Summative and Screener

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

ELPA Test Specifications

Grade 1

Office of Teaching, Learning, and Assessment

Oregon Statewide Assessment System

TABLE of CONTENTS

Please also visit the English Language Proficiency Assessment page on ODE's website for information and resources.

ELPA TEST SPECIFICATIONS

Introduction

The primary purpose of Oregon's Test Specifications and Blueprints is to provide the consistency necessary for the development and administration of Oregon's statewide assessments. Oregon's statewide assessments provide critical data for Oregon's accountability system, which meets Peer Review Requirements of the Every Student Succeeds Act (ESSA). The English Language Proficiency Assessment for the 21st Century (ELPA) is required for all non-English speaking students eligible to receive English Language Development (ELD) services.

Note: Throughout this document, the term "ELPA" designates Oregon's current English Language Proficiency testing instrument, while "Oregon ELPA" designates Oregon's previous English Language Proficiency testing instrument. "ELPA21" refers to the ELPA21 Consortium, or members or representatives of that consortium

The ELPA test specifications provide guidelines for Oregon teachers on what content may be tested and on how writers develop test items. These specifications lead to test blueprints that outline test design and the number of questions tested in each Score Reporting Category (SRC). The Test Specifications and Blueprints document is an important resource, not only for item writers and reviewers, but also for educators administering ELPA as well as anyone who is interested in understanding the content and format of test items.

Background

This document provides educators with the specifications used in the design of ELPA. Test specifications such as these are used to establish the guidelines by which test content may be selected and test items written. They lead to a test blueprint that lays out for the test item writers the item format and the number of questions to be written in each score reporting category.

During the 2015-16 school year, Oregon transitioned from the Oregon English Language Proficiency Assessment (Oregon ELPA), to the English Language Proficiency Assessment for the 21st Century (ELPA), which was developed by the ELPA21 Consortium, of which Oregon was the lead state. ELPA is aligned to the ELP standards adopted by Oregon's State Board of Education in 2013 and is designed to measure the performance of English Learners (ELs) as they progress through their K–12 public education and achieve college and career readiness. The ELPA21 Consortium was federally funded for the development of the assessment with a $9.1 million Enhanced Assessment Grant (EAG) from the U.S. Department of Education. With the conclusion of the EAG, the ELPA21 Consortium has transitioned to a sustainable entity hosted by UCLA/CRESST that will support member states in their ongoing implementation of ELPA.

Electronic Administration

For ELPA, there is one opportunity to participate per school year for each qualifying English Learner. In this computer-based format, a standard administration in grades Kindergarten – 12 is as a single test with two online segments. Listening, Reading, and Writing items are delivered in the first segment, and Speaking items are delivered in the second segment. The K-1 paper/pencil portion supplement was removed in 2016-17 for ELPA testing in Oregon.

A sample test is available online at the Testing Portal for students to ensure that each student is familiar with the testing format, various types of items, and the technological skills needed. Students can take the sample test multiple times, to help the student be prepared in advance of taking the single operational test opportunity.

The ELPA High-Level Claims

High-level claims are overarching domain-level statements about student abilities.

Reading	The English language learner can read and comprehend written English in the context of grade-appropriate activities.
Writing	The English language learner can write comprehensible texts that are the result of grade-appropriate activities.
Listening	The English language learner can listen and comprehend spoken English in the context of grade-appropriate activities.
Speaking	The English language learner can speak comprehensible texts that are the result of grade-appropriate activities.

The English Language Proficiency Standards

The English Language Proficiency standards for the ELPA21 Consortium were developed during 2012-13 by educators and state experts, the Understanding Language Initiative of Stanford University's Graduate School of Education, WestEd's Assessment and Standards Development Services, and the Council of Chief State School Officers (CCSSO). The Oregon State Board of Education adopted the English Language Proficiency standards on October 17, 2013.

The standards represent a significant shift for most states in what is known about how ELs learn English. As ELs practice and learn English in the classroom, they simultaneously interact with grade-level academic content. Increasing the expectations for the academic content that students must master in school requires a parallel increase in expectations for English language acquisition. The ELP

Standards describe these higher expectations by integrating language development with appropriate language arts, mathematics, and science practices by grade or grade band. The standards describe how language is used to meet the rigorous content demands for each grade/band and how students progress, by grade and grade band, toward English language proficiency. As ELs learn the academic uses of the English language, they acquire the content knowledge necessary to be on track for college and career readiness.

ELPA Subclaims

The ELPA subclaims represent a disaggregation of the 10 English Language Proficiency (ELP) standards across the domains of reading, writing, listening, and speaking. The subclaim number refers to the ELP standard from which the subclaim was derived. For example, 2W is the writing subclaim derived from standard 2. Because not all claims are relevant to all of the four domains (e.g., standard 3, which focuses on productive skills, maps on to subclaims for speaking and writing but not the receptive skills of listening or reading), there are a total of 26 subclaims. Please refer to the Score Reporting Category section of this document for more information about the ELPA subclaims by domain.

ELPA Item Specifications and Development Process

All ELPA test items went through a rigorous review process. The item quality goals were to ensure that items for the ELPA field test were:

- of the highest possible quality;
- aligned to the ELPA Standards proficiency level descriptors (PLDs);
- corresponded to the English Language Arts (ELA), math, and science practices;
- free of bias and sensitivity issues.

