Doe, Jane

Student ID: 9999999999 | Student DOB: 2/22/2009 | Enrolled Grade: 9
Date Taken: 10/26/2023

Grade 9 Screener 2023-2024
DEMO DISTRICT
DEMO SCHOOL

Proficiency Status: Progressing

Proficiency Determination

Proficient - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the ELPA21 Screener by scoring Level 4 or Level 5 in all domains. Proficient students are not identified as English Learners and do not receive English language development services.

Progressing - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPA21 Screener by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.

Emerging - Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the ELPA21 Screener by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

Proficiency Not Demonstrated - Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services at school.

How Did Your Child Perform on Different Areas of the Test?

1 Beginning   **2** Early Intermediate   **3** Intermediate   **4** Early Advanced   **5** Advanced

Domain	Performance	Performance Description
Listening	**3**	When listening, the student at Level 3 is working on: determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges.
Reading	**2**	When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.
Speaking	**1**	When speaking, the student at Level 1 is working on: communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh- questions; expressing an opinion about a familiar topic.
Writing	**2**	When writing, the student at Level 2 is working on: writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.