



# ELPA21

## English Language Proficiency Assessment for the 21<sup>st</sup> Century



March 13, 2014

Holly Carter, Kenji Hakuta, Doug Kosty,  
Michelle McCoy, and Kathleen Vanderwall

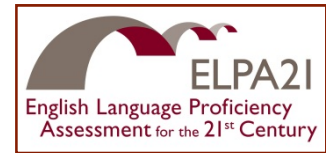
\* To comply with Public Law 112-74, "Consolidated Appropriations Act, 2012", Division F—DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2012, Title V—General Provisions, Sec. 505, December 23, 2011: 100% of the ELPA21 project are financed with Federal 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



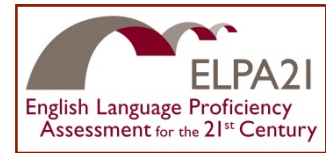
- Vision
- Standards Transition
- ELPA21 Overview
- Current ELPA21 Work: Governance and Work Teams

**ELPA21**



# **Vision and Overview**

# ELPA21 Mission



Acknowledging the diverse and rich language experiences English language learners (ELLs) bring to school, we recognize their English language proficiency is constantly growing. ELPA21 measures that growth based on the new English Language Proficiency Standards and provides valuable information that informs instruction and facilitates academic English proficiency so that all ELLs leave high school prepared for college and career success.

# ELPA21 Vision



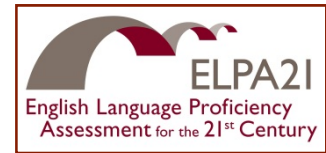
To provide assessments that best measure English language learners' mastery of the communication demands of states' rigorous academic standards.

# Synergy of ELPA21 and Understanding Language Initiative



- A focus on language, literacy, and learning in the content areas
- Papers: Practice in the content Areas, language and literacy, policy and building system capacity
- Teaching Resources: Newsletters, Massive Open Online Courses (MOOCs), Teaching resources that exemplify high-quality instruction for ELLs across English Language Arts, Mathematics, and Science
- Dissemination: Consistent coverage in Education Week, AERA journals, and professional education publications
- Policy Development: Statements clarifying important issues related to the new standards and the role of language, such as the work with CCSSO

# Fundamental Shift in How Language is Viewed: The new ELP Standards



Our overarching focus addresses the following question:

- What does it look like when English language learners (ELLs) use language effectively as they progress toward independent participation in grade-appropriate activities?

See Understanding Language video of Aída Walqui:  
Language and the Common Core State Standards  
“language as action”

<http://www.youtube.com/watch?v=T3YJx8ujoto>

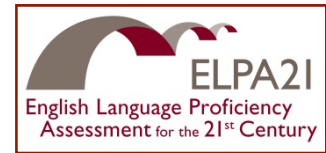
# ELL Cross-Consortium Group



- Participants: PARCC, Smarter Balanced, DLM, NCSC, WIDA, **ELPA21**, and researchers
- Common definition of an English Language Learner

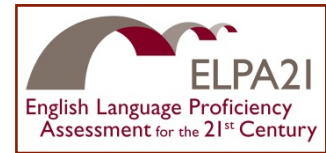


ELP



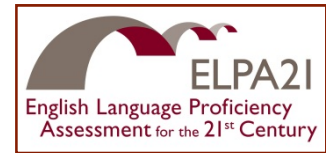
# ELP Standards Transition

# New ELP Standards



- The new ELP Standards prepare ELLs for college and career
- The English Language Proficiency Standards are based on the research in the Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards
- These standards were released in September 2013, through the collaboration of CCSSO, West Ed, Stanford University's Understanding Language Initiative and input from states
- These standards have been adopted by Iowa, Kansas, Nebraska, Ohio, Oregon, Washington, and West Virginia

