

Administering the ELPA Screener and Summative in 2020-21



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Guidance and Considerations for ELPA Summative and Screener Testing in 2020-21

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Overview

This guidance forms a comprehensive update of ODE’s *Administering the ELPA Screener in 2020-21*. Principal elements of this update include:

- In-Person vs. Remote Identification
- ELPA Summative administration in 2021
- Screening in 2021 (standard, unique, and updates for Future K)
- English language proficiency (ELP) testing with physical distancing

Notes:

- “English Language Proficiency Assessment” is abbreviated throughout as ELPA.
- “English learner” is abbreviated as “EL” in the phrase “English learner status”.
- The term “district” is used inclusively in this document, and refers to multiple levels of local education agencies (schools, districts, online charter schools, etc.)
- References to “parents” or “family” throughout this document are assumed to include parents, guardians, or adult students.

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- This document mentions a parent right to “decline” ELPA testing (usually due to health and safety concerns). This is a special circumstance due to the impacts of the COVID-19 pandemic; it is not an extension of or variant on existing allowances for “opt-out” (pertaining to ELA and Math summative testing) or “parent requests for exemption” (pertaining to other state-required learning activities).
- This guidance incorporates the possibility that the COVID-19 pandemic and related effects may continue into 2021, at least for some districts. For specific guidance on required health and safety measures, refer to the most recent version of statewide guidance such as [Ready Schools, Safe Learners](#) or [Guidance for Limited In-Person Instruction During Comprehensive Distance Learning](#).

Student, Family, and Staff Health and Safety

This guidance prioritizes the health and safety of students, staff, and families. Districts should always maintain health and safety as the clear priority across all assessment contexts.

In-Person Identification

In-person screening is possible under all three instructional models: On-Site, Hybrid, and Comprehensive Distance Learning. For students being served in On-Site instructional models or Hybrid models during the in-person timeframes, administration of the English language proficiency (ELPA) screener proceeds as it has in the past.

For students being served in a Comprehensive Distance Learning model, students may be screened according to the guidelines set out under ODE’s [Guidance for Limited In-Person Instruction During Comprehensive Distance Learning](#). This guidance defines the maximum student presence on-site and defines what districts *can* offer (but are not *required* to offer; see below).

While in-person screening is more accurate than remote identification, districts are permitted to choose remote identification over in-person screening when there is good reason to do so. “Good reason” includes but is not limited to the following:

- In-person interactions pose a health or safety risk to a student, staff member, or community member.
- It is not possible or feasible to screen the student in person within the federally required timeline.
- The student’s family may not be able to, or may be opposed to, bringing the student to the designated testing site (due to health and safety concerns, for example).
- Members of the student’s household belong to a high risk demographic.

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[Guidance for Limited In-Person Instruction During Comprehensive Distance Learning](#) places restrictions on cohort size, the number of cohorts allowed per student or staff member, and the time of visitation. These restrictions may present some barriers to in-person screener completion, particularly for newly enrolling students and the related federal evaluation timelines, despite a district's good faith efforts. In such situations, districts should screen students in the following order, when possible.

1. Students whose initial English learner (EL) status needs determination (such as newly enrolling students)
2. Students eligible for unique screening, where district academic and observational evidence indicates a significant probability of scoring Proficient
3. All other students, from lowest grade band to highest

Districts may develop local criteria to further prioritize students within these categories.

The central purpose of screening is based on students' civil right to receive appropriate English language development services in a timely manner. Districts should construct their priorities to maximize student access to a free and appropriate public education within a reasonable time frame.

Remote Identification

Overview

As detailed above, there are multiple circumstances under which a district may be unable to determine a student's English language proficiency through in-person screening. In such situations, students whose Language Use Survey (LUS) indicates the need for screening will temporarily be considered to have EL status until the ELPA Screener can be administered safely and securely.

Students whose EL status is established solely through the Language Use Survey under such conditions are referred to as being "remotely identified English learners" or having "presumptive" EL status.

Remotely identified English learners have "presumptive" EL status. When safe and secure ELP testing is possible (for example, upon the resumption of on-site instruction), the student must participate in one of the following:

- During the ELPA Summative testing window: **ELPA Summative**.
- Before or after the ELPA Summative testing window: **ELPA Screener**.

The results of this ELP testing will be used to adjust the student's EL status.

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Two Language Use Survey forms are currently available for district use: [the Legacy Language Use Survey and the Bridge Language Use Survey](#).

The following outline breaks down the process of remote identification in detail. This process applies in districts where in-person screening is not possible or will not be pursued for reasons such as those outlined under In-Person Identification above.

