

As part of Federal and State Board of Education mandates, performance category definitions and criteria are required for all assessments, including the KELPA. All students who took the KELPA were classified into one of four proficiency level categories (Beginning, Intermediate, Advanced, or Fluent) for each of the four language domains (listening, speaking, reading, and writing) as well as for their equated total score, if applicable.

Kansas English Language Proficiency Assessment (KELPA) Performance Category Definitions for Total Score

Beginning	Intermediate	Advanced	Fluent
Demonstrates zero to limited ability in understanding the English language. May often mispronounce or misspell words.	May be able to understand most informal questions and conversations on familiar topics spoken distinctively at normal speed. May be able to read with some fluency and speed, but will often need to reread for clarification.	May speak and write in English in most situations. May be able to read for information and description, to follow sequence of events, and to react to information just read.	Can participate in academic settings without language support services. Is able to understand and participate in almost any conversation within the range of experience with a high degree of fluency. Should be able to read with fluency and speed. Older students in the Fluent category should also be able to write short papers and express statement of position, point of view, and arguments and should understand the meaning of new words from context.

More information about the KELPA can be found on line at <http://www.ksde.org/Default.aspx?tabid=2450>

Kansas English Language Proficiency Assessment (KELPA) Performance Level Descriptors

Proficiency Level	Beginning		Intermediate		Advanced		Fluent
Language Domain	Non Proficient -- Low	High	Low	High	Low	High	
Listening	Has zero to very limited ability in understanding spoken English.	Understands simple questions and statements on familiar topics. Often requires restatement in graphic terms or at a lower rate.	Understands most questions and conversations on familiar topics spoken distinctively at normal speed; requires occasional restatement or clarification.	Understands most informal questions, statements, and conversations at normal speed. Comprehends lectures on familiar topics with some difficulty.	Understands most conversations and most lectures on familiar topics at normal speed.	Understands academic topical conversations and most lectures without difficulty.	Understands the language of the teacher and instruction, comprehends and extracts information, and follows the instructional discourse through which teachers provide information.
Speaking	Has zero to very limited ability in speaking English.	Asks and answers questions to satisfy routine daily speaking needs on very familiar topics. Speaking vocabulary expresses the most elementary needs.	Handles with confidence but not facility most daily speaking tasks. Can handle limited academic language and will need help for most tasks. Vocabulary is limited.	Participates effectively and sometimes hesitantly in social and academic conversations. Makes occasional errors in idioms and structure.	Speaks English in most situations. Comprehension is quite complete for a normal rate of speech. Makes occasional errors in idioms and structure, obscuring meaning.	Uses the language fluently on all levels normal to school-related needs. Understands and participates in almost any conversation within the range of experience with a high degree of fluency.	Uses oral language appropriately and effectively in learning activities within the classroom and in social interactions within the school.

Kansas English Language Proficiency Assessment (KELPA) Performance Level Descriptors

Proficiency Level	Beginning		Intermediate		Advanced		Fluent
Language Domain	Non Proficient -- Low	High	Low	High	Low	High	
Reading (instructional level may not be grade level)	Has zero to very limited ability in reading English.	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs (names, addresses, dates, short information pieces). Comprehension requires rereading and checking. Material understood rarely exceeds single phrases.	Understands simple material (messages, greetings, popular advertising, letters, and invitations). Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretations still occur with complex material. May have to read material several times and may need clarification.	Reads simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. Reads the facts but cannot draw inferences.	Understands most factual information in non-technical prose as well as some discussion on concrete topics related to special events. Able to read for information and description, to follow sequence of events, and to react to that information. Able to separate, locate, and interpret main ideas and details.	Reads standard newspaper items addressed to the general reader, routine correspondence reports, and technical materials. Gains new knowledge from material in unfamiliar topics in areas of a general nature. Can interpret hypotheses, support opinion, and conjectures. Able to “read between the lines.” May be unable to appreciate nuances or style.	This student is able to use English in the academic classroom, approximating that of a native speaker, without the need for language support services. Comprehends and interprets text at the age and grade-appropriate levels.

Kansas English Language Proficiency Assessment (KELPA) Performance Level Descriptors

Proficiency Level	Beginning	Intermediate	Advanced	Fluent	Proficiency Level	Beginning	Intermediate
Language Domain	Non Proficient -- Low	High	Low	High	Low	High	This student is able to use English in the academic classroom, approximating that of a native speaker, without the need for language support services.
Writing	Has zero to very limited ability in writing English.	Copies isolated words or short phrases. Writes simple memorized material. Frequently misspells words.	Composes short paragraphs or takes simple notes on very familiar topics. Evidence of good control of basic sentence construction and inflections (subject/verb agreement, plurals, possessives) and straight-forward syntactic constructions in present, past and future tense through errors occasionally occur.	Takes notes in some detail on familiar topics and responds to personal questioning using elementary vocabulary and common structures. Expresses fairly accurately present and future tense. Produces some past verb forms, but not always accurately or with correct usage.	Writes simple social correspondence, takes notes, writes summaries and describes factual topics. Makes common errors in spelling and punctuation. Shows control of most common conventions. Joins sentences in limited discourse. Difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Uses written English in most exchanges. Writes short papers and expresses statement of position, points of view, and arguments. Good control of structure, spelling, and vocabulary is present. Uses complex and compound sentences and structures to express ideas clearly and coherently. Has some problems tailoring writing to a variety of audiences and styles.	Produces written text with content and format fulfilling classroom assignments at the age and grade-appropriate level.