



ELPA21 in Tennessee

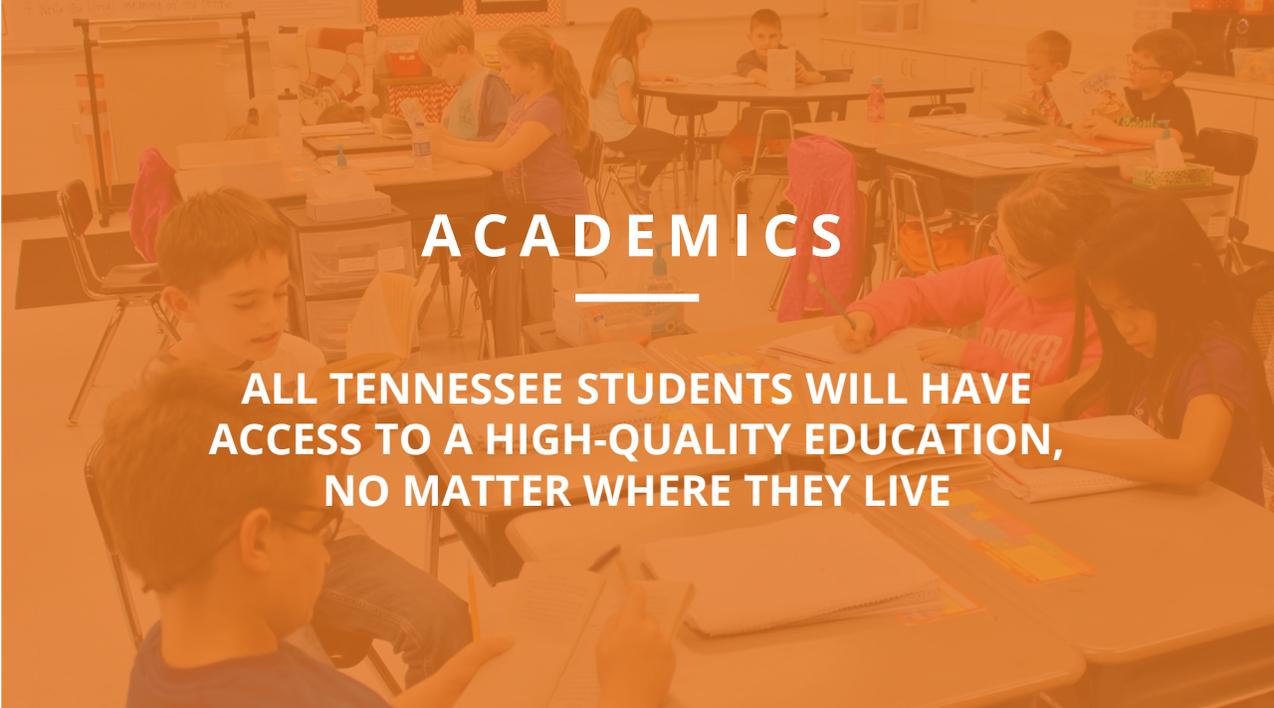
*Academics, Student Supports
Federal Programs and Oversight*





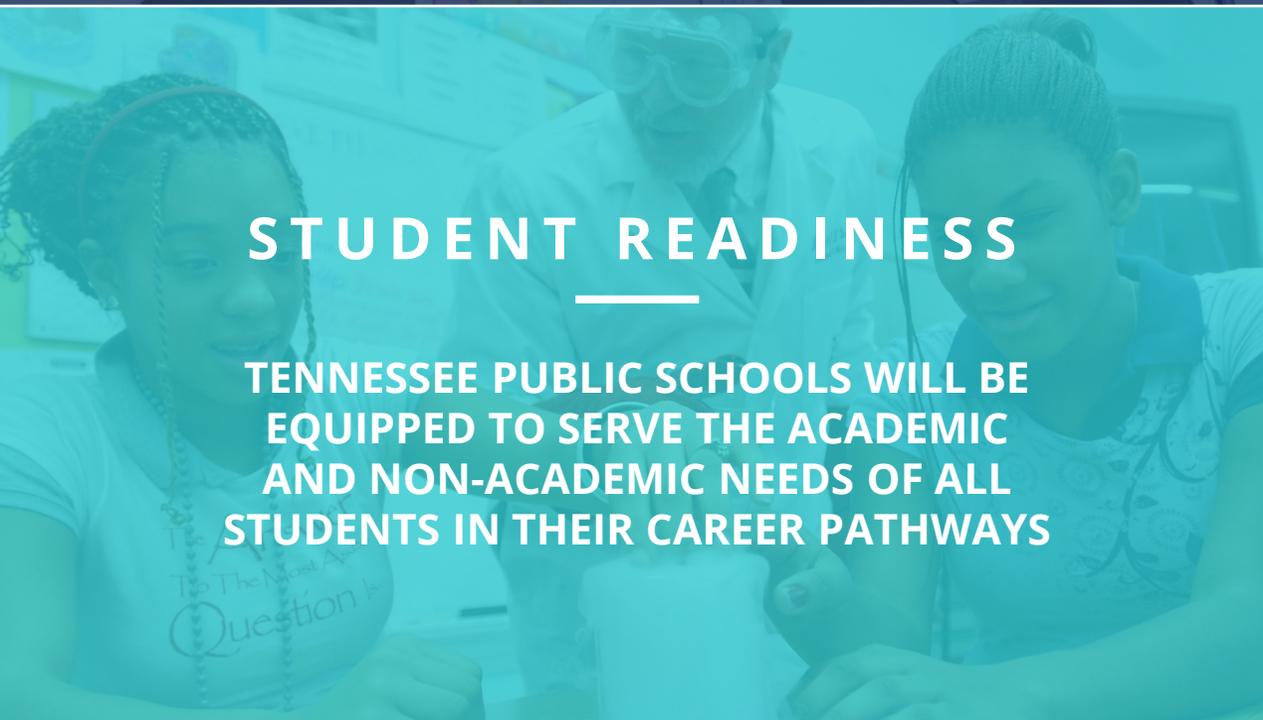
BEST FOR ALL

We will set all students on a path to success.