1. The student's family completes the LUS.
 - a. Districts may choose Bridge or Legacy LUS.
 - b. Districts decide how the LUS is given, but it will need to occur at a distance. Districts take affirmative steps to ensure the family understands the LUS and their responses are meaningful.
2. If the LUS indicates the student does not need screening, or if at any point the family indicates they made a mistake on the LUS and corrections indicate the student does not need screening, the process stops. The student does not have EL status.
3. If the LUS indicates that the student needs screening, districts will temporarily consider the student to have EL status. The district will follow all normal procedures for a newly identified English learner, including contacting the family, delivering language services, and reporting the student as an English learner in relevant data collections.
 - a. Just as with any other EL identification, families may waive services. Family decisions to waive services have no impact on a student's presumptive or final EL status.
 - b. Districts should use the administration date of the LUS as the start date and proficiency test date when reporting remotely identified English learners.
 - c. Until their status is confirmed via administration of the ELPA Screener, remotely identified English learners have EL status. Schools must follow all appropriate state and federal guidelines for English learner education.
 - d. The Council of Great City Schools has developed sample questionnaires which may help districts determine appropriate service provision for remotely identified English learners (found [here](#) and [here](#)). These **optional** oral questionnaires are **not** part of the LUS and **do not** determine EL status, but they may be helpful in painting a more detailed picture of the student's language experience and environment. Information gathered from tools like these questionnaires can help districts select appropriate services and instruction for remotely identified students.
4. The district retains the list of remotely identified English learners.
 - a. When there is a safe and secure opportunity to do so, the district administers the appropriate ELP test and adjusts the student's EL status according to the results. The family is involved in this process.
 - i. During the ELPA Summative testing window, use the ELPA Summative.
 - ii. Before or after the ELPA Summative testing window, use the ELPA Screener.

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- b. This process occurs whether the family chose to accept or waive services during distance learning.
5. The student's records will be updated as appropriate.
 - a. ELPA Summative
 - i. If the student participates in ELPA Summative testing, the ELPA Summative score will determine their ongoing EL status. If the student scores Proficient, they will exit EL status. If the student does not score Proficient, they will retain EL status.
 - ii. For reporting and data collections, choose one of the following codes:
 1. Code 1-A (identified and served by EL program) with proficiency test code 08 (student does not score Proficient).
 2. Code 1-C (exited as proficient and served by the EL program) with proficiency test code 06 (student scores Proficient).
 3. Code 4-N (identified and has a parent waiver for service) with proficiency test code 08 (student does not score Proficient). Include waiver date.
 4. Code 4-N (identified and has a parent waiver for service) with proficiency test code 06 (student scores Proficient). Include waiver date.
 - b. ELPA Screener
 - i. If the remotely identified English learner student scores Proficient, then this student is not an EL and the student's EL status will need adjustment. These students will be reported as 3H in the EL data collections.
 - ii. If the remotely identified English learner student does not score Proficient (i.e. Emerging or Progressing), this student retains EL status. The new ELPA score will be entered into their record. These students will be edited in the EL data collections to include the use of the Screener, the date of administration, and the language domain scores.

Best Practices

For families with a student who has presumptive EL status, the district should contact the family to gather information about the best way to serve the student. It is recommended that an EL professional from the district participate in this contact.

- Recommended questions: *How does the child learn best? Has the child received language services in the past? What were they?*
- Just as with in-person instruction, the family may choose to accept or waive language services. This decision may be revisited at any time. Whether the family accepts or waives services, the district will still screen the student to adjust their EL status when on-site schooling resumes.
- Family decisions to accept or waive services during distance learning remain in force when in-person instruction resumes.

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Some reminders for Local Education Agencies (LEAs), such as school districts:

- LEAs may not inquire about a student's or parent's citizenship or immigration status. Ensure the LEA's and building's enrollment forms do not request this information or the student's or parent's social security numbers.
- LEAs may not require a student's birth certificate for enrollment. LEAs must accept a variety of documents to establish a student's age and residency. Alternative documents could include but are not limited to a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; previously-verified school records; or any other documents permitted by law. LEAs should make parents aware of any alternatives that exist as part of their efforts to ensure a welcoming and inclusive environment for all students.

Standard Screening in 2021

Standard vs. Unique Screening

Usually, when a student arrives in an Oregon district and the Language Use Survey indicates this student may meet the federal definition of an English learner, the district administers the ELPA Screener to confirm or disconfirm EL status. This is called “standard screening.” For information on “unique screening” and how it differs from standard screening, see the following section.

Screening in Grades K-12

There are no changes to the in-person standard screening procedure for students in grades K-12. Students who enter Grade K in the 2021-22 school year, and who test on or before December 31, 2021, should be screened using the **Future K** Screener form (not the Grade K Screener form). Students who enter Grade K in the 2021-22 school year, and who test on or after January 1, 2022, should use the **Grade K** Screener form. This is a continuation of past practice.

Screening in Grade Future K

The Future K Screener is available between the dates of March 1 and December 31 annually. All Future K students (also referred to as “pre-K” students) should be screened using the Future K form.