During the development process, assessment specialists reviewed and revised items according to the following types of questions for consideration:

- Does the item test knowledge or a skill or an ability that is called for by the ELPA Item Specifications?
- Does the item align to the identified ELP Standard(s)?
- Is the item within the appropriate range of difficulty as described by the PLDs?
- If the passage was selected from a larger text, does the passage make sense on its own?
- Is the language structure and complexity grade-appropriate?
- Is the vocabulary grade-appropriate?
- Does the listening stimulus contain appropriate content for the purpose of the test with the intended test population?

- Is the listening stimulus realistic? Is the language in an appropriate register for the situation? Is it reflective of spoken language?
- Are any graphs or charts correctly and clearly labeled?
- Do any graphs or charts provide all the information needed to answer the questions?
- In the stem, is a clearly defined problem or task posed for the student?
- Can the stem be worded more clearly or concisely?
- Are options reasonably parallel in structure and complexity?
- Do options fit logically and grammatically with the stem?
- Which option do you think is intended to be the correct response? Does your choice agree with the intended key?
- Is there a better key for the stem than has been stated among the options?
- For constructed response items: Will the prompt elicit a full range of responses as described by the rubrics?
- For Technology Enhanced (TE) items: Are the number and types of interactions needed to obtain a correct response appropriate?

All ELPA field test items were reviewed for fairness (sensitivity and bias), including these considerations:

- Does the material contain language or content that could be offensive or inappropriate for a population subgroup? Could any aspect of the material be construed as elitist, sexist, or racist? Does the material refer to an upsetting or controversial topic?
- Is any outside knowledge (e.g., procedures for making laws) or cultural knowledge (e.g., holiday customs) required to understand the material? Could an explanation be added without damaging the materials?

After the fairness review, all ELPA tasks, items, and stimuli were given a substantive editorial review. During the editorial review, each item (including text and any graphics) was checked for correctness and clarity of language, consistency of style, and accessibility. Content and Sensitivity Review panels, made up of educators from the ELPA21 Consortium states participated in the content review committee event(s).

Considerations for the content review committee:

- Does the item appropriately measure the identified standard(s) and practice(s)?
- Does the item appropriately measure the identified sub-claim in a way that is appropriate to the proficiency level descriptor?
- For Selected Response (multiple choice) items, does the item have a single best key?
- For Technology Enhanced items, does the item have a correct response as described in the scoring rules?
- For Constructed Response items, does the question elicit information that would allow students to demonstrate their language abilities (as described by the draft rubrics)?
- Is the item presented clearly and effectively?

Consideration for the bias review committee:

- Is the item free of content that is potentially biased against or offensive to any identified group?

Design and Accessibility Considerations

A key goal of the ELPA assessment system is to maximize accessibility for all students, including students with disabilities. Ways of achieving this goal included following principles of Universal Design in the item design process, following principles of Universal Design in the item writing and review process, evaluating all items for overall accessibility, embedding accessible content using the Accessible Portable Item Protocol, or "APIP," standard to items that can be rendered accessible via the accommodations specified by APIP, and by developing "twins" for items judged not to be accessible to students with visual impairments in their form as developed for field testing.

All ELPA items were designed and written following the principles of Universal Design. Universal Design was incorporated into the process in multiple ways. Item writers and internal and external reviewers were trained in Universal Design for assessment including the following as outlined by Thompson, Johnstone, and Thurlow (2002):

1. Inclusive assessment populations
2. Precisely defined constructs
3. Maximally accessible, non-biased items
4. Simple, clear, and intuitive instructions and procedures
5. Amendable to accommodations
6. Maximum readability and comprehensibility
7. Maximum legibility

ELPA Graphics and Style Information

<u>Fonts</u>

The ELPA fonts were chosen for grade-appropriateness and accessibility.

Grade band	Font
Kindergarten	Comic Sans or Comic Neue
1st Grade	Comic Sans or Comic Neue
Grade bands 2-3 through 9-12	Verdana

Editorial Style

In most cases, the ELPA assessment follows the 16th edition of the Chicago Manual of Style.

Graphics

Text in graphics will generally be Comic Sans or Verdana depending on the grade band. Exceptions will be made for graphics that require a special look, such as advertisements or posters. Within individual graphics, text sizes may be adjusted as needed to emphasize or de-emphasize certain content in a graphic. Graphics should be large enough for students to read text and view content and small enough to fit in the viewing area on the computer screen. Students should not have to use horizontal of vertical scrolling to view an entire graphic. Graphics should be free of excess white space. Condense graphics as much as possible without compromising legibility and font size.

Maximum Size: The maximum size of a graphic depends on the size of the viewing area in the user interface.

Item Stems and Scenarios

1. Selected response (SR) items all consist of a stem and answer options. Stems will be clear and concise, written to the appropriate grade and reading levels using vocabulary and sentence structures appropriate for the grade level. Stems should be engaging for students, avoid using idioms and jargon (unless that is what is being measured), and should be grammatically correct. Stems will use the active voice unless quoting from a passage or other stimulus.

