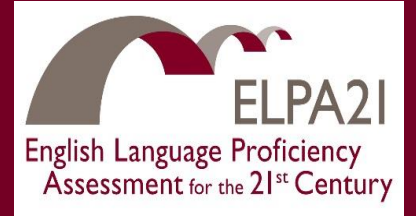


ELPA21 UPDATE

SUMMER ASSESSMENT INSTITUTE - AUGUST 6-7, 2015



TODAY'S TOPICS



- Field Test Implementation Report and Data Analyses
- Major Activities from Field Test to Operational Delivery of Summative ELPA21
- ELPA21 Screener Development
- Accommodations and Accessibility update
- Support for States
 - Centralized Scoring
 - Professional Development Modules
- Sustaining ELPA21 beyond the EAG: ELPA21-CRESST Partnership

FIELD TEST IMPLEMENTATION REPORT

- Summarizes feedback from field test (observations, surveys, help desk calls)
- Gives actionable advice for states and vendors
- Covers major areas:
 - Platform, Hardware, and Tech Readiness
 - Item Layouts and Performance
 - Accessibility and Accommodations
 - Communication and Training
 - Documentation and Support
- Delivery: August 2015, along with template support docs

FIELD TEST ANALYSIS AND ITEM DATA REVIEW

July 2015:

- Constructed Response item scoring, item data analysis

August 2015:

- Data Review events, finalize summative blueprint, finalize Assessment Framework

September 2015:

- Develop and deliver summative test forms to states' designated test vendors, develop alternate form blueprints (e.g. blind/low vision version)

October 2015:

- Develop and deliver alternate test forms to states' designated test vendors

FROM THE FIELD TEST TO FUTURE WORK

Fall 2015:

- States' designated test vendors set up testing platforms; Questar provides template support docs
- Oregon working with test vendor (AIR) to deliver the ELPA21 operational assessment

Winter 2016:

- ELPA21 operational administration window: Feb. 2 – April 12 estimated for Oregon (majority conclude by March 31)
- Early return sample collection

Spring 2016:

- Rangefinding for scoring leaders at scoring center
- Score early return sample
- Calibrate item bank and perform Standards Setting (for ELPA21 cut scores)

Summer 2016:

- Delivery of summative scores, cut scores, and PLDs
- Expected delivery of ELPA21 Screener (tentatively in August)

SCREENER DESIGN CONSIDERATIONS

- Initially conceived of as a two-phase process:
 - Phase 1: Welcome and Introductions: Initial greeting would identify students with very limited/no ELP. These students would be classified EL at this stage, with no further assessment necessary.
 - Phase 2: All other students would go through a more formal ELP screener process.
- Concerns with two-phase process. Needed further information about:
 - What the greeting would entail. Needed to ensure this interaction was standardized in order to elicit the necessary evidence of student's ELP.
 - The criteria for initial determination of ELP
 - Students' technical knowledge, in order to ensure that this wasn't interfering with ELP assessment
- Current Design: Six step process (graphic on next slides) that takes into account:
 - What performance (scores) would be necessary to demonstrate that students are clearly an English Learner and should exit the screening process at each step
 - A student's ability to use technology or whether a paper/pencil version of the screener is necessary.