Starting on March 1, 2021, a student is Proficient on the Future K Screener form if they score a 3 or higher in all non-exempt domains. (This is a change from previous proficiency rules.) The Future K Screener form is identical to the Kindergarten form, so if a student is tested on the wrong form by mistake, there is no need to retest; simply apply the correct proficiency designation based on the student’s domain profile.

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Unique Screening in 2021

In spring of 2020, the COVID-19 pandemic interrupted ongoing statewide summative testing. As a result, some students with EL status did not complete the English Language Proficiency Assessment (ELPA) Summative as scheduled. When school resumed in the 2020-21 school year, districts needed to know if these students remained eligible for language services. ODE authorized districts to assess these students using the ELPA Screener. This is called “unique screening.”

Due to the persistence of COVID-related disruptions to in-person instruction, a unique screening opportunity will be offered following the close of the 2020-21 ELPA Summative window. This unique screening opportunity will function similarly to the unique screening opportunity offered during 2020-21.

Parameters

Districts whose local contexts allow for unique screening will complete the process between the dates of May 3, 2021 and December 17, 2021. Districts must make a good faith effort to screen all eligible students during this window. For exceptions, see note on in-person attendance below, as well as the Parent communication section.

All students who would have been required to participate in ELPA Summative testing in spring 2021, but did not, are eligible for unique screening. Opening an ELPA Summative opportunity is considered participation, so students who begin the ELPA Summative but do not complete it before the end of the Summative testing window will not be eligible for unique screening.

Districts may test students at any time during the unique screening window. Districts will develop local criteria for when to screen students, which will contain, at a minimum:

- Prioritizing students whose previous academic or observational data indicate are more likely to score Proficient
- Maximizing student health and safety (for example, taking into account cohort limits or other on-site occupancy limits as stated in [Ready Schools, Safe Learners](#) and [Guidance for Limited In-Person Instruction During Comprehensive Distance Learning](#))

Local criteria could also include some or all of the following:

- Prioritizing students who are more likely to experience scheduling or course-taking impacts as a result of a Proficient determination (such as many secondary students)
- Scheduling testing with sensitivity to students’ social-emotional state and potential COVID-related trauma
- Building in time for students to acclimate to changed environments or school routines

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Since every Screener administration includes a one-to-one component, students must be present for in-person administration during the unique screening window to participate in unique screening. Students not present for in-person administration during this window (or students with a period of absence sufficient to render unique screening impossible) will not participate in unique screening and will retain their EL status.

Students must be screened at their *current enrolled grade*. For unique screening purposes, a student's enrolled grade changes during the yearly system downtime scheduled at the end of July ([scheduled system downtimes](#) can be found on the state portal). For example, imagine a student who was scheduled to take the Grade 7 ELPA Summative in spring 2021, but did not due to COVID-related factors, and who advances to 8th Grade during the following school year. If this student participates in unique screening prior to the yearly system downtime (before late July), they will be screened using the Grade 7 form. If this student participates in unique screening after the yearly system downtime (early August and following), they will be screened using the Grade 8 form.

Students participating in unique screening must be tested under a Temporary ID, even if they have no ELPA Screener score associated with their Secure Student ID (SSID). Districts should *not* merge Temporary IDs created for unique screening purposes with SSIDs. Districts should *not* use an SSID for unique screening. This could overwrite existing screener data and add confusion to a student's ELP testing history. As unique screening scores cannot be linked to a student's SSID in TIDE, it is strongly recommended that districts preserve these scores in their local information systems where possible (digitally, physically, or both).

If a Temporary ID already exists for a student with the same name or birthdate as the student participating in unique screening, a warning dialogue box will appear asking the district to verify creation of a new Temporary ID. This is a cautionary measure intended to reduce unintentional rescreening of students. Districts should confirm the creation of a new Temporary ID and note the ORT# to help differentiate unique screening Temporary IDs from Temporary IDs that may have been used to screen this student in the past. More recently created Temporary IDs will have a higher ORT#.

Parent Communication

Districts should inform parents of intent to screen a student. In general, districts should adhere to the standards and procedures used when communicating with parents regarding standard screening. Districts should additionally inform parents that unique screening is a special event precipitated by COVID-related disruptions to regular ELP testing, and helps supply districts with missing information for students who did not have the opportunity to complete the ELPA Summative during the scheduled Summative window.

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While districts are required to offer unique screening (as local health and safety context allows), parents may decline unique screening (verbally or in writing) for any reason. If they do, the student will retain EL status and participate in subsequent ELPA Summative testing. The student will participate in the district’s English language development program, unless the parent has signed a waiver for program participation. It is appropriate to inform parents of their right to decline unique screening and the effects of such a decision. It is not appropriate to attempt to influence a parent decision regarding unique screening.

It is recommended, but not required, that districts document non-participation in the unique screening opportunity in the student’s permanent file so as to preserve complete information about a student’s ELP testing history.

