



UNDERSTANDING THE ELAP, A GUIDE FOR PARENTS AND CAREGIVERS OF ENGLISH LEARNERS

This support document will assist parents and caregivers of English learner (EL) students to understand the content and purpose of the English Language Academic Plan (ELAP). An ELAP is completed for every English learner in the state and should be updated and distributed yearly to both parents and teachers of ELs. The ELAP contains many pieces of information, including:

- How the student was identified as an EL
- The student’s current level of English language proficiency
- Student learning goals for the year
- What extra intervention and/or services the student will receive
- The accommodations that will be provided to the student in the classroom and on state testing

SECTION 1: STUDENT INFORMATION

This section contains basic information about the EL student. If the student is also identified as having special needs and has an Individualized Education Plan (IEP) in place, the ELAP should have been developed in cooperation with the student’s IEP team. The bottom row of this section shows if this has happened.

SECTION 2: CURRENT OSTP / NRT TEST INFORMATION

This section contains information about the most recent testing in which the student has participated. Oklahoma School Testing Program, or “OSTP” tests, are the end-of-year tests that all students in the state must take. OSTP tests focus on reading and math in grades three through eight, but all students will also participate in an OSTP Science test one time in elementary and one time in high school. In this section, the ELAP provides information about the most recent OSTP English Language Arts (ELA) score and the date that score was earned. If the student participated in the previous year OSTP test, they will have earned one of four scores:

- Below Basic (BB)
- Basic (B)
- Proficient (P)
- Advanced (A)

This section also includes “Norm-Referenced Test” or “NRT” scores. These scores come from tests the district uses to measure what the student knows and understands, usually in reading and math. Districts use many different NRT tests, and different districts may not use the same test at the same grade level.

The information in this section helps teachers to understand the level of English the student can use in class, what the student already knows, and what they may still need to learn.

SECTION 3: CURRENT ELP PLACEMENT TEST SCORING INFORMATION

Note: If an EL student was identified as an EL before this year, this section may not be completed.

This section contains the scores from a student's EL placement test. A student is placement tested to be an English learner based on Home Language Survey answers. If the student is a first-year English learner, they should have scores listed for **one** of the four tests listed in this section. If the student took the K W-APT, Screener or MODEL, they should have scores for each "domain" of language- Listening, Speaking, Reading and Writing, and a "Composite" score that is a combination of all four domain scores. The scores should all be between "1" and "6." A score of "1" shows that the student has no or very low ability in English, and a score of "6" shows mastery of English. Parents and caregivers should not be surprised if some scores are high and some are low; it is common for a student to score high on the listening and speaking sections and low on the reading and writing sections.

Like the testing information in Section 2, the information in this section helps teachers to understand the level of English the student can use in class, what the student already knows, and what they may still need to learn.

SECTION 4: CURRENT K-ACCESS / ACCESS FOR ELLS 2.0 / ALTERNATE ACCESS SCORES

Note: If a student was identified as an EL this year, this section will not be completed.

This section contains the scores from last year's, or most recent, ACCESS test. Once a student has been identified as an English learner, the student will take the ACCESS test every year until they are proficient in English. Like the scores described in Section 3, the ACCESS test will measure English ability in the four domains of language- Listening, Speaking, Reading and Writing and will create a "Composite" score that is a combination of all four domain scores. To leave EL status, an EL student must earn a 4.8 Composite on the ACCESS test.

This section also contains "Current-year student growth target" and the "Estimated time to exit EL services" numbers:

- **Growth Target:** When a student is identified as an English learner, they are given up to five years to reach the 4.8 Composite score needed to leave EL status. The number of years they are given is based on the Composite score the student earned on their first ACCESS test. For example, a student earning a 1.2 Composite score on their first ACCESS test would be given four more years to earn the 4.8 score needed to leave EL status. The growth target is the Composite score expected on this year's ACCESS test. If the student earns this score, it shows that they are learning English fast enough to leave EL status in the years they were given.
- **Estimated time to exit EL services:** This is the number of years the student has left out of the years they were first given to earn a 4.8 Composite score and leave EL status.

Is the student on track to exit EL?: If the student earned a score at or above their growth target on last year's ACCESS test, "YES" should be marked. If the student did not earn a score at or above their growth target on last year's ACCESS test, "NO" should be marked.

Parents and caregivers should understand that the "Growth Target" and "Years to exit EL status" numbers are meant to make sure teaching English is important to the school. There is no penalty or punishment for a student that does not earn a 4.8 Composite by the end of the years they were given to do so.

SECTION 5: STUDENT'S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS

This section contains this year’s learning goals for the student. At least one learning goal should be listed for each domain (Listening, Speaking, Reading and Writing), but districts may add more goals if they wish. The learning goal is a target of what the student should be able to do in that domain after one year of learning. Parents and caregivers should understand that the learning goals listed in this section are not the only goals for the student; they are listed to give the teacher a better understanding of the student’s ability in all domains.

SECTION 6: LANGUAGE INSTRUCTION SERVICES

This section contains a description of the extra services an EL student will get to help with learning English. There are many ways districts can support an English learner, and the district must be able to explain to the parent or caregiver what these supports will look like for their student.

SECTION 7: PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

This section is for the district to show what state tests the student will take this year and if the student will be allowed to use any accommodations (explained in Section 8).

SECTION 8: ACCOMMODATIONS FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

This section shows what accommodations an EL student can use when taking an OSTP test. Accommodations are meant to make sure that the score an EL student earns is not affected by their level of English and shows only what they know about the subject. Some accommodations may be used by all English learners, and some may only be used by students at lower levels of English.

SECTION 9: INSTRUCTIONAL ACCOMMODATIONS IN THE REGULAR CLASSROOM

This section contains the accommodations that the EL student’s teacher will use in class to help the student learn. Accommodations are chosen by the school and/or the district, but should always be based on the learning needs of the student.

SECTION 10: SIGNATURES

This section contains information about the teachers and administrators who are responsible for making sure the ELAP is followed. If the parents or caregivers of an EL student want to “opt-out” of extra English learner support for their student, they may sign in this section. Parents and caregivers need to understand that this “opt-out” does not remove the student from EL status, and the student must still take the ACCESS test every year until they reach the 4.8 Composite score.