items. Session 3 includes 6–7 items; all are constructed-response items, each worth 3 points.

Table 2-4. KELPA Screener Number of Items and Score Points

Grade or grade band	Domain	Session 1	Session 2	Session 3 ^a	Domain total points
K	Listening	4	7		11
	Speaking			15 (5 items)	15
	Reading	2	2		4
	Writing		3	3 (1 item)	6
1	Listening	4	6		10
	Speaking			15 (5 items)	15
	Reading	2	3		5
	Writing		3	3 (1 item)	6
2–3	Listening	4	7		11
	Speaking			15 (5 items)	15
	Reading	5	6		11
	Writing		4	6 (2 items)	10
4–5	Listening	5	7		12
	Speaking			15 (5 items)	15
	Reading	7	5		12
	Writing		5	3 (1 item)	8
6–8	Listening	5	7		12
	Speaking			15 (5 items)	15
	Reading	7	6		13
	Writing		6	3 (1 item)	9
9–12	Listening	6	7		13
	Speaking			15 (5 items)	15
	Reading	6	6		12
	Writing		6	3 (1 item)	9

^a Session 3 consists of all hand-scored items; each item is worth 3 points.

Chapter 3 Test Administrations

The first operational administration for the Kansas English Language Proficiency Assessment (KELPA) Screener started in the 2022–23 school year. Districts and schools are encouraged to use the KELPA Screener to determine whether students require English for Speakers of Other Language (ESOL) services, but it is not mandatory. Districts are still allowed to administer other screeners approved by the Kansas State Department of Education (KSDE). A total of 145 school districts and 473 schools participated in KELPA Screener administration for the 2022–23 school year. Table 3-1 shows the number of students who participated in the KELPA screener. The KELPA Screener testing window is open year-round; the data reported here reflects the KELPA Screener administered between August 1, 2022 and June 30, 2023.

Table 3-1. Test Volume for KELPA Screener (August 1, 2022 to June 30, 2023)

	Grade or grade band					
	K	1	2–3	4–5	6–8	9–12
No. of students registered	1537	296	483	421	575	681
No. of students receiving reports	1382	283	460	400	546	657

Note. Some registered participants exit testing sessions without receiving reports.

Chapter 4 Scaling and Scoring

This chapter describes how the Kansas English Language Proficiency Assessment (KELPA) Screener is scaled and scored. Although the KELPA Screener uses the same score scales as the summative KELPA, scale scores are used to set cut scores but not reported for individual students. Scores reported for individual students only indicate whether students are eligible for English for Speakers of Other Languages (ESOL) services.

4.1 Reporting Scale

Items used in the KELPA Screener were field tested with the summative KELPA during the 2020–21 test administration. The items used in the KELPA Screener were calibrated and placed on the reporting scale for the summative KELPA. Details for the KELPA reporting scale can be found in the [2020 KELPA Technical Manual](#).

4.2 Item Scoring

The KELPA Screener included both machine-scored and rater-scored items. The following sections describe how these two types of items were scored.

4.2.1 Machine-Scored Items

Machine-scored items include multiple-choice and technology-enhanced items. The Kite® system compared student responses with score keys stored in the system to produce individual item scores.

4.2.2 Constructed-Response Item Scoring for Speaking and Writing

Similar to the summative KELPA, the KELPA Screener included constructed-response items in the speaking and writing domains. Constructed-response items are in session 3 of the KELPA Screener. Educators need to log into Educator Portal and score the constructed-response items for students who successfully proceed into session 3 of the screener. Educators are required to participate in the KELPA scorer training prior to scoring.

The scorer-training webinar for the KELPA Screener pilot was conducted by Kansas State Department of Education (KSDE) staff in March 2022. A slideshow presentation ([KELPA screener scorer training](#)) and a recording of the screener scorer training video ([KELPA scorer training video](#)) are posted on the Kansas Assessment Program website for educators who were not able to participate in the online training webinar. For the 2022–23 operational administration, educators are required to participate in KELPA scorer training prior to scoring session 3 of the operational KELPA Screener. The University of Kansas' Achievement and Assessment Institute (AAI) developed a set of KELPA Screener-specific scoring materials for one of the five speaking items and the writing items in 2022; these materials were made available for scorer training prior to the 2022–23 operational administration. The remainder of the item-specific rater-training materials for speaking items (four speaking items per grade or grade band) will be made available for the 2024–25 test administration.