2. SR options are closed stems, open stems, or fill-in-the-blank stems. Closed stems are complete sentences that begin with a capital letter and end of with a punctuation mark. Open stems are sentence fragments that being a complete sentence when combined with the available answer options and do not begin with a capital letter. They do not end with punctuation. A fill-in-the-blank stem consists of a sentence with a word or phrase missing. Negative stems are to be avoided. If a negative stem is used, there should be no negatives in the answer options.

3. Constructed response (CR), extended response (ER), and writing prompts consist only of item stems. The stems are complete sentences written as either questions or imperative commands. Vocabulary and linguistic structure should be at an appropriate level for the grade band; academic vocabulary in the stimulus should reflect the academic vocabulary and academic language use for the lowest grade in the grade band.

4. CR items must be specific about the expected response, construct questions or tasks that measure objectives not easily assessed by SR items, and allow for a range of responses. The directions for the CR items should be consistent with the scoring rubric, and use age appropriate vocabulary and sentence structure. All CR items should avoid questions that invite personal responses about the student's beliefs, values, lifestyle, etc.

5. Item passages should be free from bias or sensitivity issues. All passages should be self-contained, functioning as a whole with a beginning, middle, and an end. Passages should contain standard English, and represent a range of topics of interest. Content

of passages should show males and females, various ethnic groups, the elderly, and the disabled in a variety of positive roles. Passages should not contain words that might be demeaning to a particular group or references that might tend to stereotype.
6. Information in non-fiction texts should be accurate and true. Texts should be grammatically well formed and should avoid the use of slang or idiomatic phrases (unless that is what is being measured).

<u>Answer Options</u>

1. There should only be one clearly correct answer to each item, unless the item is specifically designed to have multiple correct answers.
2. Answer options should be as brief as possible, without distracting or deliberately misleading verbiage. Options should provide plausible answer options at the student's level of knowledge.
3. Options should avoid repeating words or phrases from the stem, and should not give clues to the students.
4. The answer options should relate to the stem in some way both grammatically and conceptually, and should not provide nearly the same meaning or synonyms.
5. No answer option should eliminate another answer option, and no answer option should deny the truth of the stem.
6. Answer options should be balanced in length, verb tense, voice, and mood, unless that is what is being measured.

ELPA GRADE 1
OPERATIONAL TEST BLUEPRINT

ELPA Summative

Domain	Number of items	Standard (subclaim)	Approximate percentage of items
Reading	17	1R	88%
		2R	12%
Writing	14	3W	100%
Listening	17	1L	82%
		2L	18%
Speaking	12	3S	75%
		4S	17%
		5S	8%
Total Test	60		

Note: The above table is intended to give only a general understanding of the test makeup. For example, because some items cover multiple standards, not all ELP standards appear on the table.

ELPA Screener

Domain	Items in Step 2	Items in Step 3	Total items
Reading	6	7	13
Writing	5	6	11
Listening	8	3	11
Speaking	8	3	11
Total Test	27	19	46

The above totals do not include practice items.

SCORING AND REPORTING FOR ELPA

Scoring and reporting for ELPA are significantly different from what Oregon students and school district staff have experienced in previous years during the Oregon ELPA. Instead of providing a single, composite-level cut score for proficiency, ELPA provides cut scores for each of the four domains that are tested and then calculates a proficiency determination label based on the four individual domain scores.

For the domains of reading, writing, listening, and speaking, the cut scores are set to create five distinct performance (or achievement) levels. The verbiage of the ELPA levels match the same levels on the previous Oregon ELPA as follows:

Level 1	Level 2	Level 3	Level 4	Level 5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

There, the similarity ends. While the Oregon ELPA recommended that students be reclassified, or "exited" from EL services at a composite score Level of 5, ELPA21 recommends exiting at Level 4 or above for each of the four domains. The resulting domain scores lead to three proficiency determination labels and their descriptors. These labels and descriptors are the official ELPA scoring rules for the recommendation for student exit from EL services. The three proficiency descriptors are Emerging, Progressing, and Proficient.

Here are the official ELPA21-adopted proficiency descriptors, along with Oregon's adopted "family friendly" versions of those descriptors.

Emerging

- ELPA21 Official: Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA are eligible for ongoing program support.

- Oregon "family friendly" version: Emerging – A student at the Emerging level does not yet have the ability produce grade-level academic content in the English language. For the ELPA annual assessment, this means the student scores either Level 1 or Level 2 in each of the four domains of reading, writing, listening, and speaking.

Progressing

- ELPA21 Official: Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA are eligible for ongoing program support.

- Oregon "family friendly" version: Progressing – A student at the Progressing level is approaching the ability produce grade-level academic content in the English language with support. For the ELPA annual assessment, this means the student scores above a Level 2 on one or more domains, but does not yet meet the requirements to be at the Proficient level on the four domains of reading, writing, listening, and speaking.

Proficient

- ELPA21 Official: Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA, students can be considered for exit.

- Oregon "family friendly" version: Proficient – A student at the Proficient level can produce grade-level academic content in the English language. For the ELPA annual assessment, this means the student scores either Level 4 or Level 5 on each of the four domains of reading, writing, listening, and speaking.

As noted above in the language of the descriptors, a student's domain results will lead to an appropriate proficiency determination, based on the test performance in the four domains. In simple terms, **Emerging** results from domain scores at only Levels 1 or 2. **Progressing** results from domain scores of higher than Level 2 on one or more domain but doesn't meet the definition of proficient. **Proficient** results from all domain scores being at Level 4 or above.