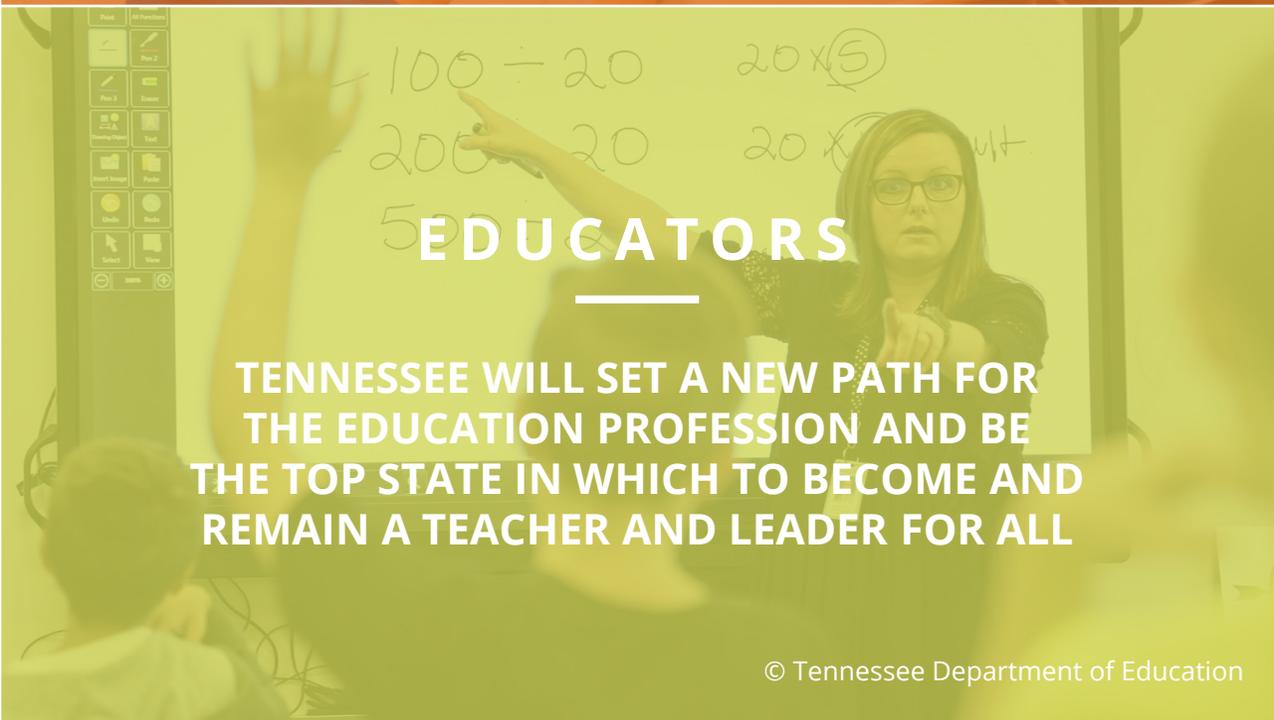
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Guidance Disclaimer

- Our target audience is a group of people who share a common concern, a challenge, or an interest in the presentation's topic.
- Our purpose is to focus on sharing best practices and creating new knowledge to advance a domain of professional practice.
- Our goal is to discuss best practices, guidelines, and strategies that organize, manage, and steward the resources from which the community can draw.





Agenda

- The 5 Ws of ELPA21
- Rule and Policy Updates
- ELPA21 English Language Development (ELD) Standards
- Break
- PULSE Individual Learning Plan (ILP) Updates
- Moderated Q&A

