

English Language Proficiency Test

Key Points:

- The English language proficiency test is administered to Kindergarten through grade 12 students who have been officially identified as English learners (ELs) via the Home Language Survey and the Placement Test.
- As mandated by the ESEA, English learners are tested in four domains: Listening, Speaking, Reading, and Writing.
- The ELPT is administered annually to monitor English learners' progress in acquiring academic English.
- The Elementary and Secondary Education Act (ESEA) requires that the Local Education Agency (LEA) must assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, Language Instruction Education Programs (LIEPs).
- State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of ELs using the annual English language proficiency assessment.
- For an English learner (EL) to officially exit EL status, the student is required to obtain the following proficiency levels on the ELPT: (A) Overall Proficiency Level 4 or 5, **and** (B) Reading Proficiency Level 4 or 5, **and** (C) Writing Proficiency Level 4 or 5.
- Exiting EL students either too soon or too late raises civil rights concerns. EL students who are exited too soon are denied access to EL services. EL students who are exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school.
- The English learner moves to monitored status when he or she has officially exited the program based on the SBE-approved exit criteria. The student will remain in this status for four (4) years. The student in monitored status no longer receives EL accommodations and does not take the English Language Proficiency Test (ELPT). The move to monitored status should be reviewed by the Language Appraisal Team (or its equivalent) and documented in the student's cumulative record. Students exiting from EL status must be monitored to ensure that (1) they have not been prematurely exited; (2) any academic deficits incurred as a result of participating in the EL program have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never-EL peers. Districts may want to consider quarterly reviews by the Language Appraisal Team (or its equivalent) to ensure that the former ELs incur no language-related academic deficits.

Resources:

- OSA English Language Proficiency Test ([ELPT](http://www.mdek12.org/OSA/SP/ELPT)) website: <http://www.mdek12.org/OSA/SP/ELPT>
- [Elementary and Secondary Education Act](#) (as amended by ESSA)
- [Disability Preclusion Information for the English Language Proficiency Test](#)

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