# Benefits of New ELP Standards

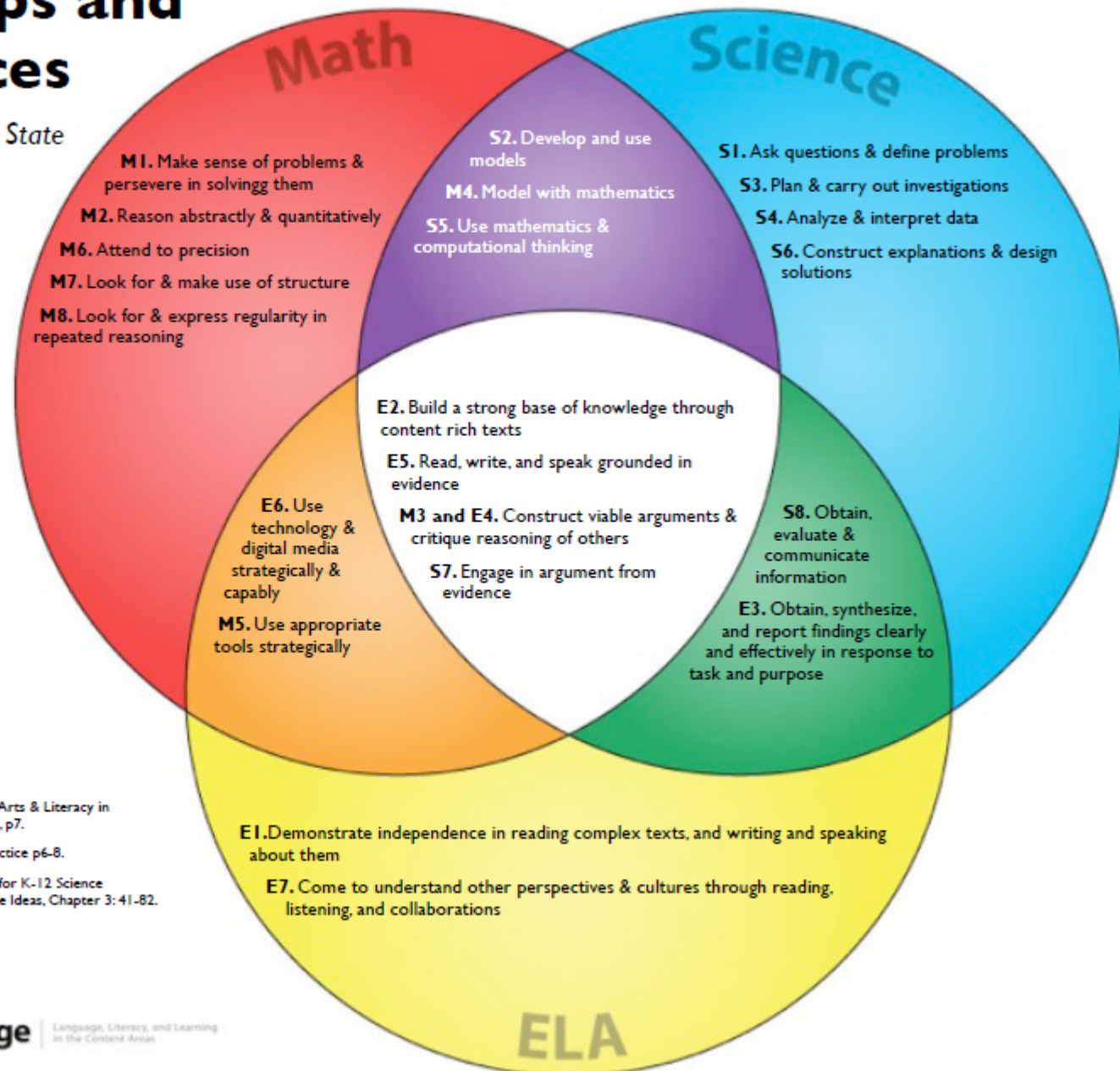


- Correspondence with more rigorous college- and career-ready standards (CCSS, NGSS)
- Common ELP standards tied to common ELP assessment
- Common expectations for ELLs across states
- Shared expertise across states
- Contributions from National ELL and Standards Development Experts

# 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.

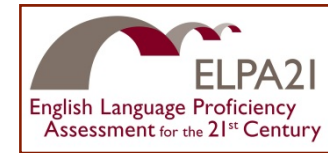
Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.

