

Last, First

Grade 6 Alt ELPA Screener 2026-2027

USID: 999999999 | Student DOB: 10/30/2012 | Enrolled Grade: 06
Date Taken: 8/26/2026

Demo Dist 01-9999
Demo School 1

Proficiency Determination: Progressing

Proficiency Determination

Proficient – Students show a level of English language proficiency reflected in the Alternate ELP standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 3 or higher in all modalities. Proficient students are not identified as English Learners and do not receive English Language development services.

Progressing – Students show a level of English language proficiency reflected in the Alternate ELP standards that moderately limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining above Level 1 and below Level 3 in at least one modality. These students are eligible for ongoing program support.

Emerging – Students show a level of English language proficiency reflected in the Alternate ELP standards that significantly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 1 in all modalities. These students are eligible for ongoing program support.

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

1 Beginning 2 Intermediate 3 Early Advanced 4 Advanced

| Modality/Domain | Performance | Performance Level Description |
|--|-------------|--|
| 1. Modality: Productive (Speaking and Writing) | 2 | Productive Level 2: The Productive modality measures English language performance in Speaking and Writing. Students in Level 2 demonstrate Productive performance reflected in the Alternate ELP standards that moderately limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards. |
| 1a. Domain: Speaking | 2 | Students in Level 2 with developing control, prompting, and support can: <ul style="list-style-type: none"> Communicate simple information about familiar topics, experiences, or events Use language appropriate for a task and audience Use some frequently occurring words and phrases Participate in short conversations about familiar topics Respond to simple questions and some wh- questions about familiar topics Gather information from a few provided sources |
| 1b. Domain: Writing | 2 | Students in Level 2 with developing control, prompting, and support can: <ul style="list-style-type: none"> Compose simple written text about familiar texts, topics, experiences, or events Use language appropriate for a task and audience Use some frequently occurring words and phrases Participate in short written exchanges about familiar topics and texts Respond to simple questions and some wh- questions about familiar topics and texts Gather information from a few provided sources |
| 2. Modality: Receptive (Listening and Reading) | 3 | Receptive Level 3: The Receptive modality measures English language performance in Listening and Reading. Students in Level 3 demonstrate Receptive performance reflected in the Alternate ELP standards that slightly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards. |
| 2a. Domain: Listening | 3 | Students in Level 3 typically can show comprehension by: <ul style="list-style-type: none"> Identifying the main topic in oral presentations Retelling a few key details from oral presentations Determining the meaning of general academic and content-specific words and frequently occurring expressions in oral presentations about familiar topics, experiences, or events Participating in short conversations about familiar topics Responding to simple questions and some wh- questions about familiar topics |
| 2b. Domain: Reading | 2 | Students in Level 2 typically can show comprehension by: <ul style="list-style-type: none"> Identifying the main topic in simple written texts Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions and some wh- questions about familiar topics and texts Gathering information from a few provided sources |