Results, Interpretation, Impacts on Instruction and Testing

Unique screening is scored just like any other administration of the ELPA Screener. If a student scores 4 or higher in all nonexempt domains, that student is Proficient and will no longer have EL status. Such students no longer need English language development services and will not participate in future administrations of the ELPA Summative. Students who score a 3 or lower in at least one nonexempt domain will retain EL status and will continue to receive English language development services. Districts may use unique screening results to inform placement and instructional decisions for such students.

Reporting and EL Status

Students who participate in this unique screening will be reported to Fall and Spring EL collections under the EL Record Type Code = CS (COVID Screener Participant). Under this code, students can be reported as “continuing in the EL program” or “exiting the EL program” based on scoring Proficient on the ELPA Screener. Students will be able to be reported with instructional program models (Program Model 1, 2 and 3) or reported as not participating in the program.

Students exiting the EL program through unique screening will enter monitor status the school year following removal of EL status. For example, a student who scores Proficient during a unique screening opportunity in September 2021 will immediately exit EL status. The student will be coded as monitor year 1 in both the 2022-23 EL collections. However, the district should begin monitoring the student’s academic progress immediately and not wait until the 22-23 school year.

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Special Considerations for Unique Screening

Practice Step 1

Practice Step 1 is primarily intended for students who may be encountering the ELPA interface for the first time. Many students participating in unique screening will be familiar with the ELPA interface and may wish to skip or “click through” Practice Step 1. Some students may wish to proceed more slowly so as to re-acclimate themselves to the test.

The decision of how rapidly to proceed through Practice Step 1 lies with the student. It is appropriate to inform students that items in Practice Step 1 are unscored and may be skipped without impacting the student’s score. It is not appropriate to attempt to influence student decisions in this area.

To maintain physical distancing and minimize handling of surfaces by multiple individuals, it is permissible for students who fully understand the purpose and function of Practice Step 1 to request that a TA advance through Practice Step 1 on their behalf. If there is any doubt that a student fully understands the purpose and function of Practice Step 1, they should be given the opportunity to participate in this step.

Mobile Students, In-district and Inter-district Transfers

If a student with EL status changes schools or districts during the unique screening window, the receiving school or district should make a reasonable effort to discover if the student:

- Is eligible for unique screening, and
- Has not yet participated in unique screening in any of their districts of origin.

If both of the above criteria are met, test the student. Otherwise, do not test the student; the student will retain their EL status and participate in the ELPA Summative in spring 2021.

As of the writing of this guidance, no other state in the ELPA21 consortium offers unique screening opportunities. Therefore, it is highly unlikely that a student transferring from out of state will have participated in a unique screening opportunity in their originating district.

Accommodations and Supports

Districts should test students using the most up-to-date accommodation and support information available. Because unique screening is intended to measure a student’s need for language services during the coming school year, districts are not required to reproduce the support profile that a student would have used on the missed Summative; rather, they should test using the most appropriate profile for the student given current knowledge.

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If there is uncertainty about the appropriateness of a student’s support profile, best practice would suggest that the district wait to test until the student’s IEP or 504 team has convened and discussed an appropriate support profile for unique screening.

Testing Multiple Students

While it is not possible to conduct truly simultaneous screening for a group of students, a “staggered start” may be arranged for students who are confident with the interface and able to proceed independently. A TA’s one-to-one responsibilities for such students end after the Step 2 “on the fly” Speaking items. Districts with significant populations of students who are able to test independently could schedule testing so that students arrive one by one for their “staggered start” time to increase testing efficiency. However, note that cleaning and physical distancing considerations will likely introduce delays into several steps of the testing procedure.

Screening Reminders

- In-person screening (including both standard and unique screening) is available under any educational model.
- Districts may decline to pursue in-person screening if they have good reason (discussed under In-Person Identification).
- In the absence of such good reasons, the district should make a good faith effort to offer standard and unique screening opportunities to all eligible students (within necessary limits such as the unique screening window).
 - Districts must develop local criteria to prioritize screening order for eligible students.
 - Eligible students who do not or cannot participate in unique screening (due to insufficient time, resources, unexpected absences, etc.) will retain their EL status and will participate in the next available ELPA Summative administration.

Administering the ELPA Summative in 2020-21

Overview

The ELPA Summative will be available during the 2020-21 testing window. A student is eligible to participate in ELPA Summative testing under the following conditions:

- The student has EL status. This includes both remotely identified ELs and students whose EL status has been confirmed via in-person administration of the ELPA Screener.
- An appropriate decision maker (parent, guardian, or adult student) has been informed about the summative testing opportunity (see below) and has expressly accepted this opportunity.

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There is no remote version of the ELPA Summative; all ELPA Summative testing will occur in-person.

Districts will participate in ELPA Summative testing as their local health and safety contexts allow. Districts who are unable to participate in ELPA Summative testing, or to complete ELP testing within the scheduled window, will offer untested students a unique screening opportunity in 2021 (see above).