4.3 Test Scoring

The Kite system computes students' listening and reading session 1 scores and compares it to their listening and reading threshold scores respectively. A student proceeds to session 2 if the student scores greater than the reading and listening threshold scores for session 1. The Kite system computes listening and reading domain scores by adding listening and reading scores from both session 1 and session 2. The Kite system also computes the session 2 writing score. A student will proceed to session 3 if both

the student's listening and reading domain scores are equal to or greater than the reading and listening domain cut scores (proficient in both listening and reading), and the student's session 2 writing score is equal to or greater than the writing threshold for session 2.

For session 3, educators only score the constructed-response items for students who successfully proceed into this session and enter scores in the Kite system. The Kite system generates a writing domain score by adding the session 2 machined-scored writing score and the session 3 educator-entered writing score. If a student's writing domain score is equal to or greater than the writing domain cut score, the student is considered proficient in writing. The Kite system generates a speaking domain score by adding up all speaking item scores entered by the educator. If a student's speaking domain score is equal to or greater than the speaking cut scores, the student is considered proficient in speaking. Students are classified as not needing EL service when they score proficient in all four domains of listening, speaking, reading, and writing.

Chapter 5 Setting Cut Scores

The process for establishing assessment cut scores usually involves a standard-setting study in which cut scores are set by a panel of experts with information about the assessment (i.e., item statistics) and student performance (i.e., impact data). In the case of the Kansas English Language Proficiency Assessment (KELPA) Screener, operational scores and impact data were not available until full implementation. However, a set of domain cut scores was needed for the pilot administration in February 2022 to determine threshold scores for each of the three sessions of the KELPA Screener and to place students into two overall proficiency categories (i.e., Proficient and Not Proficient).

5.1 Administrative Standard Setting

The process for the administrative standard setting included using summative KELPA cut scores to extrapolate cut scores for the KELPA Screener. Cut scores in the scale-score metric were transformed to a raw-score metric with adjustments if necessary.

A student who scores Proficient on the summative KELPA does not need English for Speakers of Other Languages (ESOL) support for the following school year, which implies that performance expectations for the summative assessment for a given grade (set by the standard-setting panel) are the same as those at the beginning of the next grade. This relationship between performance expectations can be leveraged to obtain screener cut scores from summative KELPA cut scores.

The pool of screener items was field tested during the 2021 summative KELPA administration and placed on the same score scale as the summative KELPA. The summative KELPA includes six grade or grade-banded tests (K, 1, 2–3, 4–5, 6–8, and 9–12). Each grade-banded test is on its own independent score scale (i.e., the scales are not vertically linked). For grade-banded tests, summative cut scores at the end of a grade signify the performance expectations for that grade and at the beginning of the next grade. For example, the performance expectation at the beginning of grade 3 for a given domain is the same as the expectation for summative grade 2. By making this linkage, we can linearly extrapolate the performance expectations at the beginning of grade 2. Linear extrapolations can be applied for all grade-banded tests to obtain performance expectations at the beginning of a grade band.

The KELPA Screener was designed to be available throughout the school year. Applying performance expectations at the end of a grade as screener cut scores would ignore the learning that is expected throughout a school year, especially for students entering school in the beginning of a school year. For grade 2 and above (grade-banded tests), it is assumed that new students may enter school at any time of the year; therefore, screener cut scores should reflect the performance expectation in the beginning of a school year and the various opportunities to learn that may occur during the school year. For grade 2 and above, preliminary screener cut scores are set to the midpoint between performance expectations at the beginning and end of a given grade, to reflect the year-round test-taking pattern.