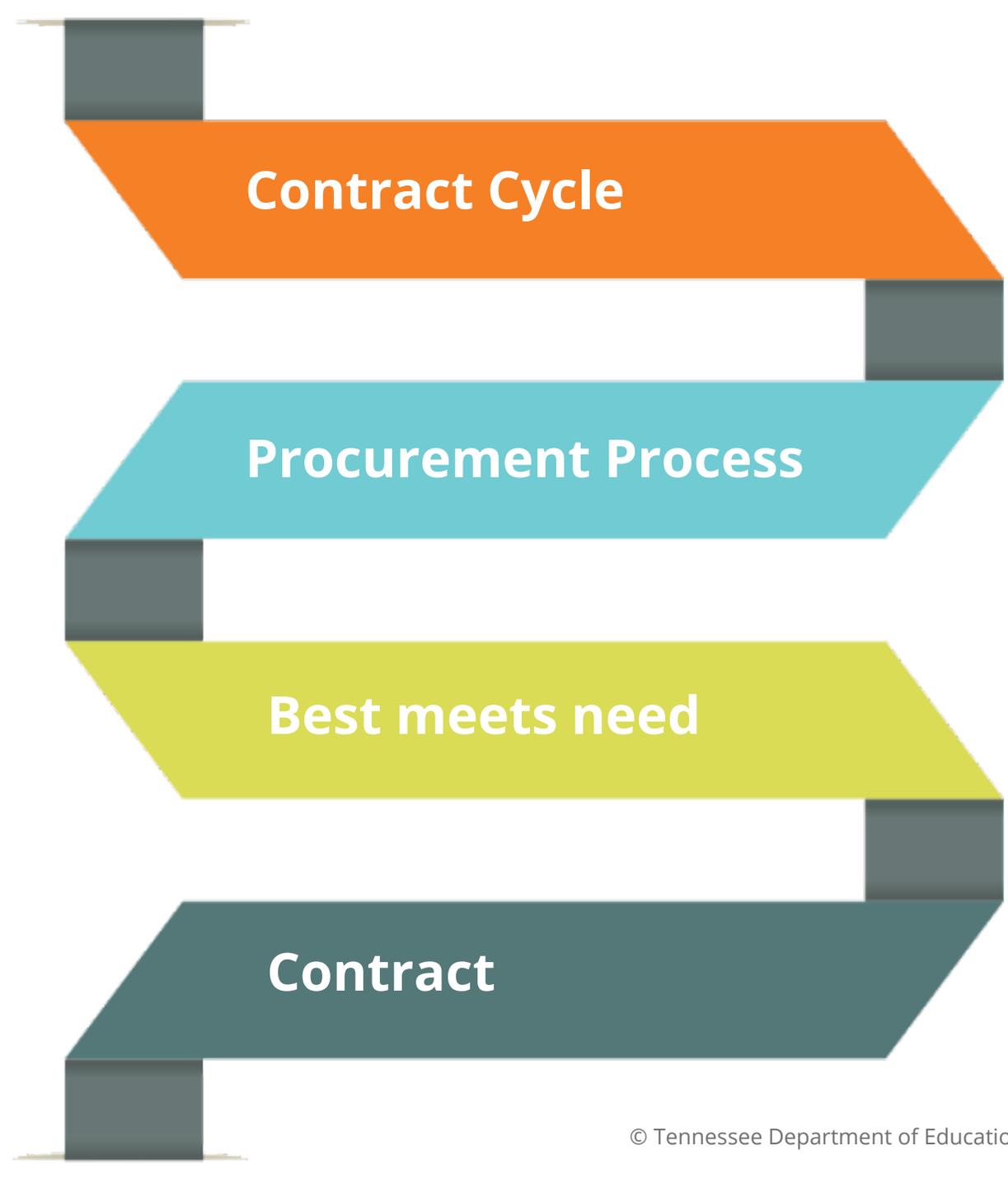


The 5 Ws of ELPA21



But why...?

Our needs have changed



Contract Cycle

Procurement Process

Best meets need

Contract

What is ELPA21?

- ELPA21 is a comprehensive English language proficiency instructional and assessment framework that is committed to:
 - **Growth**
 - **Collaboration**
 - **Accessibility**



Growth

- English learners can have the same success as their native English-speaking peers.
- Focus on the four domains:
 - Speaking, Writing, Reading, and Listening
- English learners are capable of making progress towards English language proficiency.

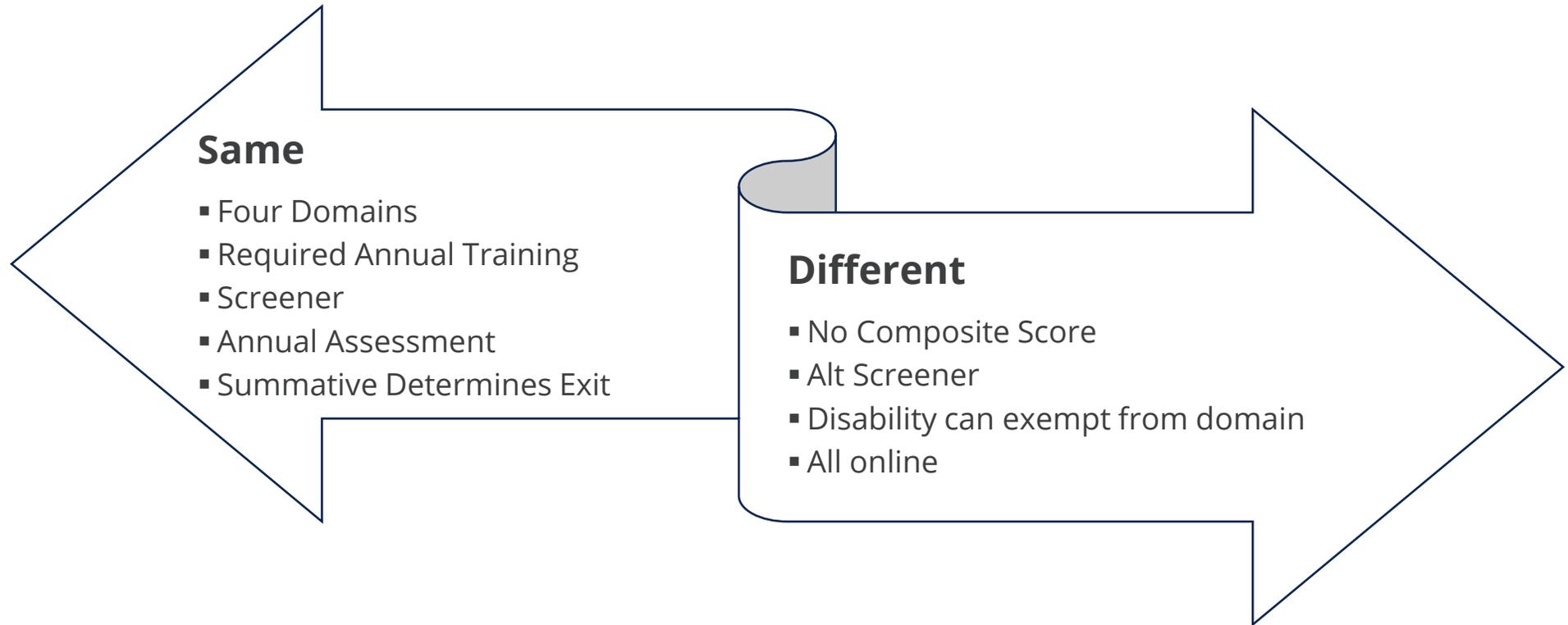
Collaboration

- Assessment and item design
- Product development
- Stakeholder communication and communities of practice
- Accountability plans and indicators
- Test administrator training and test security
- Supporting content-area educators

Accessibility

- Thoughtful tools
- Accommodations

Similar yet Different



Where is ELPA21 already?

- Arkansas
- Iowa
- Louisiana
- Nebraska
- Ohio
- Oregon
- West Virginia

Exciting opportunities with ELPA21

- Domains are more independent, and this allows the Individualized Education Program (IEP) team to exempt a student from a specific domain because of a disability, and the student will still receive a score allowing exit.
- Standards are simplified and consistent.
- There are opportunities for an Alternate Screener for students with significant cognitive impairments.
- New and fresh professional learning opportunities are available.

ELPA21 Implementation Timeline

April 8

Title III Directors during office hours

May 13-17

Two per district for standards training

June 3

Portal opened for on-demand screener training

July 1

ELPA21, ELD standards, and assessment framework
• Student screening can begin

Feb 5, 2025

Annual Summative English Learner Assessment

Who does ELPA21 impact?