Parameters

The ELPA Summative test window (published [here](#)) extends from February 9, 2021 until April 30, 2021. This modified test window means that the final batch of ELPA scores will be delivered later than in previous years. It also affects student eligibility for summative testing based on enrollment date (Table 23 in the [Test Administration Manual](#)). Note ELA and Math requirements listed in Table 23 may change as a result of ODE's [planned waiver request](#) for the 2021 summative testing season.

All summative testing is subject to local health and safety considerations. There is no remote version of the ELPA summative; to offer ELPA Summative testing at a given site, in-person interactions must be occurring.

In districts where health and safety considerations permit ELPA Summative testing, resources such as time, space, and available personnel may be limited, and may render it impossible or infeasible to test all eligible students within the ELPA Summative testing window. Therefore, as with unique screening, districts will develop local criteria for when to test students. These criteria will contain, at a minimum:

- Prioritizing students whose previous academic or observational data indicate are more likely to score Proficient
- Maximizing student health and safety (for example, taking into account cohort limits or other on-site occupancy limits as stated in [Ready Schools, Safe Learners](#) and [Guidance for Limited In-Person Instruction During Comprehensive Distance Learning](#))

Local criteria could also include some or all of the following:

- Prioritizing students who are more likely to experience scheduling or course-taking impacts as a result of a Proficient determination (such as many secondary students)
- Scheduling testing with sensitivity to students' social-emotional state and potential COVID-related trauma
- Planning for how testing schedules may need to be adapted if there is a change in instructional models

The US Department of Education has clarified that remotely identified English learners must test on the ELPA Summative, even if their status has not yet been confirmed via the ELPA

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Screener (source: live presentation at NAELPA board meeting, direct OESE communication to ODE). In such cases (i.e., students participate in the ELPA Summative without ever having tested on the ELPA Screener), Summative results are used for program and exiting decisions just as they would be for any other student with EL status.

Parent Communication

As with screening above, districts should inform parents of intent to test a student on the ELPA Summative. Districts should additionally inform parents that due to special considerations stemming from the COVID-19 pandemic, they may decline ELPA Summative testing during the 2020-21 school year.

A parent may accept or decline ELPA Summative testing verbally or in writing. They do not need to provide documentation (such as signing a form) or a reason justifying their decision. If they decline testing, the student will retain EL status and continue participating in the district's English language development program, unless the parent has signed a waiver for program participation. This student will be eligible for participation in unique screening in 2021. It is appropriate to inform parents of the effects of a decision to decline, as well as the district's estimation of the likelihood that the student will score Proficient on the ELPA Summative. It is not appropriate to attempt to influence the parent's decision about participation in ELPA Summative testing.

If a parent's decision about ELP testing is unclear, do not test the student; continue communicating with parents until a clear decision is expressed. It is strongly recommended, but not required, that districts document parent decisions to accept or decline 2021 ELP testing in the student's permanent file so as to preserve complete information about a student's ELP testing history.

Summative Testing Decision Tree

This decision tree summarizes preceding guidance to help clarify under what conditions districts should move ahead with ELPA Summative testing.

1. Is testing possible or feasible under current health and safety conditions?
 - a. **Yes:** Continue to the next question.
 - b. **No:** Stop here and do not test the student. Return to this decision when health and safety conditions permit in-person testing.
2. Does the student have EL status, presumptive or otherwise?
 - a. **Yes:** Continue to the next question.
 - b. **No:** Stop here and do not test the student.
3. Do local-developed priority criteria indicate that this is an appropriate time and context to test the student?
 - a. **Yes:** Continue to the next question.

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- b. **No:** Pause here; continue when local criteria indicate an appropriate time and context for summative testing.
4. Have the appropriate decision makers (i.e. parent, guardian, or adult student) been informed about the ELPA Summative testing opportunity, and have they accepted this opportunity?
 - a. **Yes. They were contacted and they accepted.** Schedule a testing session for the student.
 - b. **No. Contact was made or attempted, but the district has not yet received a clear and unequivocal decision to accept or decline the testing opportunity.** Pause here. Do not test the student yet; continue to reach out to the appropriate decision makers about the ELPA Summative testing opportunity. When a clear and unequivocal decision is expressed, return to this question.
 - c. **No. They were contacted, but they declined.** Stop here and do not test the student. It is recommended that the district document the parent’s decision to decline this opportunity in the student’s permanent file. This student will retain EL status, continue receiving language services, and will be eligible for the 2021 unique screening opportunity later in the year.

Health and Safety While Administering the ELPA Screener and Summative

Guidance for All Administrations of the ELPA

The following serves as a supplement to (not a replacement of) health protocol guidance already present in ODE’s [Ready Schools, Safe Learners](#) guidance (Sections 0-3). Guidance found in Ready Schools, Safe Learners is not reproduced here; TAs should review the relevant sections of Ready Schools, Safe Learners and be familiar with the related health and safety protocols put in place at their schools. Updates to statewide health and safety guidance such as [Ready Schools, Safe Learners](#) supersede specific health and safety recommendations in this document.