The extrapolation method used for grade 2 and above is not feasible for grade K and grade 1 tests, because tests in grade K and grade 1 are on independent score scales. In addition, Kansas English language proficiency (KELP) standards do not extend down to pre-kindergarten, so the performance expectations for beginning kindergarten students is not known. For grade K and grade 1, it is expected that most screener tests will be administered in the beginning of the school year as students first enter the K–12 school system. Young students acquire English proficiency faster than older students; therefore, the best estimate of the performance-expectation gains for both the beginning and end of

grade K and the beginning and end of grade 1 is the performance-expectation gains at the beginning and end of grade 2. The performance-expectation gains between the beginning and end of grade 2 are used to extrapolate the performance expectations for the beginning of grade K² and grade 1, respectively. Because the tests for grade K, grade 1, and grade band 2–3 are on independent scales, standardized cut-score differences are used to determine the preliminary cut scores for the screener in grade K and grade 1. Preliminary screener cut scores for grade K and grade 1 reflect the performance expectations at the beginning of their respective grades. Table 5-1 shows the initial KELPA Screener cut scores in scale-score metric.

Table 5-1. Initial KELPA Screener Cut Scores by Grade and Domain, Prior to Adjustment

Grade or grade band	Listening	Speaking	Reading	Writing
K	546	584	569	565
1	537	555	517	477
2	440	523	447	478
3	452	526	513	560
4	446	482	475	488
5	458	504	513	532
6	451	511	526	532
7	463	517	553	557
8	479	527	588	580
9–10	433	500	534	471
11–12	466	509	561	518

5.2 Cut-Score Adjustments

After the University of Kansas’ Achievement and Assessment Institute (AAI) test-development team assembled the screener from the item pool, raw score to scale score conversion tables were constructed for each domain test by grade. Cut scores in the raw-score metric were obtained based on the preliminary scale-score cuts. For tests in grade 1 reading and grade band 6–8 writing, initial scale-score cuts would translate to raw-score cuts for 5 out of 5 points for grade 1 reading and 9 out of 9 points for grade 7 and 8 writing. That is, students need to score perfectly to achieve Proficient in grade 1 reading and grade 7 and grade 8 writing. Because domain tests are very short, and thus the standard errors of measurement associated with the scale-score cuts are large, it is reasonable to set cut scores for grade 1 reading and grade 7 and grade 8 writing to 1 raw score point below perfect. Table 5-2 shows the scale-score cuts corresponding to the raw score adjustment for the KELPA Screener.

² The performance-expectation gains between the beginning and end of grade 2 may be lower than those between the beginning and end of grade 1, thus making the extrapolated performance expectation at the beginning of grade 1 higher.

Table 5-2. KELPA Screener Cut Scores by Grade and Domain, After Adjustment

Grade or grade band	Listening	Speaking	Reading	Writing
K	546	584	569	565
1	537	555	<u>497</u>	477
2	440	523	447	478
3	452	526	513	560
4	446	482	475	488
5	458	504	513	532
6	451	511	526	532
7	463	517	553	<u>556</u>
8	479	527	588	<u>556</u>
9–10	433	500	534	471
11–12	466	509	561	518

Note: Adjusted cut scores were underlined.

Chapter 6 Student Performance

This section provides a summary of student performance for voluntary participation in the Kansas English Language Proficiency Assessment (KELPA) Screener during the 2022–23 administration. Appendix B: Voluntary KELPA Screener Participating Districts and Student Counts for 2022–23 shows the number of students tested with the KELPA Screener by districts. Table 6-1 shows the number and percent of students scored as Proficient for KELPA screener, i.e., proficient in all four KELPA Screener domains. Grade K has the highest test volume with 1,382 students, but the lowest proficiency rate of 1.2%. Grade 10 has the highest proficiency rate of 18.7%, with a test volume of 139.

Table 6-1. Proficiency Rates for KELPA Screener

Grade	No. tested	No. score Proficient	% scored Proficient
K	1382	16	1.2
1	283	16	5.7
2	229	35	15.3
3	231	19	8.2
4	208	28	13.5
5	192	17	8.9
6	218	32	14.7
7	160	19	11.9
8	168	23	13.7
9	328	29	8.8
10	139	26	18.7
11	117	26	22.2
12	73	12	16.4

Note. There are 110 unreported students excluded from this table. Data was collected between August 2, 2022 and June 27, 2023.

