

ELPA21  
ENGLISH LANGUAGE PROFICIENCY  
ASSESSMENT  
FOR THE 21<sup>ST</sup> CENTURY\*

HOLLY CARTER, DOUG KOSTY, AND MARTHA I. MARTINEZ

OREGON DEPARTMENT OF EDUCATION

\* To comply with Public Law 112-74, "Consolidated Appropriations Act, 2012", Division F—DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2012, Title V—General Provisions, Sec. 505, December 23, 2011: 100% of the ELPA21 project are financed with Federal money; the Federal funds for ELPA21 total \$6,273,320; and 0% of this project is financed by non-governmental sources. The contents of this presentation were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal government.

# PRESENTATION OUTLINE

- Standards and Assessment Transition

- ELPA21

Project Overview

Governance and Work Teams

Assessment Design

Timeline

# OREGON'S TRANSITION TO NEW STANDARDS AND ASSESSMENTS

Assessment	2012-13	2013-14	2014-15	2015-16	2016-17
<b>OAKS Reading and Mathematics</b>	Based on 2003 Reading and 2007/09 Mathematics Content Standards.				
<b>Smarter Balanced ELA and Mathematics</b>			Based on Common Core State Standards in ELA and Math adopted by Oregon in 2010.		
<b>Oregon ELPA</b>	Based on Current Oregon ELP Standards				
<b>ELPA21</b>					Based on ELD Standards Corresponding to CCSS.

# BENEFITS AND CHALLENGES RELATED TO NEW ELP STANDARDS

## Benefits

- Correspondence with more rigorous content standards
- Common ELP standards tied to common ELP assessment
- Common expectations for ELLs across states
- Shared expertise across states
- Contributions from National EL and Standards Development Experts

## Challenges

- Multiple parties involved (11 states, CCSSO, WestEd, and Stanford's Understanding Language initiative)
- States' deadlines for adopting new ELP Standards (ESEA waivers) – fall 2013
- Funding new ELP standards development