ELPA reading tasks are designed to evaluate a student's ability to read and comprehend written English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA and literacy, mathematics, and science. Students are asked to read grade-appropriate texts, and complete the tasks.

Reading Subclaim	In grade-appropriate contexts…
1R	The English language learner constructs meaning from literary and informational text.
2R	The English language learner demonstrates comprehension of written exchanges of information, ideas, and analyses.
8R	The English language learner determines the meaning of words and phrases in literary and informational text.

Overview of the Reading Task Types

The reading section contains a series of passages followed by questions about the passages. A number of different types of informational or literary texts will be included. The reading section will assess the *receptive* modality through items targeting ELP Standards 1, 2, and 8. At Grade 1, students will encounter technology enhanced items (Zone Hot Spot, Drag and Drop Match), standard multiple choice 3-option items, and some more-than-three option items. Some items will be "single selection" (one correct response), and others will be "multiple select" (more than one action required for a correct response). See the **Response Formats** and **Task Type chart** sections that follow below for more information.

The Stimulus

The reading comprehension questions are meant to provide information about the extent to which English Learners can construct meaning from text through grade-appropriate reading. The reading tasks are designed to evaluate a student's ability to read and comprehend English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA and literacy, mathematics, and science.

The reading comprehension section will include reading passages followed by questions about the passage. Passages will be of a number of different text types. Because this assessment will report a range of proficiency levels, the test will contain passages covering a range of complexity.

The reading passages will be representative of the types of reading material that a student in a K-12 school in the United States might encounter in a school context. These include informational passages in the content areas of social studies, science, and other technical subjects as well as literary passages of the type read in English language arts classes. However, reading passages will not require specialized prior knowledge in order for test takers to comprehend the information they contain. Thus, any content-specific information must be explained within the passage.

<u>Passage Types</u>

The ELPA Standards require the construction of meaning from grade-appropriate *literary* and *informational* texts.

Correspondence:

A short passage in the form of a message from a peer about a school-related activity (e.g. school club, homework, class project, or assignment)

Literary:

Grade-appropriate literary passages will be narratives (e.g., fables, folk tales, historical fiction, realistic fiction, and science fiction).

Informational:

Informational passages present information in the manner of a textbook or other grade-appropriate text explaining content relevant to English language arts (not including fiction), social studies, science, and technical subjects. Such passages typically describe events or processes objectively, categorize information, explain situations and/or present solutions to problems, and may include or be accompanied by non-linear graphics, such as tables or graphs.

Since participation in grade-appropriate written exchanges of information, ideas, and analyses is also required by the standards, grade-appropriate reading passages will include passages typically written by students.

<u>Item Formats</u>

- Three option, single section multiple-choice
- Three option, multiple-selection multiple choice
- Inline Text Choice (Click on Sentence)
- Match (Drag and Drop) single selection
- Match (Drag and Drop) multiple selection
    - sometimes from more than three options
- Zone (Hot Spot) single selection

<u>Screen Layout</u>

For sets with passages and stimuli, the directions should appear across the top of the screen, with passages and other stimuli appearing in a field on the left side of the screen, and items appearing in a field on the right side, as depicted in the item sample below. The fields will include scrollbars if a passage, stimulus, or item will not display in its entirety within the field.

For Grade 1, some reading items include read-aloud audio for part of the task. Answer options for multiple choice reading items will generally not be read aloud.

ELPA Task Types for Grade 1 Reading

Task Type Name	Brief Description
Read-along Sentence	Zone (hot spot) single selection items are presented with a written sentence that the student hears, along with a picture to support. Student must click on a specific word in the sentence. Sentences will have grammatically simple constructions, such as simple present or present progressive tense, and will be in the active voice. Choose one correct response for each item.
Read and Match (Picture to Word, Picture to Sentence)	3-option single selection multiple choice items, matching either a picture to a word or a picture to a sentence. The graphic (stimulus) is a single picture that depicts a concrete action. The vocabulary is high frequency and will clearly depict the action occurring in the picture. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, and be in active voice. Choose one correct response for each item.
Read for Details Set	Match (Drag and Drop) multiple selection and more-than-three-option single selection items in which students will read a short text that describes a scene. They will then construct (via drag and drop) an object or scene to reflect the description. The sentences will have grammatically simple constructions, such as simple present and present progressive tense, and will be in the active voice. There will be an image to support the text.
Short Correspondence Set	3-option single selection multiple choice or hot spot zone, with 3 items per set. Items are presented in the form of a short letter or an email written from a friend or acquaintance, teacher, or family member. Response options are in the form of pictures or written text to comprehension questions. Choose one correct response to each question asked, responding to 2 to 4 items per set.
Procedural Text Set	3-option single or multiple selection multiple choice, zone, or match item sets, with 2 to 4 items per set. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, be in active voice, and may contain imperatives and sequencing words. Students will answer comprehension questions about a written procedure, a set of directions, and key details. Choose one or more correct responses to each question asked.
Literary Set	3-option single or multiple selection multiple choice, hot spot zone, or drag and drop match item sets, with 2 to 4 items per set. The students will answer questions about main idea, key details, vocabulary, and sequence of events. The sentences will have grammatically simple constructions, such as simple present tense, present progressive tense, simple past tense, and will be in active voice, and may contain sequencing words. The passages are written fictional or historical narratives. Students will choose one or more correct responses to each question asked.
Informational Set	3-option single or multiple selection multiple choice, hot spot zone, or drag and drop match item sets, with 2 to 4 items per set. Items are presented with a reading passage in the form of a grade-appropriate academic text about mathematics, science, or technology topics. Students will answer questions about main idea, key details, and vocabulary. Students will choose one or more correct responses to each question asked.