The student roster reports, made available for educators, provided educators with the session status (pass or fail) of each student. Session status is a proxy for student proficiency. It is anticipated that students who are not proficient will complete fewer test sessions and exit the test early. Table 6-2 shows students organized by test-session status, by both number of students and percent. The majority of the students completed session 1 and exited the test.

Table 6-2. Number of Students by Test Session Status

Grade	Session status and completion					
	F		P-F		P-P-F & P-P-P	
	Students who completed session 1 only	% of total test takers	Students who completed sessions 1 & 2	% of total test takers	Students who completed all 3 sessions	% of total test takers
K	790	57.2	566	41.0	26	1.9
1	161	48.5	86	29.3	36	22.3
2	111	56.7	67	25.5	51	17.7
3	131	45.2	59	34.6	41	20.2
4	94	43.2	72	42.2	42	14.6
5	83	51.8	81	27.1	28	21.6
6	113	50.6	59	30.0	47	19.4
7	81	63.1	48	17.3	31	19.6
8	106	68.3	29	20.4	33	11.3
9	224	56.9	67	30.4	37	12.7
10	72	51.8	34	24.5	33	23.7
11	62	53.0	25	21.4	30	25.6
12	37	50.7	20	27.4	16	21.9

Note. P = passed; F = failed. There are 110 unreported students excluded from this table. Data was collected between August 2, 2022 and June 27, 2023. Row percentages may not total 100 because of rounding.

Appendix A: KELPA Screener Blueprints

Table A-1. Kindergarten Blueprint

Domain	Cluster	Standards	Score range (points)
Reading 3–7 points	Reading Foundations	EL.RF.2, EL.RF.3, EL.RF.4	2–4
	Language in Reading	EL.R.11, EL.R.12	1–3
Listening 8–16 points	Comprehension & Collaboration	EL.SL.1, EL.SL.2, EL.SL.3	8–10
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	0–2
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	0–4
Writing 4–6 points	Language in Writing	EL.W.10, EL.W.11	4–6
Speaking 12–18 points	Comprehension & Collaboration	EL.S.1, EL.SL.2, EL.SL.3	6–9
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	6–9
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	N/A ¹

¹ Tested through inclusion in constructed-response scoring rubrics

Table A-2. Grade 1 Blueprint

Domain	Cluster	Standards	Score range (points)
Reading 6–10 points	Reading Foundations	EL.RF.2, EL.RF.3, EL.RF.4	4–6
	Language in Reading	EL.R.11, EL.R.12	2–4
Listening 8–16 points	Comprehension & Collaboration	EL.SL.1, EL.SL.2, EL.SL.3	8–10
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	0–2
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	0–4
Writing 4–6 points	Language in Writing	EL.W.10, EL.W.11	4–6
Speaking 12–18 points	Comprehension & Collaboration	EL.S.1, EL.SL.2, EL.SL.3	6–9
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	6–9
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	N/A ¹

¹ Tested through inclusion in constructed-response scoring rubrics

Table A-3. Grades 2–3 Blueprint

Domain	Cluster	Standards	Score range (points)
Reading 8–16 points	Reading Foundations	EL.RF.2, EL.RF.3, EL.RF.4	3–5
	Language in Reading	EL.R.11, EL.R.12	2–4
	Discourse Comprehension	EL.R.1, EL.R.8, EL.R.13	3–5
	Craft & Structure	EL.RL.4, EL.RL.10	0–2
Listening 8–18 points	Comprehension & Collaboration	EL.SL.1, EL.SL.2, EL.SL.3	8–10
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	0–2
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	0–4
Writing 6–10 points	Language in Writing	EL.W.10, EL.W.11	3–6
		EL.W.4	3–4
Speaking 12–18 points	Comprehension & Collaboration	EL.S.1, EL.SL.2, EL.SL.3	6–9
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	6–9
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	N/A ¹