- New Rule Updates
- New TN ELD Standards
 - 10 clear, concise functional standards
- New Assessment Suite
 - Screener
 - Summative
- New Professional Learning & Resources Available

ELPA21 Generates Individual Student Reports (ISR)

- Each Individual Student Report (ISR) contains:
 - Proficiency determination
 - Domain specific information
 - Family friendly format
- Available in seven languages



Reporting

Individual Student Report

Last, First: **Grade 4 ELPA21 Summative 2021-2022**
Student ID: 2220322251 | Student DOB: 10/20/2000 | Enrolled Grade: 4
Date Taken: 12/7/2021
Demo District 9999 name update
Demo School 1

Overall Scale Score: 5383±227 **Comprehension Scale Score:** 6034±268 **Proficiency Status:** Progressing

Proficiency Determination

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 on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

Progressing - Students are Progressing when, with support, 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 on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

Emerging - Students are Emerging when they have not yet 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 on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

How Does Your Child's Score Compare?

Name	Proficient%	Average Overall Scale Score	Average Comprehension Scale Score
Demo District 9999 name update	0	4418±351	4660±385
Demo School 1	0	4418±351	4660±385

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

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

Domain	Scale Score	Performance	Domain Description
Listening	581±33	5	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	581±24	4	When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.
Speaking	489±36	2	When speaking, the student at Level 2 is working on: participating in short conversations, responding to simple wh- questions; delivering short oral presentations or describing pictures and graphs using simple language structures; recounting a simple sequence of events in order; constructing a claim with one supporting reason.
Writing	512±33	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates a score range between 620 and 640.

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Rule & Policy Updates

Rules vs. Policies

- Rules

- [English as a Second Language \(ESL\) Programs Rule 0520-01-19](#)
- Carry the weight of law

- Policies

- [English as a Second Language \(ESL\) Program Policy 3.207](#)
- Used to further define law or rule



English as a Second Language (ESL) Rule & Policy Updates

Entry and Exit Criteria

Tailoring of Direct Services

ESL Delivery and Program Models

ILP Requirements for Transitional Year 1
and Year 2 (T1-T2) Students Clarified

Entry and Exit Criteria

The qualifying scores for entry and exit of ESL programs have been moved to ESL Policy 3.207.

Providing the name of the assessment vendor and qualifying entry and exit scores in policy allows the department and State Board of Education to readily update assessment requirements. This in turn will allow for timely updates for districts and schools.

Screening Criteria

Grade	Screener Used	Domains Administered	Score Results
Kindergarten first semester	ELPA21 Dynamic Screener	Listening, Speaking, Reading, and Writing domains	Below three (3) in any non-exempt domain
Kindergarten second semester through Grade 12			Below four (4) in any non-exempt domain
NELB students who are identified as requiring an alternate screener according to TN SBE 0520-01-19 Kindergarten through Grade 12	Alt ELPA Screener	<p>Receptive modality (combined score for reading and listening domains)</p> <p>Productive modality (combined score for speaking and writing domains)</p>	Below three (3) in any non-exempt modality

Screening Criteria- Alt ELPA Screener

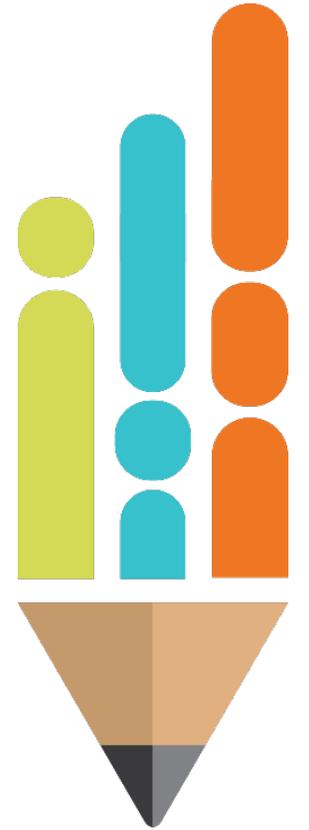


Grade	Domains Administered	Score Results
NELB students who are identified as requiring an alternate screener according to TN SBE 0520-01-19 Kindergarten through Grade 12	Receptive modality (combined score for reading and listening domains) Productive modality (combined score for speaking and writing domains)	Below three (3) in any non-exempt modality

Student A

First semester Kindergarten

- Listening: 3
 - Speaking: 3
 - Reading: 3
 - Writing: 2
- Does this student qualify? Why or why not?

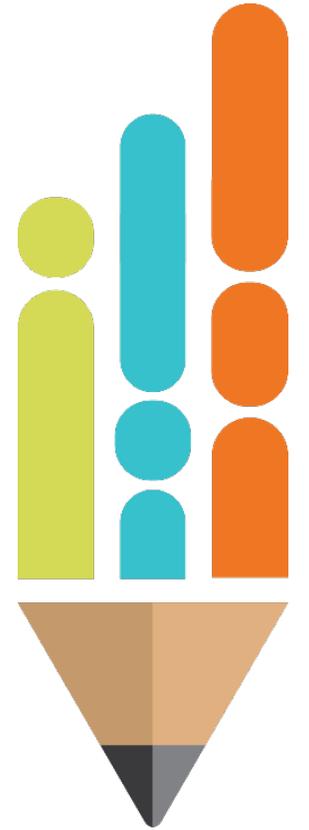


YES

Student B

Second semester Kindergarten- Grade 12

- Listening: 4
 - Speaking: 4
 - Reading: 3
 - Writing: 2
- Does this student qualify? Why or why not?