See the online sample test for Grade 1 for sample reading tasks.

The writing section is designed to evaluate a student's ability to construct words and sentences in English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA and Literacy, mathematics, and science. Students will be asked to respond to items that are designed to elicit evidence ability to write in English in grade-appropriate activities.

Writing Subclaim	In grade-appropriate contexts…
2W	The English language learner participates in written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3W	The English language learner writes about complex literary and informational texts and topics.
4W	The English language learner constructs written claims and supports them with reasoning and evidence.
9W	The English language learner writes clear and coherent text.
10W	The English language learner uses standard English accurately to communicate in writing.

Overview of the Writing Task Types

The writing section consists of two task types. The tasks increase in complexity. The items consist of technology-enhanced multiple choice (Drag and Drop Match) items.

Item Formats

- Match (Drag and Drop) single selection
- Match (Drag and Drop) multiple selection

ELPA Task Types for Grade 1 Writing

Task Type Name	Brief Description
Word Builder	Match (Drag and Drop) single selection items in which the student must drag the correct letter(s) to the available blank space in a single word with a picture accompany the word. A letter or a blend of letters is missing that the student must complete. The words are grade-appropriate high frequency vocabulary words.
Sentence Builder	Match (Drag and Drop) multiple selection items in which student will drag and drop word options into the correct order to write a sentence that accurately describes a picture. Sentence length will range from 3 to 12 words.

See the online sample test for Grade 1 for sample writing tasks.

The ELPA listening tasks are designed to evaluate a student's ability to comprehend oral English in order to engage in grade-appropriate activities and in the central content-specific practices associated with ELA and literacy, mathematics, and science. Students are asked to listen to conversations, discussions, and oral presentations, and complete the tasks.

The listening stimuli are based on realistic materials and contexts. The listening materials range from individual words, phrases, and sentences to longer passages. The listening section contains a range of content, from simple to complex text. Grade-appropriate listening stimuli for Grade 1 include read-alouds, short literary stories, and informational texts that are supported by visuals.

ELPA Listening Subclaims

Listening Subclaim	In grade-appropriate contexts…
1L	The English language learner constructs meaning from oral presentations and literary and informational text.
2L	The English language learner demonstrates comprehension of oral exchanges of information, ideas, and analyses.
5L	The English language learner conducts research and demonstrates comprehension by evaluating findings presented orally.
6L	The English language learner analyzes and critiques the oral arguments of others.
8L	The English language learner determines the meaning of words and phrases in oral presentations.

Overview of the Listening Task Types

The listening section consists of six separate task types. The discrete items in the listening section focus on word and sentence level comprehension as well as the ability to construct meaning from oral directions and short informational texts. The passage sets present the students with conversations, academic debates, and informational texts; the student then answers several questions related to the stimulus assessing overall comprehension and the ability to analyze specific features of the stimulus. At grade 1, students will encounter a mix of technology enhanced items (Hot Spot Zone, Drag and Drop Match) and standard multiple choice 3-option items. Some items will be "single selection" (one correct response), and others will be "multiple-select" (more than one action required for a correct response). See the **Response Formats** and the **Task Type chart** sections below for more information.

The Stimuli

Listening stimuli are representative of what students would hear from peers and teachers in a 1st grade school setting as they engage in grade-appropriate activities. The stimuli increase in difficulty in order to assess a full range of listening comprehension abilities. At this grade band, listening stimuli include:

- Words and sentences
- Directions
- Short conversations
  - 5-15 seconds in length
- Long conversations
  - 30-60 seconds in length
- Literary texts read aloud by a teacher
  - 45-70 seconds in length
- Oral academic (teacher) presentations
  - 50-80 seconds in length

Tasks/items

Listening items assess students' ability to listen to and comprehend text at the 1st grade level. Items range in difficulty from the word and sentence level to overall comprehension and interpretation of longer academic passages.

Response Formats

Listening items may be presented in a number of formats, including:

- 3-option Single selection multiple choice
- Multiple selection multiple choice
- Match (Drag and Drop) single selection
- Match (Drag and Drop) multiple choice
- Zone (Hot Spot) single selection
- Zone (Hot Spot) multiple selection