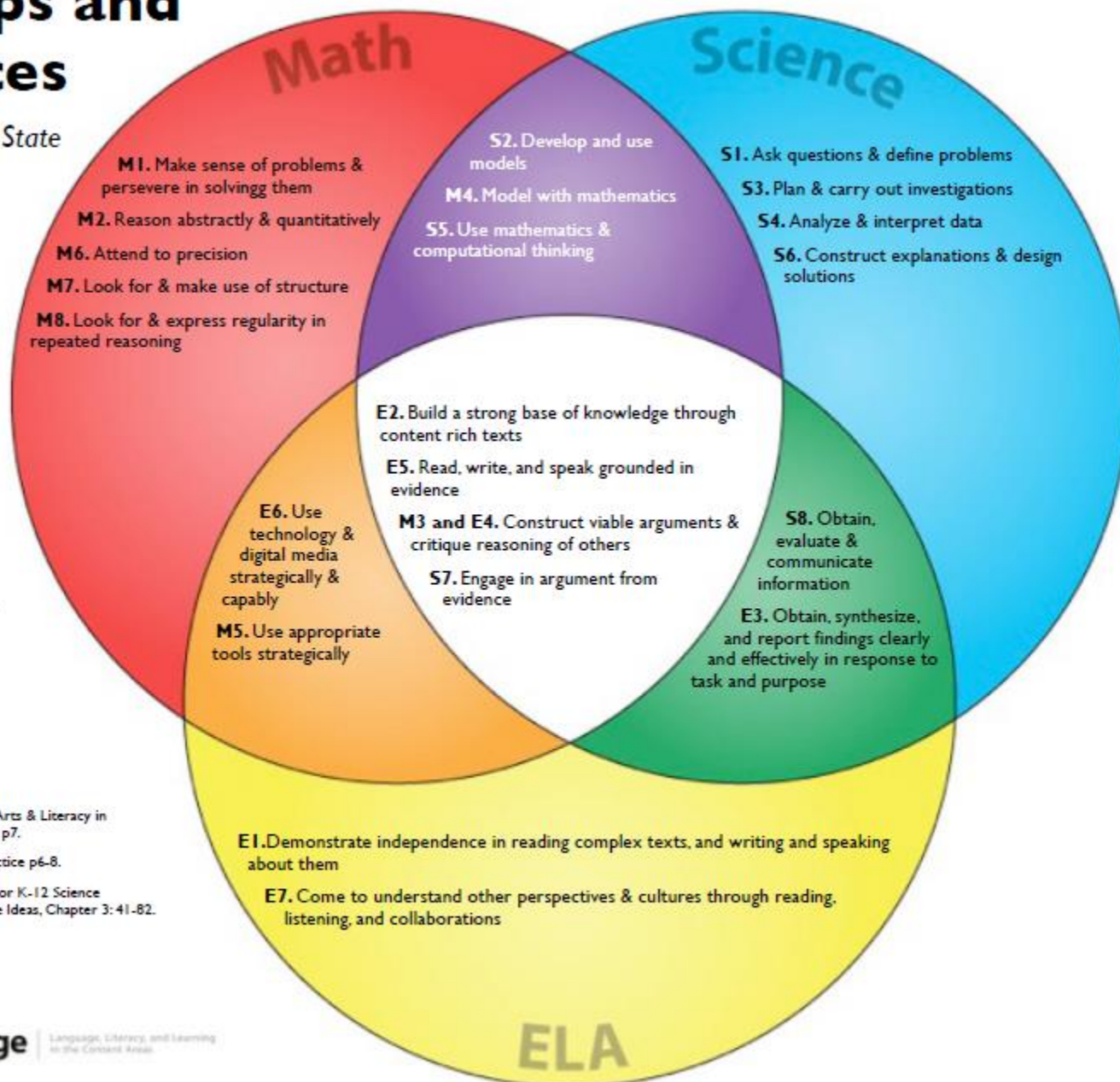
# NEW ELP STANDARDS: KEY INFLUENCES

- CCSSO “Framework” – Oct. 2012 (Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards)
- Understanding Language – “Relationships and Convergences found in the CCSS and NGSS” Venn Diagram - March 2012

# Relationships and Convergences

found in the *Common Core State Standards in Mathematics* (practices), *Common Core State Standards in ELA/Literacy* (student portraits), and the *Next Generation Science Standards* (science & engineering practices)

These student practices and portraits are grouped in a Venn diagram. The letter and number set preceding each phrase denotes the discipline and number designated by the content standards in ELA/Literacy, Mathematics, and Science.



## Sources:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p7.

Common Core State Standards for Mathematical Practice p6-8.

Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.

**Stanford**  
GRADUATE SCHOOL OF  
EDUCATION

**Understanding Language** | Language, Literacy, and Learning in the Content Areas

Credit: Tina Cheuk, [tcheuk@stanford.edu](mailto:tcheuk@stanford.edu)



## Transition to new ELP Standards and new ELP Assessment (ELPA21)



# ELP STANDARDS DRAFT FEEDBACK

- Full draft of new ELP Standards due August 1
- Draft and Feedback survey available at:  
<http://www.ode.state.or.us/search/results/?id=36>
- Survey open August 2 – 11
- Oregon feedback consolidated and sent to WestEd/CCSSO on August 12
- Feedback from ELPA21 states due by August 13



# ELPA21 PROJECT OVERVIEW

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- Funded in September 2012 by the U.S. Department of Education
- Awarded \$6.3 million four-year Enhanced Assessment Grant
- Fiscal Agent: Oregon Department of Education
- Project Management Partner: Council of Chief State School Officers (CCSSO)
- 11 participating states

# ELPA21 PARTICIPATING STATES



# ELPA21 KEY PLAYERS

## Consortium States

- Oregon (Lead State)
- Arkansas
- Florida
- Iowa
- Kansas
- Louisiana
- Nebraska
- Ohio
- South Carolina
- Washington
- West Virginia

## Partners

- Council of Chief State School Officers (CCSSO)
- Understanding Language, Stanford University
- National Center for Research and Evaluation, Standards, and Student Testing (CRESST)
- National Center for Educational Outcomes (NCEO)

# ELPA21 CONSORTIUM STRUCTURE

Executive Board

Consortium Council

Task Management Teams

# EXECUTIVE BOARD MEMBERSHIP AND PURVIEW

## Composition:

- One appointed Oregon member and
- Five members from other participating states.

## Bi-weekly meetings

## Responsibilities:

- Provides oversight function for ELPA21.
- Develops project plans and agendas and acts on reports and recommendations from project support members.
- Final voice and decision-making entity on all issues and decisions resulting from the Consortium Council.



# CONSORTIUM COUNCIL MEMBERSHIP AND PURVIEW

Composition: One member from each state

Bi-weekly meetings

Responsibilities:

- Elect Executive Board and Appoint TMT members
- With Lead State – Oversee Project Expenditures and Ensure Federal Compliance
- Serve as Liaison between ELPA21 states and project partners
  - Receive regular reports from CCSSO, TMTs, other workgroups
  - Provide guidance to TMTs, in collaboration with project evaluator (CRESST)

# TASK MANAGEMENT TEAMS: WORK COVERED BY FEWER TEAMS

- Item Acquisition and Development
- Assessment Design
- Accommodations and Accessibility
- Performance Standard (“Cut Score”) Setting
- Field Testing
- Technology Utilization
- Data System and Reporting
- Professional Development Support
- Communications and Outreach

# ASSESSMENT DESIGN PRINCIPLES

- Major Deliverables
  - Diagnostic screener and a summative assessment
- Delivery Mode
  - Computer-administered
- Reporting
  - Domain scores, a composite score, and a continuous K-12 vertical scale
- Six Grade Bands
  - K, 1, 2-3, 4-5, 6-8, and 9-12