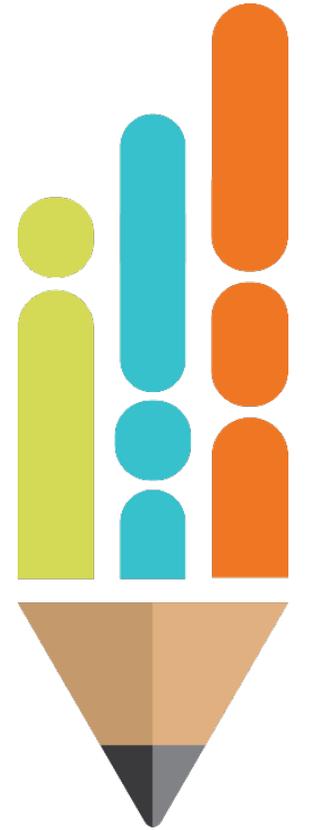


YES

Student C

Alternative (Alt) ELPA Screener

- Modality: Productive (Speaking & Writing): 2
 - Speaking: 1
 - Writing: 2
- Modality: Receptive (Listening & Speaking): 3
 - Listening: 3
 - Reading: 2
- Does this student qualify? Why or why not?



YES

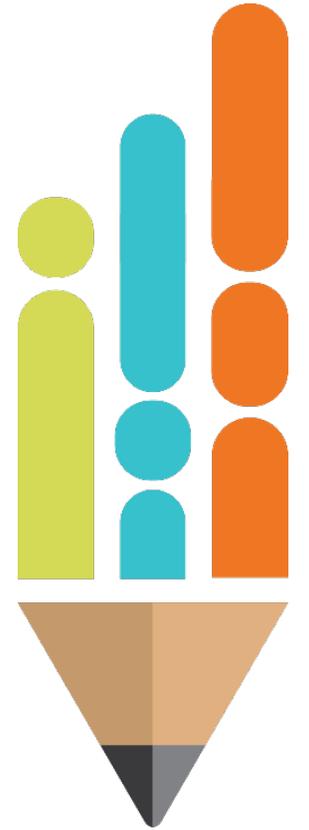
Exit Process

ELPA21 Summative

4 or above in all non-exempt domains

Alt ELPA Summative

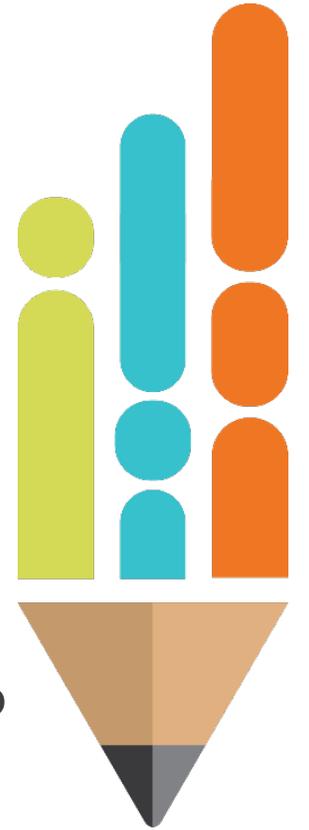
3 or above in all non-exempt modalities



Student A

ELPA21 Summative

- Listening: 4
 - Speaking: 5
 - Reading: 4
 - Writing: 4
- Does this student qualify for exit? Why or why not?



YES

Student B

ELPA21 Summative

- Listening: 4
 - Speaking: 4
 - Reading: 3
 - Writing: 3
- Does this student qualify for exit? Why or why not?
-

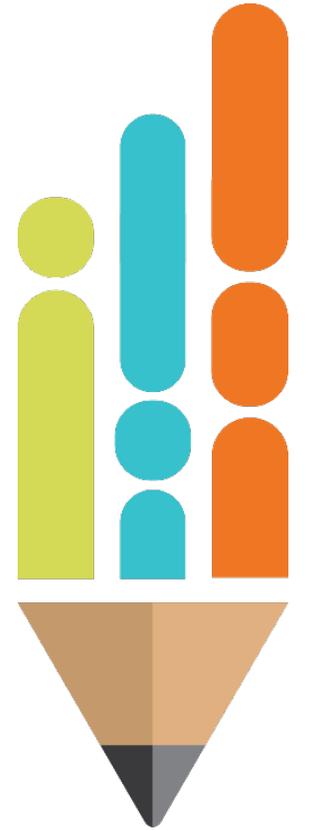


NO

Student C

Alternative ELPA Summative

- Modality: Productive (Speaking & Writing): 3
 - Speaking: 2
 - Writing: 3
- Modality: Receptive (Listening & Speaking): 4
 - Listening: 3
 - Reading: 4
- Does this student qualify? Why or why not?

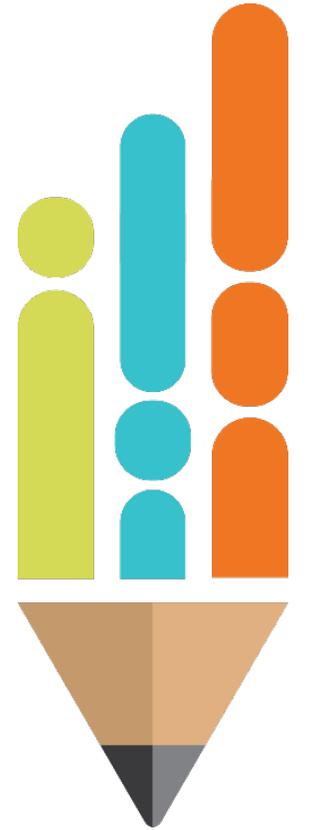


YES

Student D

Alternative ELPA Summative

- Modality: Productive (Speaking & Writing): 2
 - Speaking: 1
 - Writing: 2
- Modality: Receptive (Listening & Speaking): 3
 - Listening: 3
 - Reading: 2
- Does this student qualify? Why or why not?



NO

Tailoring of Direct Services

- The criteria for tailoring of ESL services will be in ESL Policy 3.207.
- LEAs and schools may provide tailored services to students in grades 1-12 who score at least a level four (4) in the domains of reading, writing, and either listening or speaking on the summative assessment.

Delivery Model

Scheduled English
Language
Development Course

An ESL teacher delivers intensive language instruction to English Learners during a scheduled instructional period.

Pull-Out Instruction

An ESL teacher delivers intensive language support to English Learners in small groups or one-on-one settings outside of the general education classroom.

Co-Teaching
Instruction

An ESL teacher and a general content teacher collaboratively plan, organize, deliver, and assess content and language instruction to English Learners in the general content classroom.