ELPA Task Types for Grade 1 Listening

Task Type Name	Brief Description
Listen and Match – Word or Sentence	Hot Spot Zone single-selection item, matching a picture to a word or a picture to a sentence from 3 options. The pictures represent grade-appropriate high frequency vocabulary, and will be clear and easy to interpret. For listen and match sentence items, the stimulus will be a single spoken sentence that consists of grade-appropriate simple grammatical constructions, such as the simple present and present progressive tenses. Choose one correct response for each item.
Follow Instructions	Drag and Drop Tableau scene, students will click on specific objects or items within the scene, and then drop them into the scene as directed. Scenes might include classrooms, places at home or in the community. There are two levels of instructions and actions: First, choose the correct item(s) named from the options shown. Second, place the item(s) into the correct spot(s) on the tableau as indicated in the stimulus.
Short Conversation	Multiple choice or hot spot zone single selection items. Students will listen to a short two-turn conversation. Each conversation stem will lead to 1 - 3 comprehension questions. Answer options may be either pictures or words. Choose one correct response from the options for each question asked.
Long Conversation	3-option multiple choice or hot spot zone single selection items. Students will listen to a multi-turn conversation with 5 to 8 turns. Each conversation will lead to 2 – 4 comprehension questions. The stimulus conversation will be one that students might typically hear from peers and teachers while engaging in grade-appropriate activities. While listening, students will see images of the conversation participants. Answer options may be either pictures or words. Choose one correct response from the options for each question asked.
Read-Aloud Story	Single or multiple selection multiple choice, zone, or drag and drop match item sets, with 2 to 4 items per set. A narrative is read aloud and supported with contextualized graphics. Answer options may be either pictures or words. For the technology-enhanced items (zone and match), students may be asked to drag and drop options into the correct order, or drag and drop objects to characters, depending on the detail being tested. Students will choose one or more correct responses from the options for each question asked.
Teacher Presentation	Single or multiple selection multiple choice, hot spot zone, or drag and drop match item sets, with 2 to 4 items per set. Students will be presented with a teacher-led presentation or a discussion about an academic topic in the form of a grade-appropriate academic text about ELA, mathematics, or science. Answer options may be either pictures or words. For the technology-enhanced items (zone and match), students may be asked to drag and drop options into the correct order, or move objects to specific locations. Students will choose one or more correct responses from the options for each question asked.

See the online sample test for Grade 1 for sample listening tasks.

SPEAKING

The speaking tasks are designed to evaluate a student's ability to speak in English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA, mathematics, and science.

Speaking Subclaim	In grade-appropriate contexts…
2S	The English language learner participates in spoken exchanges of information, ideas, and analyses, by orally responding to peer, audience, or reader comments and questions.
3S	The English language learner speaks about complex literary and informational texts and topics.
4S	The English language learner constructs spoken claims and supports them with reasoning and evidence
5S	The English language learner conducts research, evaluating and orally communicating, findings to answer questions or solve problems.
9S	The English language learner expresses her/himself clearly and coherently in oral communication.
10S	The English language learner uses standard English when communicating orally.

Overview of the Speaking Task Types

In the speaking section, students are asked to speak on a variety of topics that draw on personal experience, classroom-based situations, and content-specific practices. Students will be asked to speak on a variety to texts, topics, and experiences developed with relevant details, ideas, and information. Speaking items are all technology-enhanced. The stimulus material and prompt are delivered by computer, and audio responses are digitally captured. The responses are digitally captured and later scored by human raters.

These constructed response items are based on stimuli that include:

- text
- images
- video animations
- combinations of the above

The speaking section consists of five task types. The tasks range in complexity. The items consist of technology-enhanced, constructed response tasks. Students will be able to start and stop the recording themselves, and will be able to listen to their responses and re-record as they wish, with no limits to number of re-recordings.

ELPA Task Types for Grade 1 Speaking

Task Type Name	Brief Description
Classroom Tableau	Audio Constructed Response task in which the student is presented with an illustrated tableau depicting a school setting. Audio prompts ask the student to answer a set of questions based on the illustration, practicing oral vocabulary. The student will review the picture and record a response to the five questions included with each task. The five questions will ask about various items in the tableau, obligating responses with singular/plural nouns, assorted verb tenses, frequently occurring prepositions and conjunctions, and simple sentences.
Picture Description	Audio Constructed Response task in which the student is presented a picture representing a scene from a school or community setting. The depiction of an everyday scene will have several strange, silly, out of place, or unusual features. Students are prompted to review the picture and then describe two of the silly things they observe. Responses can include singular or plural nouns, frequently occurring prepositions and conjunctions, and simple sentences.
Conversation	Audio Constructed Response task in which the student participates in an emulated conversation with two avatars which will include a teacher and a student, or two students. The conversation will be about common topics, such as activities and events in and out of school. The emulated conversation will go through a sequence of three embedded prompts, with each stem inviting a response. Each subsequent stem should logically follow the previous one. The first item introduces the topic and models a response, the second asks for additional information related to the topic, and the third expands the conversation and invites a longer description or explanation on personal experience relating to the conversational topic.
Opinion	Audio Constructed Response task in which the student is presented with two or three full-color and illustrated pictures of objects, activities, or situations. The student is asked to choose one of the pictures, or one of his/her own choosing, and give an opinion related to the pictures and then to provide reasoning and support for their choice of picture.
Observe and Report	Audio Constructed Response task in which the student is presented with an animated and illustrated video of a science demonstration in a classroom. There is simple narration and the key materials are labeled. The narrator will describe each step of the demonstration, using temporal words. The student will be asked to retell what the teacher did, starting from the beginning and using the pictures to assist as needed.

See the online sample test for Grade 1 for sample speaking tasks.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

The full version of the English Language Proficiency standards is found on the ODE website. These standards were adopted by the Oregon State Board of Education in October, 2013. The standards document contains the following information:

- Organizational overview of the ELP standards
- Organization of standards by modality
- Specific descriptions of what students can do at each proficiency level, by standard and by grade
- Correspondences with ELA, Mathematics, and Science standards
    - Correspondences are presented both generally and by standard/by grade

ELPA PERFORMANCE STANDARDS

The ELPA performance standards ("cut scores") were adopted by the Oregon State Board of Education on October 20, 2016.