**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)

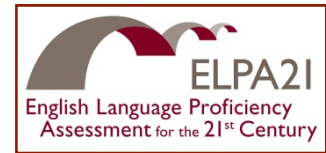
# Oregon's Transition to New Standards and Assessments



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

*Note: Oregon will continue to administer the OAKS Science and Social Sciences assessments based on current Oregon Science and Social Sciences content standards.*

# Development, Review, and Adoption Process



**March 2013:** State Board of Education presentation on Guiding Principles

**April through August 2013:** State feedback sought through

- Document reviews on a monthly basis
- Periodic webinars/phone conversations with state leads
- June meeting (in person) with most ELPA21 state leads and other interested states (e.g. CA, TN)

**October 2013:** State Board of Education adoption



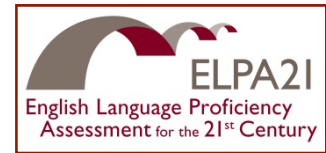
**ELPA21**



# **ELPA21 Project Overview**

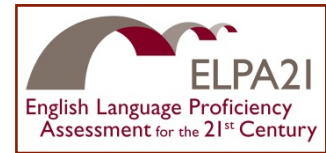


# Project Overview



- Funded in September 2012 by the U.S. Department of Education
- Awarded \$6.3 million four-year Enhanced Assessment Grant
- Supplemental funding of approx. \$2.7 million anticipated to support an accelerated timeline to delivery operational summative assessment in 2015-16
- Fiscal Agent: Oregon Department of Education
- Project Management Partner:  
Council of Chief State School Officers (CCSSO)
- 11 participating states

# Why Oregon Became Part of the ELPA21 Consortium



- For a screener aligned to career and college ready standards
- Commitment to online adaptive assessment
- Collaborate with the consortium to move beyond Oregon's current web-based assessment
- Serve high-mobility students who move between states during the school year

# States Working Together



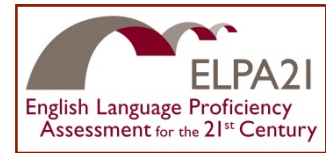
- ELPA21 is a consortium of 11 states — **Arkansas, Florida, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia** — developing an assessment system
- Initially providing a summative online assessment and online screener
- Designed to measure the performance of ELLs as they progress through their K-12 education and achieve **college and career readiness** through the new English Language Proficiency (ELP) Standards that **correspond** to academic content standards in English language arts, mathematics, and science,
- Will report on the four language domains (reading, writing, speaking, and listening)

## Collaborating with:

- Understanding Language Initiative (Stanford University)
- National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
- Council of Chief State School Officers (CCSSO) as project management partner and
- Oregon Department of Education as the lead state agency.\



# ELPA21 Assessment Features



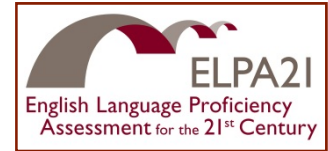
- **Comprehensive web-based delivery** building from features and input from each ELPA21 state including Kansas' instructional models, Iowa's professional development, Washington's scale, and Oregon's semi-adaptive ELPA.
- **Innovative Technology Enhanced Items** by Educational Testing Service.
- **Cohesive system** to integrate with existing district policies and enhance the student's experience through strong engagement, and minimal testing time.
- **High quality communications** for the states' adaptation for constituents and high quality resources for professional development.
- **Sustainability** to respond to states' need for valid and reliable assessment, maximize information, and minimize cost.