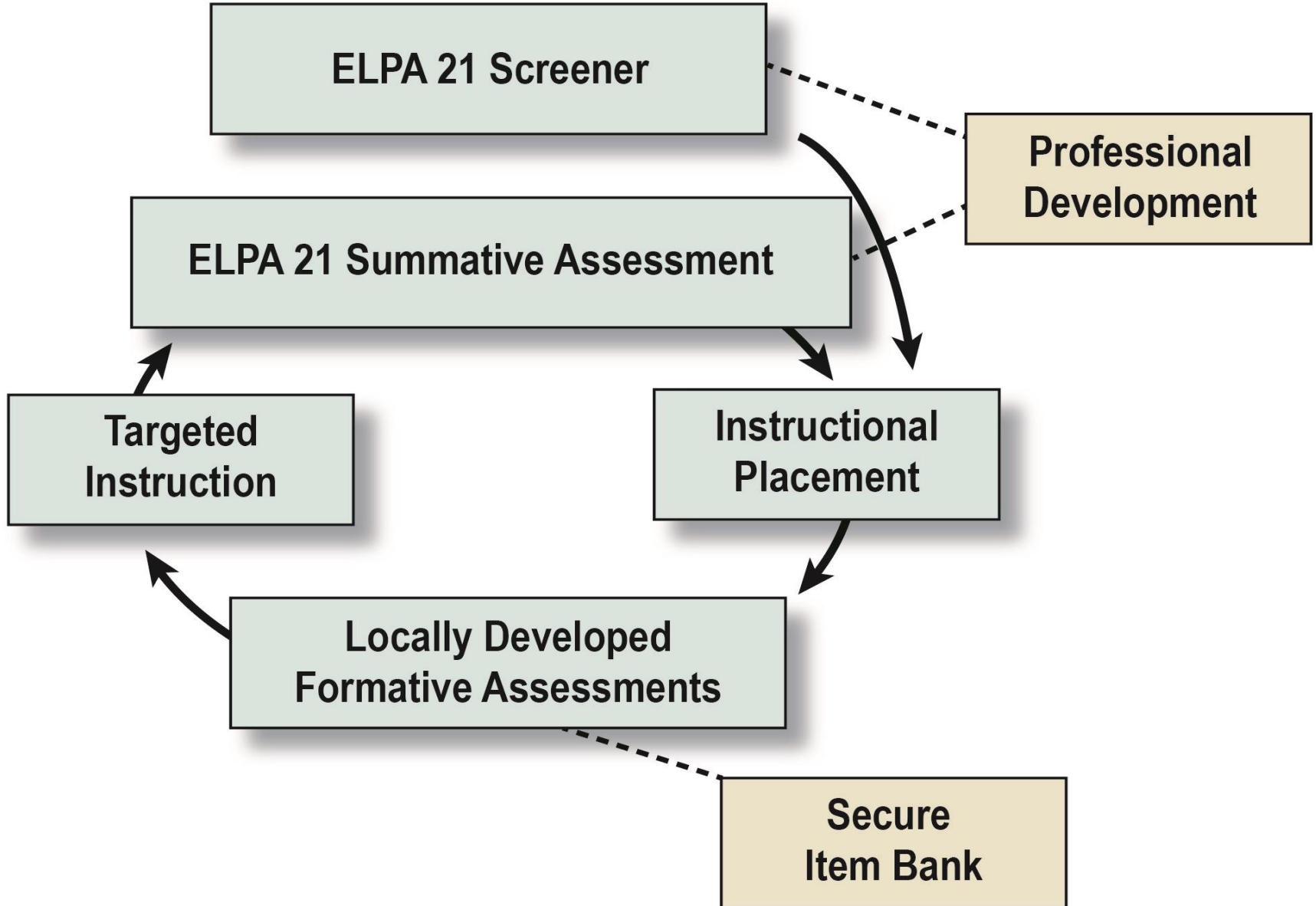
# TECHNOLOGY-ENHANCED TESTS

- Incorporate “technology-enhanced” items that allow students to indicate their responses in additional non-traditional ways (e.g., multiple choice)
- Make test styles more interactive, especially for speaking and listening tests
- Reduce turnaround time on reporting results
- Improve efficiency of data collection and management
- Increase security of test content and student data
- Reduce administrative burdens on school and division staff

# SUPPORTING STUDENT LEARNING

- Assessment data to inform student-level decisions about entry, placement, and exit from ELL programs
- Professional development resources and recommendations on formative assessment practices
- Secure item bank for interim benchmark assessments
- Cooperative data reporting system

# Continuous feedback loop aligned to the new ELP Standards





# ELPA21 TIMELINE

- **September 2012:** U.S. Department of Education awarded grant to ELPA21
- **2013:** ELPA21 Governing Structure convened
- **December 2013:** States adopt common set of ELP standards
- **2013-14:** Test development
- **2014-16:** Pilot test, field test, item calibration
- **2016-17:** Deploy operational assessment system

# QUESTIONS & COMMENTS

- **Doug Kosty**  
Assistant Superintendent, Office of Assessment and Information Services  
doug.kosty@state.or.us
- **Martha I. Martinez**  
Education Specialist, Office of Education Equity (as of Aug. 15)  
martha.martinez@state.or.us
- **Holly Carter**  
Policy Analyst, Office of Assessment and Information Services  
holly.carter@state.or.us