ELPA Performance Standards (Cut Scores) for Grade 1

Domain	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced)	Level 5 (Advanced)
Reading	478 or below	479-514	515-583	584-628	629 or above
Writing	497 or below	498-547	548-612	613-640	641 or above
Listening	434 or below	435-466	467-548	549-593	594 or above
Speaking	527 or below	528-576	577-592	593-618	619 or above

The ELPA cut scores were developed by domain at each individual grade other than the high school (grades 9-12) grade band.

ELPA ACHIEVEMENT LEVEL DESCRIPTORS

The ELPA Achievement Level Descriptors were adopted by the Oregon State Board of Education on October 20, 2016.

Achievement Level Descriptors (ALDs), also known as Performance Level Descriptors, describe what students know and can do by domain based on the assessment. These indicators can be used by educators to target instruction for each of the four domains, and to inform parents and students of the expectations for students to be considered proficient in English at a particular grade level or grade band. The final Achievement Level Descriptors for ELPA are the result of the work of ELPA21 member-state education department staff, panelists at the standards setting event in July 2016, local-state educators, parents, university partners, and state teams to establish the minimum scores and descriptors required for each performance level.

The ELPA Achievement Level Descriptors are based on a sampling of a larger set of testable content outlined in the English Language Proficiency standards. Domain results for individual students are only one indicator of student language ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of performance and are presented in the order of the way they are reported rather than by importance or test emphasis. Students who score at or within a particular level of performance possess a range of the abilities described in the ALDs for that proficiency level and generally have mastered the skills described in the preceding achievement levels for that grade or grade band.

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
Score Range: 478 or below	Score Range: 479-514	Score Range: 515-583	Score Range: 584-628	Score Range: 629 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
determining the meaning of words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identifying main topic in read-aloud sentence; recognizing the meaning of some frequently occurring words in read-alouds.	identifying key words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identify a reason an author gives to support the main point; determining the meaning of frequently occurring words and phrases in read-alouds.	identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.	identifying main topics in texts and read-alouds; asking and answering questions about key details in written texts and read-alouds; retelling stories and information; identifying reasons an author gives to support a main point; answering questions about a variety of topics to determine the meaning of words, phrases, and simple idiomatic expressions.	identifying main topics in texts and read-alouds; asking and answering questions about key details in texts and read-alouds; retelling key points of stories and information; identifying reasons an author gives to support a main point; summarizing information from provided sources; answering questions on a variety of topics to determine or clarify the meaning of words, phrases, and idiomatic expressions.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
Score Range: 497 or below	Score Range: 498-547	Score Range: 548-612	Score Range: 613-640	Score Range: 641 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
responding to simple yes/no and wh- questions about familiar topics; creating words by filling in a missing letter with or without a provided example; using a small number of frequently occurring nouns and verbs when writing.	responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics or objects; expressing an opinion about a familiar topic; retelling an event and presenting simple information using some frequently occurring linking words; producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions.	participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about a familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences.	participating in written exchanges about a variety of texts and topics; composing written texts about a variety of topics; answering questions expressing opinions about a variety of topics; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences.	participating in extended written exchanges of information; composing written texts about a variety of topics; expressing opinions about a variety of topics; recounting a more complex sequence of events; producing and expanding simple and some compound sentences.

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
Score Range: 434 or below	Score Range: 435-466	Score Range: 467-548	Score Range: 549-593	Score Range: 594 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
identifying the main topic in oral presentations; determining meaning of words and phrases; participating in conversations and discussions.	identifying key words and phrases in oral presentations of texts; participating in short conversations about familiar topics and responding to simple questions and wh- questions; gathering information and identifying summaries of information from oral sources; identifying a reason a speaker gives to support a point; determining the meaning of frequently occurring words and phrases.	identifying the main topics and answer questions about some key details in oral presentations of texts; participating in short conversations and discussions on familiar topics and answering simple questions; gathering and summarizing information from oral sources; identifying one or two reasons a speaker gives to support a main point.	identifying the main topics, answering questions about an increasing number of key details in oral presentations of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.	identifying main topics and key details in oral presentations of literary and informational texts; participating in extended conversations and discussions and answering questions on a variety of topics and texts; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
Score Range: 527 or below	Score Range: 528-576	Score Range: 577-592	Score Range: 593-618	Score Range: 619 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic; expressing an opinion.	participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.	participating in short discussions and conversations; asking and answering simple questions about familiar topics; delivering short simple oral presentations about familiar topics; expressing an opinion about a familiar topic and giving a reason; summarizing information from sources; retelling a simple sequence of events and presenting simple information.	participating in discussions and conversations; delivering short simple oral presentations about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from provided sources; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences.	participating in extended discussions and conversations; delivering oral presentations with a few descriptive details about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from sources; recounting a more complex sequence of events and providing some facts; producing and expanding simple and compound sentences.