¹ Tested through inclusion in constructed-response scoring rubrics

Table A-4. Grades 4–5 Blueprint

Domain	Cluster	Standards	Score range (points)
Reading 9–14 points	Reading Foundations	EL.RF.2, EL.RF.3, EL.RF.4	2–3
	Language in Reading	EL.R.11, EL.R.12	3–4
	Discourse Comprehension	EL.R.1, EL.R.8, EL.R.13	4–5
	Craft & Structure	EL.RL.4, EL.RL.10	0–2
Listening 10–16 points	Comprehension & Collaboration	EL.SL.1, EL.SL.2, EL.SL.3	8–10
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	1–3
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	1–3
Writing 7–13 points	Language in Writing	EL.W.10, EL.W.11	4–7
		EL.W.4	3–6
Speaking 12–18 points	Comprehension & Collaboration	EL.S.1, EL.SL.2, EL.SL.3	6–9
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	6–9
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	N/A ¹

¹ Tested through inclusion in constructed-response scoring rubrics

Table A-5. Grades 6–8 Blueprint

Domain	Cluster	Standards	Score range (points)
Reading 9–16 points	Reading Foundations	EL.RF.2, EL.RF.3, EL.RF.4	1–2
	Language in Reading	EL.R.11, EL.R.12	3–5
	Discourse Comprehension	EL.R.1, EL.R.8, EL.R.13	5–7
	Craft & Structure	EL.RL.4, EL.RL.10	0–2
Listening 10–16 points	Comprehension & Collaboration	EL.SL.1, EL.SL.2, EL.SL.3	8–10
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	1–3
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	1–3
Writing 7–13 points	Language in Writing	EL.W.10, EL.W.11	5–8
		EL.W.4	3–5
Speaking 12–18 points	Comprehension & Collaboration	EL.S.1, EL.SL.2, EL.SL.3	6–9
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	6–9
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	N/A ¹

¹ Tested through inclusion in constructed-response scoring rubrics

Table A-6. Grades 9–12 Blueprint

Domain	Cluster	Standards	Score range (points)
Reading 9–16 points	Reading Foundations	EL.RF.2, EL.RF.3, EL.RF.4	1–2
	Language in Reading	EL.R.11, EL.R.12	3–5
	Discourse Comprehension	EL.R.1, EL.R.8, EL.R.13	5–7
	Craft & Structure	EL.RL.4, EL.RL.10	0–2
Listening 10–16 points	Comprehension & Collaboration	EL.SL.1, EL.SL.2, EL.SL.3	8–10
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	1–3
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	1–3
Writing 7–13 points	Language in Writing	EL.W.10, EL.W.11	5–8
		EL.W.4	3–5
Speaking 12–18 points	Comprehension & Collaboration	EL.S.1, EL.SL.2, EL.SL.3	6–9
	Presentation of Knowledge & Ideas	EL.SL.4, EL.SL.6	6–9
	Language in Speaking & Listening	EL.SL.7, EL.SL.8	N/A ¹

¹ Tested through inclusion in constructed-response scoring rubrics

Appendix B: Voluntary KELPA Screener Participating Districts and Student Counts for 2022–23

District name	Grade or grade band					
	K	1	2–3	4–5	6–8	9–12
Abilene	2	1				2
Andover	14	5	9	3	12	18
Arkansas City	29	10	15	11	20	31
Ashland	1	1		1		
Atchison Public Schools	1			2		
Auburn Washburn			1	1		1
Augusta		1	1		1	4
Barber County North			1	1	1	
Barnes	6	2	2	1	3	1
Basehor-Linwood		1				
Beloit					1	
Blue Valley	138	2	3	3	3	3
Bluestem	2	2	1	2		
Bonner Springs	11	5	4	5	3	5
Buhler					1	4
Caney Valley				1		2
Canton Galva				1		1
Chanute Public Schools	6	1	5	4	5	
Chapman	1		1			
Cherryvale				1		1
Chetopa St. Paul	1					
Circle		1	1	2	3	
Clearwater			1		1	
Coffeyville	26	6	5	4	6	11
Colby Public Schools	7	2	4	2	5	4
Concordia	3	1		1	1	1
Copeland	2		2		4	
Deerfield	9		2	2	3	4
Derby	1	4	4	8	16	18