The requirements and recommendations below apply to all ELPA administrations. Elements specific to the Screener apply to both unique and standard screening.

ELPA Screener

Practice Step 1

The purpose of this step is to determine student facility with technology, identify possible need for technology assistance, and evaluate student participation. All of these observations should be possible while maintaining appropriate physical distancing.

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Note: At the end of Step 1, the TA is required to indicate whether and to what degree a student is participating in the Screener. This is the TA’s responsibility, not the student’s, and will require the TA to momentarily operate the student computer. If the TA mistakenly ends the Screener for a student who is in fact participating, there is no need to create a new Temporary ID. The district should submit a test impropriety and request that the Screener be reopened.

Step 2—“On the fly” Speaking scoring

Step 2 of the Screener begins with a set of Speaking items that must be scored on site, in real time (“on the fly”) by the TA. This requires the TA and student to exchange places, as the TA will enter the Speaking score on the student’s computer. In a physically distanced environment, the TA should be able to hear students who speak loudly and clearly; for softly-spoken students, the TA may need to “click back” to the items in question and listen to the recorded response (just as they would in a normal environment if they needed to hear the student speech sample multiple times).

Step 3—Full Screener

There are no TA scoring responsibilities during Step 3 of the Screener. Physical distancing adaptations will only be needed for students who require one-to-one technology assistance from the TA.

ELPA Screener and Summative

Students who need technology assistance

If a student needs direct technology assistance from the TA, the district will need to plan for a longer session than normal. Some students may only need help with a few tasks, while others may need the TA to make all answer selections on their behalf. Solutions in this situation will likely need to be tailored to the individual student. See General Recommendations below.

The concept of “needing technology assistance” should be evaluated with care. A physically distanced environment may impact the feasibility or effectiveness of technology-related TA prompts or suggestions. One-to-one assistance may be appropriate for more students (or different students) in a physically distanced environment than a non-distanced environment. This decision should be made based on what is most likely to enable the student to fully demonstrate what they know and can do in English.

Headsets and microphones

The purpose of a headset is to preserve test security and minimize possible testing disruptions for other students. If these concerns are sufficiently addressed in the testing environment (for

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example, testing in a separate setting), the student may test using speakers or other appropriate audio devices.

General Recommendations

Under normal circumstances, some testing procedures require TAs and students to handle the same equipment (keyboard, mouse, laptop, tablet, etc.). In addition, students who need one-to-one technology assistance would normally need to work in close proximity with the TA.

The optimal solution for these challenges in a given district or school will vary depending on available resources and the nature of assistance required by students. Some guidelines and recommendations are listed below to help districts think through the best path for their local situation.

It is best practice for both district personnel and students to wear face coverings as recommended by the most recent statewide health and safety guidance.

In some districts, it may be useful to create a “staging area” where Practice Step 1 and the Speaking items in Step 2 of the Screener are administered. Students ready to proceed independently (and thus no longer needing one-to-one TA assistance) could subsequently relocate to a supervised independent work area.

Districts should also consider health and safety measures for non-testing visitors, such as family members or accompanying guardians who may need to wait on district premises while the student is testing.

Best Practices

- Students wash their hands before and after using equipment (or sanitize if washing is not possible).
- Clean headsets and microphones between uses.
- If multiple students are to test on the same equipment, clean contact surfaces (keyboard, mouse, touch screens) between test sessions. The same is true for other contact surfaces in the testing area (chairs, tables, door handles, etc.).

Options for equipment handling and one-to-one technology assistance

The following are possible ideas for procedures that minimize handling of the same equipment during Screener administrations. The list below is provided to inform district thinking; relevant health and safety requirements are found in the most recent updates to [Ready Schools, Safe Learners](#) and related guidance.

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- Attach multiple devices to the same computer (keyboard, mouse, etc.), or “rotate” devices during the testing session (such as swapping out one keyboard or mouse for another). TA uses one set, student uses the other.
 - It may be useful to clearly label or color code devices to indicate which are reserved for TA use and which for student use.
- Erect a clear plastic barrier between the student and TA.
 - When used in tandem with “multiple devices” above, equipment handled by TA would be on one side of the barrier, equipment handled by the student on the other.
- Use device barriers such as keyboard or mouse covers.
 - Replace disposable barriers between test sessions.
 - Clean reusable barriers between uses.
- TA wears gloves while operating student testing equipment.
 - If the TA is testing one student at a time, the TA should change gloves between test sessions. If the TA is testing multiple students simultaneously, they should use a different set of gloves to handle each set of equipment.
 - If the test is to be taken on a device with a touch screen, the district should verify beforehand if gloves to be used by the TA still permit conductivity sufficient to operate the screen. If touching a bare screen cannot be avoided, the TA should wash or sanitize their hands before and after operating the screen.
- Project the test on a screen, wall, or markable surface for students to indicate their answer choices.
- Lay a transparent, writeable and erasable surface over the screen so that students can mark their preferred answer.
 - Clean any objects handled by students, such as markers, before and after testing.
- Adaptive use of other existing designated supports or universal tools, such as Scratch Paper.