ELPA RUBRICS FOR HAND-SCORED ITEMS – SPEAKING

Holistic ELPA scoring rubrics for speaking tasks are provided for teacher use. Teachers may use these rubrics as instructional tools for their English Learners' language development in the domain of speaking. Students may benefit from knowing how these task types on ELPA will be scored.

Speaking Rubric - Classroom Tableau – Grade 1

Score	Descriptors
2	Responses at the 2 level are typically characterized by: • The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear. • The student effectively answers the prompt and the response is consistent with the stimulus.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. • The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Speaking Rubric - Conversation – Grade 1

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses appropriate vocabulary that is relevant to the task. • Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning. • The student effectively answers the question and provides relevant information as required by the task.
2	Responses at the 2 level are typically characterized by: • The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not obscure the student's overall meaning. • The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.
1	Responses at the 1 level are typically characterized by: • Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time. • The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Speaking Rubric - Observe and Report – Grade 1

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The student accurately uses a variety of structures (simple and compound) that are appropriate. The use of vocabulary is accurate, and word choice is appropriate. The response may contain isolated minor errors in language that do not obscure meaning. • When prompted, the student presents an accurate summary of the sequence of events, using clearly appropriate information and specific details. Organization among ideas is clear, and use of linking words to signal sequence and order of events is appropriate.
4	Responses at the 4 level are typically characterized by: • The student uses simple and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning. • When prompted, the student provides a largely accurate summary of the sequence of a few events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Organization among ideas is largely clear, though there may be an occasional lapse in the use of linking words.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of appropriate simple structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. • When prompted, the student provides a partially successful summary of the sequence of a couple of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The events may be recounted in the correct order, though connections between some ideas may be missing or obscured.
2	Responses at the 2 level are typically characterized by: • Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning. • When prompted, the student provides a limited summary of the stimulus. One event may be described, but other essential information may be omitted, vague, unclear, or incorrect. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the meaning.
1	Responses at the 1 level are typically characterized by: • The response is limited to reading the prompt or directions aloud. • The response consists of a few isolated English words and phrases related to the prompt or stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Speaking Rubric - Opinion – Grade 1

Score	Descriptors
4	Responses at the 4 level are typically characterized by: • The student accurately uses a variety of structures (simple and compound) that are appropriate. The use of vocabulary is accurate, and word choice is appropriate. The response may contain occasional errors in language that do not obscure meaning. • The student effectively addresses the required task, successfully stating an opinion and supporting it with a reason.
3	Responses at the 3 level are typically characterized by: • The student uses simple and some compound structures and vocabulary that are appropriate. Noticeable errors in language use may be present and may occasionally interfere with the speaker's meaning. • The response is partially successful in completing the topic and task. The student may attempt to state an opinion or a reason, but only one is successful. The other may be incomplete, unclear, or otherwise unsuccessful.
2	Responses at the 2 level are typically characterized by: • The control of language is inconsistent. Though the overall message may be discerned, frequent errors and limitations in grammar and word choice obscure meaning. • The response is limited in addressing the topic and task. Either the opinion or the reason may be missing, OR both the opinion and the reason were incomplete, unclear, or otherwise unsuccessful.
1	Responses at the 1 level are typically characterized by: • Meaning is obscured most of the time. • Both the opinion and reason are missing, although there may be some content in the response that is related to the stimulus or prompt.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Speaking Rubric - Picture Description – Grade 1

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses appropriate vocabulary that is relevant to the picture and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning. • The student effectively describes the main feature(s) of the picture.
2	Responses at the 2 level are typically characterized by: • The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. • The student partially describes some main feature(s) of the picture, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions, and/or omissions.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases connected to the picture, but limitations in grammar and vocabulary may significantly interfere with comprehension. • The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Speaking Rubric - Read-Aloud Story 1 – Grade 1

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses appropriate vocabulary that is relevant to the task. • Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning. • The student effectively answers the question and provides relevant information as required by the task.
2	Responses at the 2 level are typically characterized by: • The use of grammatical structures and vocabulary may be noticeably inaccurate but do not interfere with the student's overall meaning. • The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.
1	Responses at the 1 level are typically characterized by: • Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time. • The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Speaking Rubric - Read-Aloud Story 2 – Grade 1

Score	Descriptors
2	Responses at the 2 level are typically characterized by: • The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear. • The student effectively answers the prompt and the response is consistent with the stimulus.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. • The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	The response does not address the communicative demands of the task. . Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

ELPA RUBRICS FOR HAND-SCORED ITEMS – WRITING

Oregon has eliminated the paper/pencil writing supplement for the ELPA.

TESTING AND SCORE REPORTING SCHEDULES

ELPA Testing Schedule Link:

Click this link to find the most recent version of the Test Administration Manual. Look in **Appendix A** for this year's Oregon Statewide Testing Schedule.

Oregon Accessibility Manual

Click this link to find the most recent version of the Oregon Administration Manual (OAM). The OAM provides districts, schools, and IEP teams with policies and requirements that will govern the provision of accessibility supports for students participating in Oregon's Statewide Assessments. Look in **Accessibility Supports for ELPA**, Section 6.0 for more information.

ELPA Data Delivery Schedule:

Click this link to find the most recent version of the Test Administration Manual. Look in **Section 10.0** for this year's ELPA Data Delivery Schedule.

Oregon Department of Education

255 Capitol St NE, Salem, Oregon 97310 (503) 947-5600