# ELPA21 Assessment Timeline



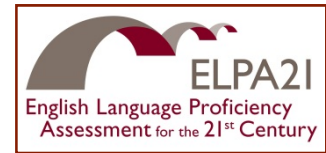
- Cognitive labs for item types and pilot test delivery features (Fall 2014)
- Field Test (Window: March-April 2015)
- Operational Summative Assessment (Window: February-April 2016 pending additional US DOE funding)
- Operational Screener Assessment (Window: September 2016 – June 2017)

**ELPA21**



# **Governance and Work Teams**

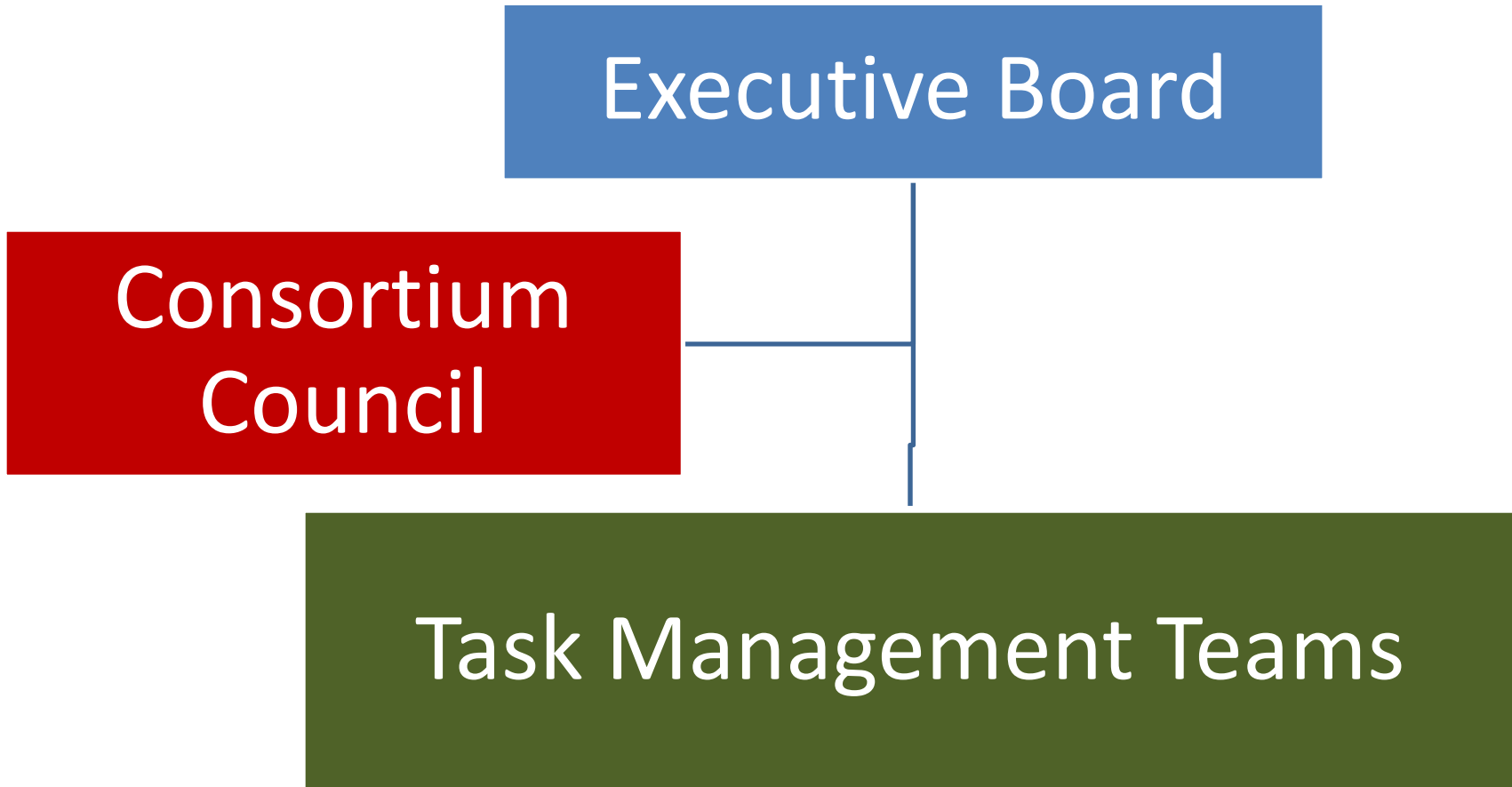
# ELPA21 Consortium Structure



Executive Board

Consortium  
Council

Task Management Teams



# Executive Board Membership and Purview



## Composition:

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

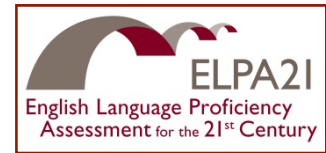
## Bi-weekly meetings

## 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:

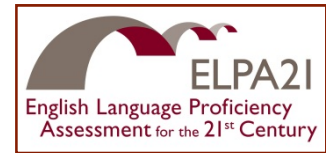
- Elect Executive Board and Appoint TMT members
- With Lead State – Oversee Project Expenditures and Ensure Federal Compliance
- Serve as Liaison between ELPA21 states and project partners
  - Receive regular reports from CCSSO, TMTs, other workgroups
  - Provide guidance to TMTs, in collaboration with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

# Task Management Teams



- Item Acquisition and Development
- Assessment Design, Field Testing, and Scaling
- Performance Standard (“Cut Score”) Setting, Data, and Reporting
- Administration, Accommodations, and Accessibility