Contact Information

For questions about funding and reporting, please contact [Kim Miller](#).

For other questions about this guidance or assessment, please contact [Ben Wolcott](#).

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Addenda

Questions and Answers

Unique Screening

1. Are students who partially complete an ELPA Summative test eligible for the 2021 unique screening opportunity?
 - a. No. Partial completion of the ELPA Summative is considered participation. Just as with any other year, districts should ensure that there is sufficient time to complete testing before opening an ELPA Summative test.
2. If a parent declines ELPA summative testing in 2020-21, are they assumed to decline unique screening in 2021?
 - a. No. These are separate opportunities. A parent's decision to decline ELPA Summative testing is not binding on the unique screening opportunity. Of course, if a parent has declined a Summative testing opportunity, it may be reasonable to delay a unique screening offer (until health and safety conditions have improved, for example).
3. Suppose that a student is determined to no longer need language services after scoring Proficient during unique screening. Is this exiting? If so, do they enter monitoring status? When does that begin?
 - a. Report the student as having exited EL status under code CS. The student enters monitoring status in the following school year. Such students are no longer required to participate in ELPA Summative testing.
4. Will unique screening be a continuing feature in Oregon's ELP testing system going forward?
 - a. Unique screening adapted a previously existing, unnamed process—which was used to verify the EL status of students with a year or longer “gap” in their ELP testing history in Oregon—for the COVID-19 pandemic. Once the pandemic has subsided, we expect unique screening to remain in our toolkit, albeit in a diminished role. We do *not* expect unique screening to be used by large bodies of students on an ongoing basis.
5. The guidance above says that remotely identified students are eligible for testing on the ELPA Summative, and that in the right combination of circumstances, a student could test on the Summative without ever having taken the Screener. Could a district *choose* to test a remotely identified student on the Screener before that student participates in Summative testing?
 - a. Yes. A student who scores Proficient would no longer be an EL and would no longer be eligible for ELPA Summative testing. A student who does not score Proficient would confirm their EL status and would continue to be eligible for Summative testing (thus potentially testing twice on similar instruments in a short period of time).

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6. Suppose a student is remotely identified during the ELPA Summative testing window, but does not participate in ELPA Summative testing. Is this student now eligible for unique screening, even though they have never undergone standard screening? Which process should be used to confirm this student's EL status?
 - a. Follow the standard screening process. Unique and standard screening use exactly the same testing instrument (the ELPA Screener), but the standard screening process preserves the most information about a student's EL history.

Summative Testing

1. How much leeway does a district have in deciding whether to offer ELPA Summative testing?
 - a. This decision must be made according to the local health and safety context. If students can be safely and securely tested, districts must offer ELPA Summative testing to as many students as is feasible.
2. Just to be clear, which students are *required* to participate in ELPA Summative testing in 2020-21? Does it depend on the district's instructional model (CDL, hybrid, on-site)?
 - a. While *districts* are required to offer summative testing to as many eligible students as possible, given local health and safety considerations, *families* may accept or decline this opportunity for any reason. It does not depend on a district's instructional model.
3. The guidance above says that a remotely identified English learner still participates in ELPA Summative testing, even if they have not yet taken the ELPA Screener. Does that mean that if a student arrives within 30 days of the opening of the ELPA Summative testing window, a district could wait and test them directly on the Summative?
 - a. This is unlikely but technically possible, if for example a student enrolls close the opening of the ELPA Summative window and the district subsequently moves from distance learning to in-person instruction. When deciding between two options that are both permissible under current policy, we urge districts to consider what would be in the best interests of the student (receiving timely services, choosing a test event and environment most likely to yield an accurate assessment of what the student knows and can do).
4. Are there any means to exit EL status in 2020-21 other than the ELPA Summative, such as portfolio exiting?
 - a. The US Department of Education has [made it clear](#) that an ELPA Summative score is an indispensable ingredient in any exiting decision. States have been authorized to *add* requirements to a Proficient score on their adopted ELP test, but there are no provisions for a path to exit via a measure that *replaces* the state's adopted ELP test. Therefore, alternative paths to exit such as portfolios are not currently allowable under federal policy.