District name	Grade or grade band					
	K	1	2-3	4-5	6-8	9-12
Dodge City	2	1	1	1	4	
Douglass Public Schools		1	1			
Durham Hillsboro Lehigh	2		2			
El Dorado		1	1	1		
Elkhart	2	1	1		5	5
Ell Saline	2	2				
Emporia	37	10	19	10	21	55
Erie Galesburg	2					
Eudora	4				1	1
Fort Scott	4	2		1	1	3
Frontenac Public Schools	2					
Ft Leavenworth	1	1	2	1	1	
Garden City						1
Gardner Edgerton	1				1	
Garnett						1
Geary County Schools	4	1	10	4	2	
Goddard	1	2	2	1	4	6
Golden Plains	2		1	3	2	2
Goodland	3		2	3	1	2
Great Bend			1			1
Greeley County Schools	6	1	1		2	
Halstead	3					
Haven Public Schools	7		3	2	2	
Hays	20	4	8	6	9	12
Haysville	2		2	7		
Herington				3	1	
Hesston	8		1			
Hiawatha	1	2	1			2
Hodgeman County Schools	1		1			
Holcomb	8		3	3		1
Holton	6		2	1	1	
Hoxie Community Schools	5	2	11	3	5	4
Hutchinson Public Schools	1				1	

District name	Grade or grade band					
	K	1	2-3	4-5	6-8	9-12
Independence	3	2	2	3	4	6
Iola	1	1		2		
Jefferson West			1			
Kansas City	817	122	191	158	217	301
Kansas City Catholic Diocese	73	8	10	16	14	
Kingman Norwich						4
Kiowa County					3	
Kismet Plains				4	6	2
Lakin	15	2	5	10	1	13
Lawrence	2			2		
Leavenworth					3	6
Leoti				2		
Lewis	3					
Lincoln			1	3		
Louisburg	2		3	2	3	4
Lyndon						1
Lyons	14		3	3	10	8
Macksville		1		1	3	2
Maize	22	5	18	13	3	
Manhattan Ogden		1	1		1	
McPherson	8	1	1	2	5	7
Meade					1	
Minneola						1
Montezuma	3	1		1		2
Moscow Public Schools			1	1	1	
Moundridge	2			1		
Mulvane						3
Nemaha Central	2			2	2	1
Newton	7	2	4	4	10	5
Nickerson	2	1	2		2	3
North Jackson			1			
Norton Community Schools	1					
Olathe	12	8	21	9	6	14

District name	Grade or grade band					
	K	1	2-3	4-5	6-8	9-12
Onaga Havensville Wheaton					2	
Osage City	1					
Osborne County	1					
Otis Bison	1				2	2
Ottawa				1		
Pam B District 1	6				1	
Paola					1	
Parsons	1	2			1	7
Perry Public Schools	1	1	1			
Phillipsburg	1	1	3			1
Piper Kansas City	2	9	8	7	26	15
Prairie Hills			1			
Prairie View		1	2			2
Pratt	4		2		3	
Rawlins County			1	1	1	
Remington Whitewater			1			
Renwick		1				
Republic County		1				
Royal Valley	1					
Rural Vista			1	1		1
Salina		2	9	13	11	15
Scott County			2		1	3
Seaman	4	2	3	3	3	3
Sedgwick Public Schools	1					1
Shawnee Heights	12	2	5	2	2	1
Shawnee Mission Pub Sch	18	12	13	15	21	11
Smith Center	1	1				
South Brown County	1					
Spearville	1				1	
Spring Hill					1	
St Francis Comm Sch	1			1		5
St John Hudson	5		1	1		1
Stafford		1	1	2		4

District name	Grade or grade band					
	K	1	2-3	4-5	6-8	9-12
Sublette		1				
Sunflower District				2		1
Sylvan Grove			1	1		
Tonganoxie		1	1	2	4	1
Turner Kansas City				2	20	
Ulysses		3		1		
Valley Heights	1		2			1
Waconda					1	1
Wakeeney						1
Washington Co. Schools	1	1		1		
Wellington						2
Wellsville	1					
Weskan						3
Western Plains				2	2	5
Wichita			1		1	1
Wichita Catholic Diocese	80	23	18	16	20	3
Winfield	5		3	2	2	

Note. Data was collected between August 2, 2022 and June 27, 2023.