# Item Acquisition and Development

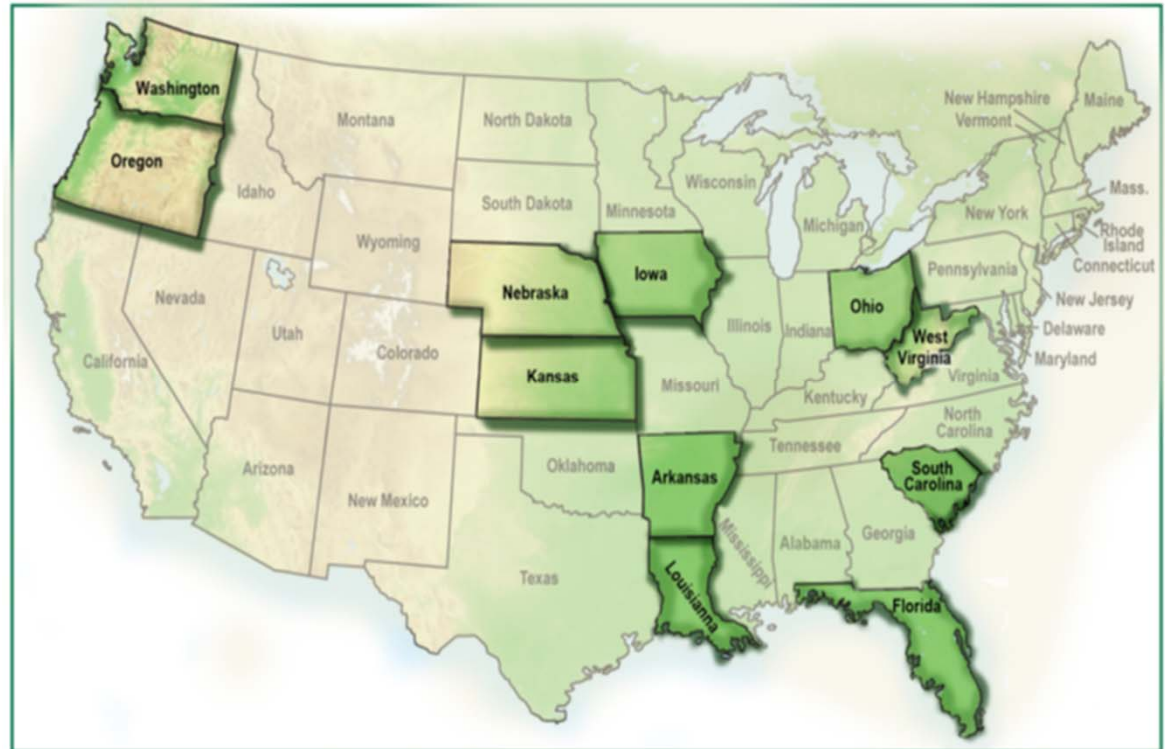


- Team of four state-level educators representing: Florida, Nebraska, Oregon, and Washington
- Facilitated by Dr. Phoebe Winter
- Working closely with Educational Testing Service, developer of the initial 2000 ELPA21 assessment items
- Recruiting educators from all ELPA21 states
- Incorporate “technology-enhanced” items that allow students to indicate their responses in additional non-traditional ways (e.g., multiple choice)

# Educator Recruitment in ELPA21 States



- In process of opening recruitment of about 360 teachers (35 to 40 teachers per state):
- Item Writing
- Passage Review
- Content Review
- Bias & Sensitivity Review

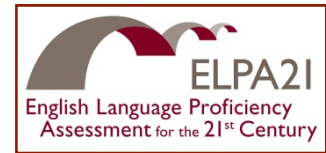


# Timeline for Teacher Engagement



- Applications distributed
- Educators apply using online form (through March 2014)
- States review applications and identify potential participants for vendor (April 2014)
- Vendor selects educators for various tasks (April 2014)
- Vendor hosts item writing training (May 2014)
- ELPA21 items are written (May – August 2014)
- Vendor hosts content and sensitivity reviews (August 2014)

# Assessment Design, Field Testing, and Scaling



- Major Deliverables: Diagnostic screener and a summative assessment
- Delivery Mode: Computer-administered

# Performance Standard Setting, Data, and Reporting



- Major Deliverables:
  - Development of Performance Level Descriptors
  - Development of Cut Scores