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5. In previous years, parents were not able to decline ELPA Summative testing. Does this signal a permanent change to the system going forward?
 - a. The US Department of Education indicates that all students with EL status must be tested annually. The COVID-19 pandemic has created singular conditions (acknowledged in the federal [EL services fact sheet](#)), during which ODE is prioritizing student, staff, and community health and safety. There is currently no intention to incorporate a parent right to decline testing into Oregon's ongoing summative ELP testing system.
6. What if the district is not able to contact an appropriate decision maker for the student (parent, guardian, adult student)? Should we assume consent?
 - a. Do not test without consent. Health and safety are the highest priority; districts cannot make decisions on behalf of families that place students at increased risk (or perceived risk) of exposure to COVID.
7. Our district is delivering instruction entirely in-person during part or all of the ELPA Summative testing window. Do we need to obtain parent consent to test?
 - a. Yes, you still need consent to test. Likewise, unique screening will still be an option for students in your district who do not or cannot participate in ELPA Summative testing. Federal policy requires that our ELP testing procedures be consistent statewide.
8. What if a parent changes their mind about testing? What is the district's responsibility to confirm that the parent still wants to proceed with testing (or still wishes to decline testing)?
 - a. If parents change their mind about a testing opportunity, districts should make reasonable efforts to accommodate the new parent preference. Once the parent has unequivocally accepted or declined a district offer to test, it is the parent's responsibility to notify the district of any change to that decision.

Parent Communication Template: ELPA Summative

The following text is intended to serve as a parent communication template that districts can adapt for their local contexts. It is not intended to be sent to parents unaltered.

English text

Every year, students all over Oregon take an English language proficiency test called the English Language Proficiency Assessment (ELPA). The ELPA test gives schools information about what kind of language services students may need to help them do their best learning. Due to COVID-19, this school year has been very different from previous years. ELPA testing will be a little different this year too.

First of all, the health and safety of students, families, staff, and our community is our highest priority. During any testing opportunity we offer, we will make every effort to safeguard the

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health of all involved. Secondly, families will make the final decision to accept or decline ELPA testing opportunities in 2020-21.

A student in your household is scheduled to take the ELPA Summative test this year. We will contact you to talk about a testing appointment.

We will ask if you want your student to participate in testing. If you say, “Yes, I want my student to participate,” we will work with you to schedule a testing appointment.

If you say “No, I do not want my student to participate,” we will not schedule a testing appointment. You can decline a testing opportunity verbally or in writing as you prefer. There is no form to sign and you do not need to give a reason.

If you change your mind later about accepting or declining a testing opportunity, please contact us as soon as you can.

Students who do not or cannot participate in ELPA testing will keep their “English learner” status. Because we want to be sure that every student has a chance to show what they know and can do, these students will get another opportunity to demonstrate their English language proficiency later in the year. We will contact you again when that opportunity gets closer.

Thank you for everything you do to help with your student’s education. We look forward to our conversation with you.

Spanish text

Cada año, los estudiantes de todo Oregón toman un examen de dominio del idioma inglés llamado Evaluación de Dominio del Idioma Inglés (ELPA). El examen ELPA proporciona a las escuelas información sobre qué tipo de servicios de idiomas pueden necesitar los estudiantes para ayudarlos a lograr su mejor aprendizaje. Debido a COVID-19, este año escolar ha sido muy diferente de los años anteriores. Los exámenes de ELPA también serán un poco diferentes este año.

En primer lugar, la salud y la seguridad de los estudiantes, las familias, el personal y nuestra comunidad es nuestra máxima prioridad. Durante cualquier oportunidad de exámenes que ofrezcamos, haremos todo lo posible para salvaguardar la salud de todos los involucrados. En segundo lugar, las familias tomarán la decisión final de aceptar o rechazar las oportunidades de la evaluación de ELPA en 2020-21.

Un estudiante de su hogar está programado para tomar el examen Sumativa de ELPA este año. Nos pondremos en contacto con usted para hablar sobre una cita para el examen.

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Le preguntaremos si desea que su estudiante participe en los exámenes. Si dice, "Sí, quiero que mi estudiante participe", trabajaremos con usted para programar una cita para el examen.

Si dice, "No, no quiero que mi estudiante participe", no vamos a programar una cita para el examen. Puede rechazar una oportunidad de examen verbalmente o por escrito, según prefiera. No hay ningún formulario para firmar y no es necesario dar una razón.

Si luego cambia de opinión acerca de aceptar o rechazar una oportunidad de tomar el examen, por favor comuníquese con nosotros lo antes posible.

Los estudiantes que no participen o no puedan participar en los exámenes ELPA continuarán con su estatus de "Estudiantes del Inglés". Debido a que queremos asegurarnos que cada estudiante tenga la oportunidad de demostrar lo que sabe y puede hacer, estos estudiantes tendrán otra oportunidad para demostrar su dominio del idioma inglés más adelante en el año. Nos comunicaremos con usted nuevamente cuando esa oportunidad se acerque.

Gracias por todo lo que hace para ayudar con la educación de su estudiante. Esperamos con gusto conversar con usted.