ESL Program Models

Sheltered English
Instruction

Structured English
Immersion

Specially Designed
Academic
Instruction in
English

Content Based
English Instruction

Heritage Language

ELPA21 ELD Standards

Language Domains

Listening



Reading



Writing



Speaking





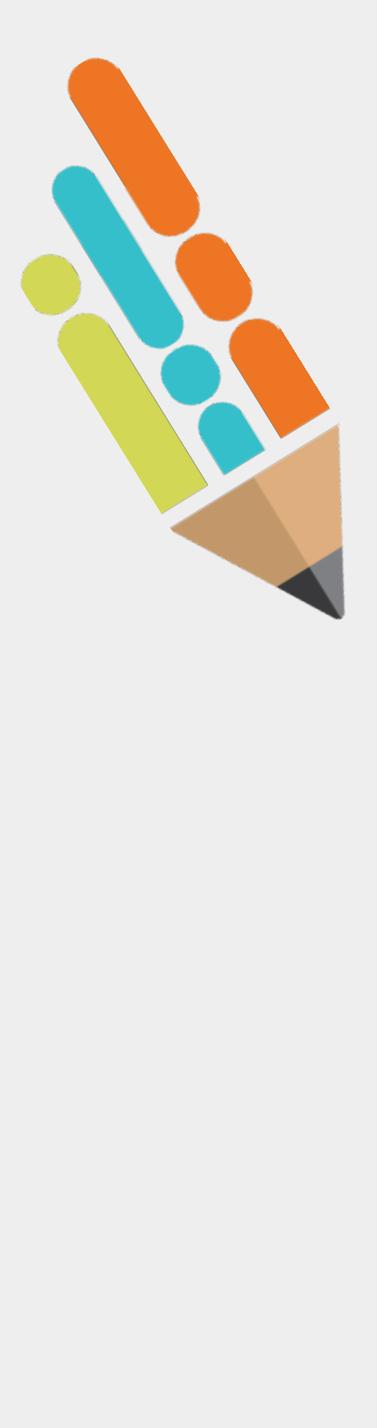
New TN English Language Development Standards (ELD)

- Only 10 ELP Standards
- Focus on receptive, productive, and interactive skills
- Take a functional approach of communication over correctness



Clear & Concise Standards

- Organized in relation to participation in content-area practices
 - Standards 1 through 7 focus on the language necessary for ELs to engage in the central practices of learning in general content areas.
 - Standards 8 through 10 focus on linguistic features to be used in service with Standards 1-7.
- The English Language Proficiency (ELP) Standards are interrelated and can be used separately or in combination.
- The ELD Standards do not include curricular or instructional statements.



Standards 1-7

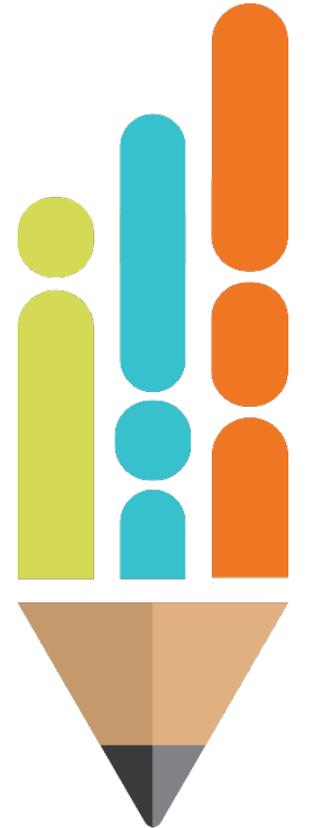
- Build in order of language acquisition skills beginning with meaning and then progressing to engagement

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational text and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing

Standards 8-10

8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

- Examine familiar linguistic dimensions
 - Word/phrase
 - Discourse
 - Sentence



Language Modalities

Receptive Standards 1 & 8

The learner is a **reader or listener/viewer** working with 'text' whose author or deliverer is not present or accessible.

The interaction is with authentic written or oral documents where **language input** is meaningful and content laden.

The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding.

Productive Standards 3, 4, & 7

The learner is a **speaker and/or writer** for a 'distant' audience, one with whom interaction is not possible or limited.

It is a **planned or formalized output** such as speech or written document.

The **communication is set** for a specified audience, has purpose, and generally abides by rules of genre or style.

The learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.

Interactive Standards 2, 5, & 6

The learner is a speaker/listener [and] reader/writer. It requires **two-way interactive communication** where negotiation of meaning may be observed.

Evidence of **awareness of the socio-cultural aspects** of communication as language proficiency develops.

TN ELD Standards

- The 10 ELP Standards are designed for collaborative use by ESL/ELD and content area teachers in both English language development and content-area instruction.

ELD Standards work with TN State Standards

Grade 5: Standard 4

ELP.4-5.4.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.

5

5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text.
- Develop an opinion through logically-ordered reasons that are supported by facts and details.
- Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide a concluding statement or section related to the opinion presented.
- Link opinion and reasons using words, phrases, and clauses.
- Apply language standards addressed in the Foundational Literacy standards.

5

5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.