EARLY DRAFT OF SCREENER STEPS 1-3

Step 1: Welcome & Introduction

Step 2: Testing Instructions

Step 3: Technology Set Up

Student shows no or little understanding

Student demonstrates understanding and follows instruction

Student is not familiar

Student is familiar

Identify as ELL

Continue screening

Continue with P&P

Continue with computer screen

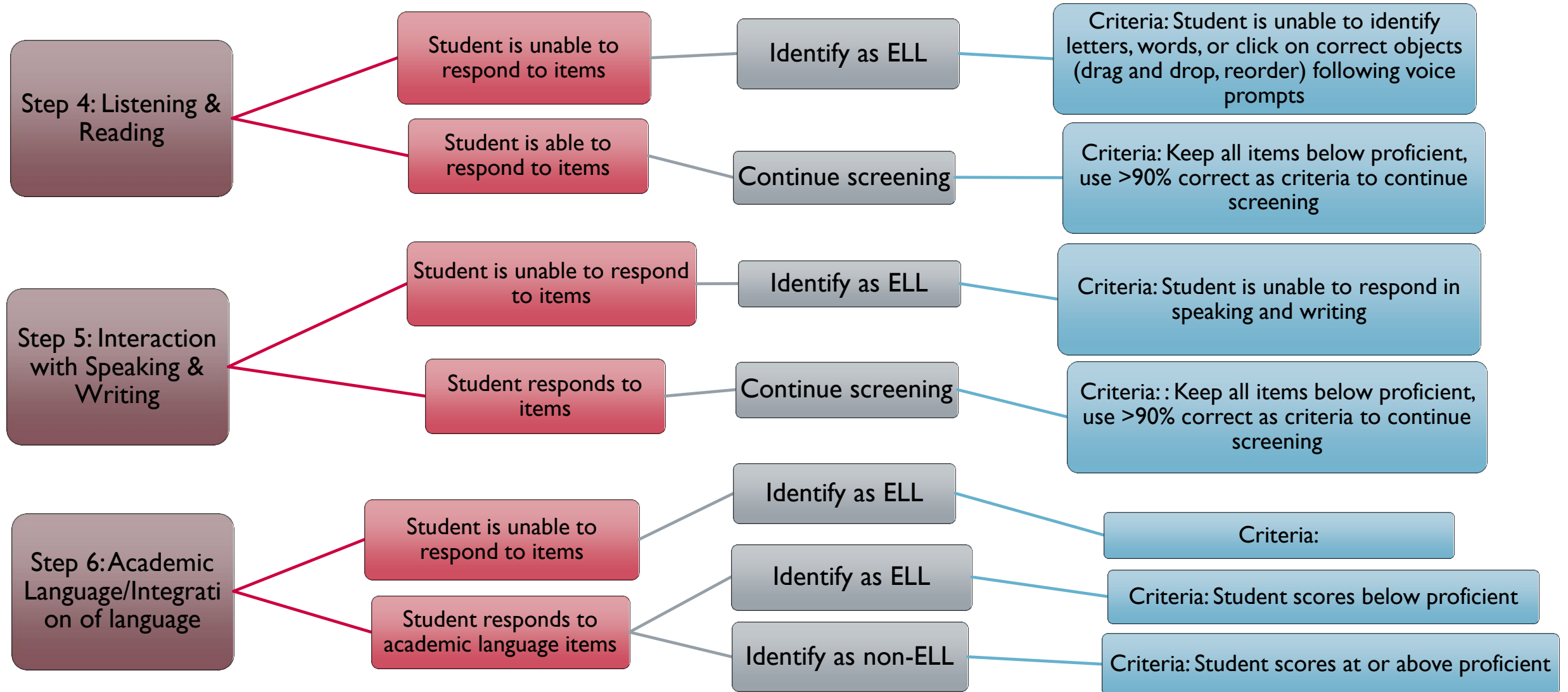
Criteria:

Criteria:

Criteria: Student is unable to use a keyboard or mouse

Criteria: Student picks up mouse and types on keyboard following on screen visual prompts

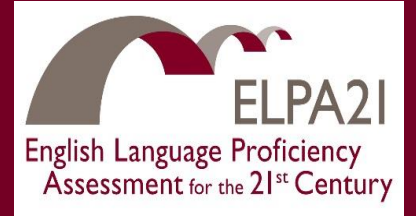
EARLY DRAFT OF SCREENER STEPS 4-6



ACCOMMODATIONS AND ACCESSIBILITY UPDATE

- Administration, Accessibility, and Accommodations Task Management Team is actively updating ELPA2I accessibility policies
- ODE will include ELPA2I accessibility policies in the Final 2015-16 Oregon Accessibility Manual to be published **October 1st**
- Accessibility supports will follow the same categories and organization as Oregon's other statewide assessments

SUPPORT FOR STATES: YEAR 1 SCORING



- *Investigating the possibility of centralizing the scoring of the ELPA21 constructed response items for the first operational year (2015-16).*
- *Rationale:*
 - *Cost savings for ELPA21 states*
 - *Increases likelihood of consistency in scoring across ELPA21 states*
 - *Improves efficiency of collecting data for standards setting*
 - *Increases the likelihood of reliability of scores/results for standards setting*

SUPPORT FOR STATES: PROFESSIONAL DEVELOPMENT

- 6 modules on a variety of topics related to new ELP Standards
- Module content conceived by PD Task Force
 - Collaborative, state-based work teams (Oregon, Washington, Iowa)
 - Led by Sara Rutherford-Quach, Stanford University's Understanding Language initiative
- Modules to be distributed Fall 2015

SUSTAINING ELPA2I BEYOND THE EAG: ELPA2I-CRESST (UCLA) PARTNERSHIP

- Negotiations between ELPA2I and CRESST currently underway
 - Weekly meetings (webinars) between ELPA2I transition team and CRESST

ELPA2I	CRESST
Holly Carter, Oregon	Li Cai, Co-Director
Alan Lytle, Arkansas	Eva Baker, Co-Director
Margaret Ho, CCSSO	Noelle Griffin, Associate Director

- Legal counsel from Oregon's DOJ and University of California General Counsel engaged
- Draft MOU under development following model of UCLA/Smarter Balanced MOU
- ELPA2I transition team reviewing ELPA2I Sustainability Plan to identify needed updates to reflect partnership with CRESST

ELPA21-CRESST PARTNERSHIP

- Negotiations to date have focused on:
 - Staffing needs
 - State membership fees
 - Protection of ELPA21 intellectual property rights
 - State services to be managed by CRESST (e.g., centralized scoring for Year 1?)

QUESTIONS?

Remember to sign up for the Assessment & Accountability Update listserv for more information on all these topics and more! Click here to subscribe: <http://listsmart.osl.state.or.us/mailman/listinfo/ayprcupdates>

Martha I. Martinez

Education Specialist

Education Equity Unit, Office of Learning

Oregon Department of Education

(503) 947-5778

martha.martinez@state.or.us

Michelle McCoy

Assessment Specialist

Assessment & Accountability Unit, Office of Learning

Oregon Department of Education

(503) 947-5829

michelle.mccoy@state.or.us