  - Development of the formats for Data Reporting

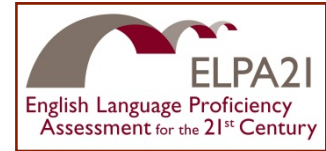
# Administration, Accommodations, and Accessibility



- Team of four state-level educators representing: Nebraska, Ohio, Oregon, and Washington
- Facilitated by Dr. Martha Thurlow
- Currently working to develop common definition of an English Language Learner
- Will develop common set of accommodations and accessibility policies for ELPA21
- Will develop documentation (test administration manuals, accommodations manuals, training supports) to support consistent, valid test administration



# Questions and Comments



**Doug Kosty**, Assistant Superintendent  
Office of Learning, Instruction, Standards, Assessment, & Accountability Unit  
[doug.kosty@state.or.us](mailto:doug.kosty@state.or.us)

**Kathleen Vanderwall**, Manager of Test Design  
Office of Learning, Instruction, Standards, Assessment, & Accountability Unit  
[kathleen.vanderwall@state.or.us](mailto:kathleen.vanderwall@state.or.us)

**Holly Carter**, Assessment Policy Analyst  
Office of Learning, Instruction, Standards, Assessment, & Accountability Unit  
[holly.carter@state.or.us](mailto:holly.carter@state.or.us)

**Michelle McCoy**, Education Specialist  
Office of Learning, Instruction, Standards, Assessment, & Accountability Unit  
[michelle.mccoy@state.or.us](mailto:michelle.mccoy@state.or.us)

**Kenji Hakuta**, Professor of Education and Principal Investigator for ELPA21  
Stanford Graduate School of Education  
[hakuta@stanford.edu](mailto:hakuta@stanford.edu)