TN PULSE ILP Updates

Individual Learning Plans

ILP Updates

Assessment
Additions

Alt Screener Added

Delivery Type

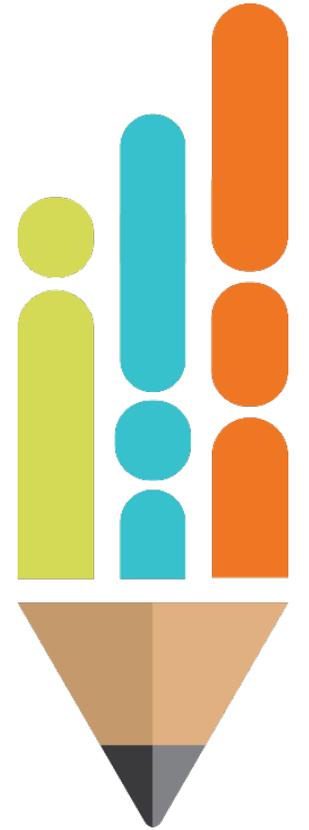
Service Model

Goal Section

Notification Letters

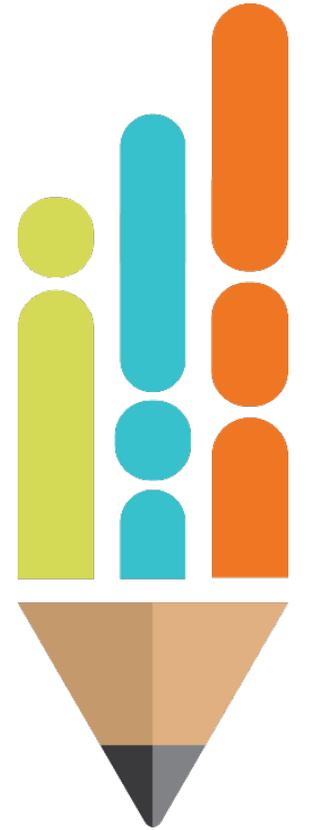
ELPA21 Assessment Additions

- **ELPA21 Dynamic Screener:** Testing instrument used to identify English learners
- **ELPA21 Summative Assessment:** Annual assessment ELs take used to measure the specific language skills they need to interact with grade-level academic language courses
- **Alt ELPA Screener:** Testing instrument used to identify English learners who may not be able to access the ELPA Dynamic Screener due to student needs
- **Alt ELPA Summative Assessment :** Alternative screening instrument designed for English learners with the most significant cognitive disabilities, if documented in their IEP



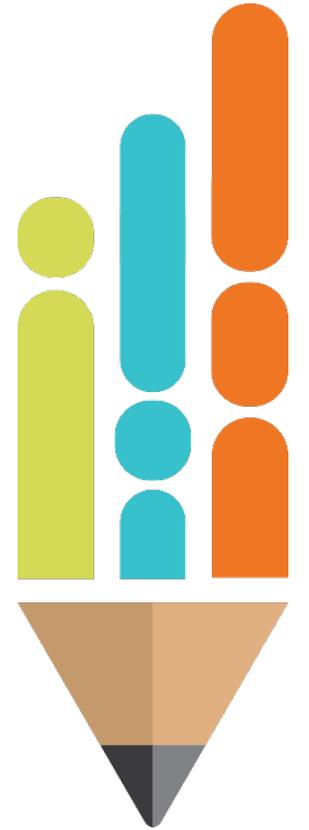
ESL Services Modal

- Delivery Type
 - Co-teaching
 - Pull-Out
 - Scheduled ELD Course
- Service Model
 - Sheltered English Instruction
 - Structured English Immersion
 - Specially Designed Academic Instruction in English (SDAIE)
 - Content-Based Instruction (CBI)
 - Heritage Language
 - Another model approved by the Department

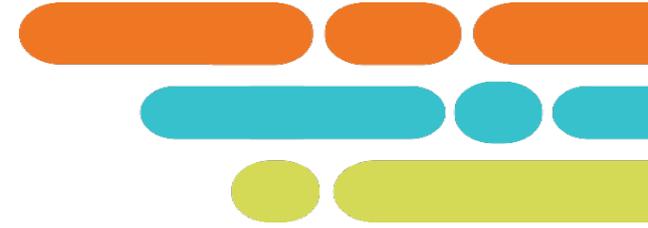


Goals Section

- School Year 2024-2025
 - WIDA Can Do Key Descriptors
 - WIDA Proficiency Level Descriptors (PLDs)
 - Customized Goals
 - NEW- ELPA21 Reporting Performance Level Descriptors (PLDs)
- As of School Year 2025-26
 - ELPA21 Reporting Performance Level Descriptors (PLDs)
 - Customized Goals



Developing Student Goals



- Local Education Agencies (LEAs) have a variation of tools for developing ILP goals for Grade K-12
 - ELPA Screener Data (new ELs)
 - ELPA Summative Data (continuing ELs)
 - Personalized student goal

- For T1-T2 ILPs, goals are driven by student academic data
 - TCAP assessment
 - Universal screener data
 - Career surveys
 - Local common formative assessments
 - Local benchmarks



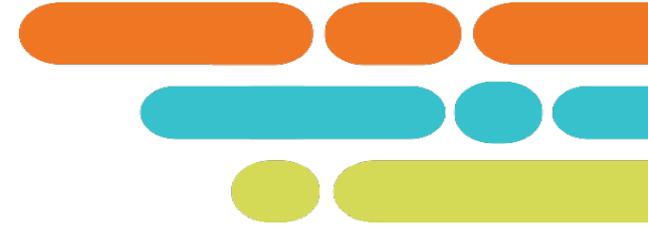
Developing Custom Goals K-12

When content is accessible, the student will be able to...

Domain	Student Goal
Speaking	<p>Proficiency Level 1.1</p> <p>The student will be able to provide a one word or short phrase response using visually supported academic content with 80% success as measured informally in a small group discussion.</p>
Writing	<p>Proficiency Level 2.0</p> <p>Student A will fill in graphic organizers, tables, and/or charts with key problems and solutions drawn from academic text when provided visually supported content with 80% accuracy as measured by the completion of the task.</p>



Goals for Transitional Year 1 (T1) and Year 2 (T2) Students



T1-T2 students have exited EL status therefore, ILPs:

T2 students will not have English language proficiency data for goal development

Will not need present level goals

Will not have a language growth trajectory

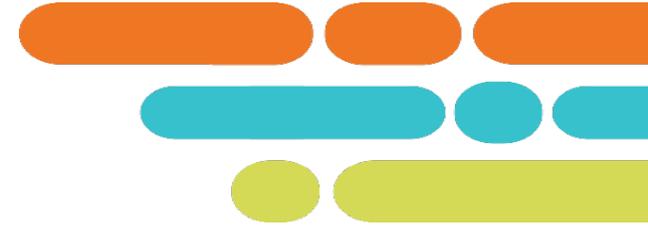
ILP teams will develop student T1-T2 plans that will focus on:

Academic success in the general education classroom

Academic goals

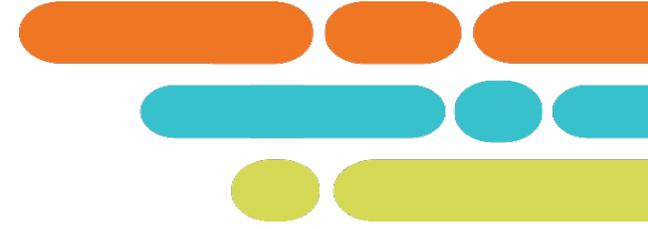
Scaffolds needed to access instruction

Consideration of Data Sources for T1-T2 ILP Goals



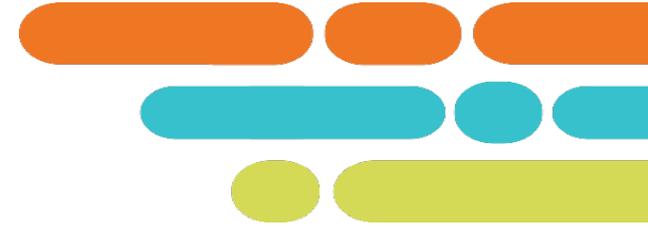
- To appropriately develop ILP goals for T1-T2 students, data sources an LEA may consider are (but not limited to):
 - universal screening data for foundational skill acquisition
 - survey-level assessments
 - local common formative assessments
 - district benchmarks
 - Tennessee Comprehensive Assessment Program (TCAP) or End of Course (EOC) exams
 - career exploration surveys
- The data considered by the ILP team will be used for the purpose of T1-T2 ILP goal development and monitoring of academic success in the classroom.

Example Goals for T1-T2 Students



- The student will be able to improve reading comprehension skills by spending 20 minutes reading with 80% accuracy, with a peer, during literacy stations as well as use the check for understanding unit questions, every day from August to December.
- The student will study for one hour between 7 a.m. and 8 a.m. daily before Algebra I class Monday to Friday. They will study for their Algebra I class and keep a journal of notes with important terms and subject specific content such as math formulas and steps for calculation and problem solving.
- The student will complete major essay assignments two weeks before the due dates for the Fall, so they have two weeks of dedicated time to make edits and revisions of the written work without stress. The student will submit the final version of the work by set deadlines from September to December.

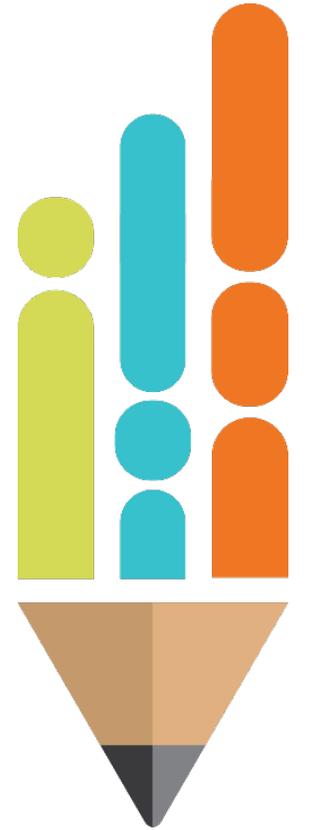
More About Goal Development



- Goals can include supports for studying.
 - For example, a student goal may include the need for assistance with subject specific terminology or content.
- Goals can include check-in for students with the classroom teacher.
 - For example, a student has a goal to support writing such as revising sentence structure.
- Goals can include gradual release of scaffolds to move the student toward independence.
 - For example, a student goal may include the student will be able to complete a task without the use of a specific scaffold.

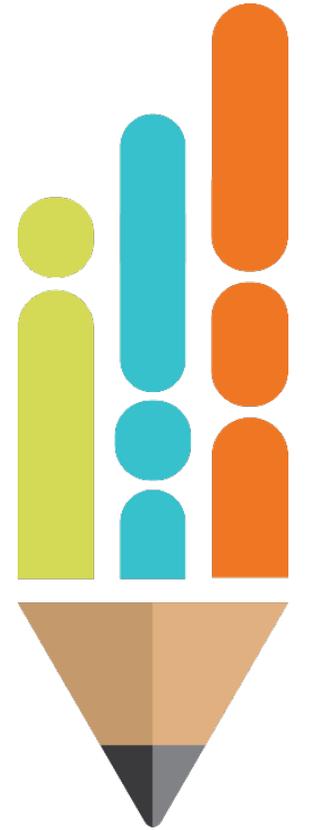
Notification Letters

- Initial Notification Letter
- Continuing/Annual Notification Letter
- Transitional T1-T2 Notification Letter
- Does Not Qualify Notification Letter



Upcoming PULSE ILP Training

- Summer training kicks off July 16, 2024.
- Districts have registered ILP leads responsible for ILP development and local technical assistance.
- The expectation is for training attendees to train other LEA leads and teachers as well as establish a support plan as required by the ILP Oversight Plan outlined in ESL Rule, Chapter 0520-01-19 located in the [Rules of the Tennessee Department of Education and State Board of Education](#) website.



Q&A





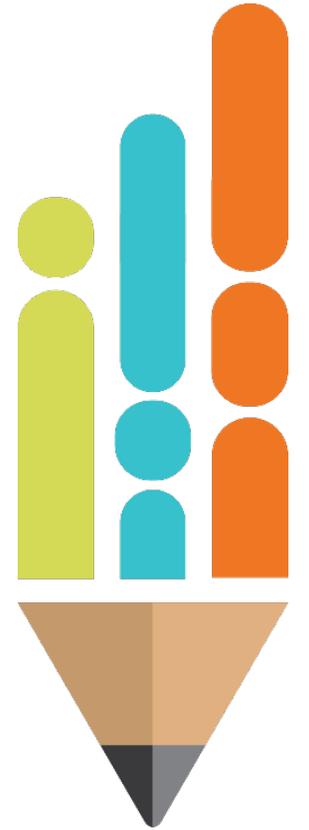
Resources

- [ELPA21](#)
- [English as a Second Language Manual](#)
- [ePlan TDOE Resources](#)
- [TN Assessment Logistics LiveBinder](#)
- [TN PULSE](#)
- [TN Rules, Policies, and Guidance](#)



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We appreciate your feedback.

Thank you!



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