

Administering the ELPA Screener and Summative in 2021-22



Table of Contents

Guidance and Considerations for ELPA Screener and Summative Testing in 2021-22	1
In-Person Identification	2
Remote Identification	2
Standard Screening in 2021-22	5
Unique Screening in 2021-22	6
Administering the ELPA Summative in 2021-22	6
Health and Safety While Administering the ELPA Screener and Summative	7
Contact Information.....	7
Questions and Answers	8

Guidance and Considerations for ELPA Screener and Summative Testing in 2021-22

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Overview

This guidance updates ODE’s *Administering the ELPA Summative and Screener in 2020-21* for the 2021-22 school year. Principal elements of this update include:

- In-Person vs. Remote Identification
- Screening in 2021-22 (standard, unique, and reminders for Future K)
- ELPA Summative administration in 2021-22 (including remote testing)
- Health and safety considerations

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.

Administering the ELPA Screener and Summative in 2021-22



- This document mentions a parent right to “decline” ELPA testing (usually due to health and safety concerns). This was a special 2020-21 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).

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.

For detailed health and safety recommendations, please consult the [Ready Schools, Safe Learners Resiliency Framework](#).

In-Person Identification

In-person screening is possible under On-Site, Hybrid, and Comprehensive Distance Learning instructional models. In-person screening is more accurate than remote identification, and should be privileged when possible.

The ELPA Screener may be administered in any location that meets the following conditions:

- Internet connectivity permits delivery of the online test
- Site meets the [Test Administration Manual](#)’s requirements for a secure, distraction-free test environment
- Site permits necessary interactions between student and Test Administrator

A testing site meeting these conditions might be located on district grounds, at a student’s home, or at a mutually agreed-upon third location. With appropriate infrastructure such as weather protection and stable internet connectivity, testing could also take place outdoors.

The central purpose of screening is based on students’ civil right to receive appropriate English language development services in a timely manner.

Remote Identification

Overview

Due to continuing effects of the pandemic, remote identification is being reinstated for the 2021-22 school year (phase out July 31, 2022). To use remote identification instead of in-person screening, both of the following conditions must be met:

- In-person screening poses, or is perceived to pose, a health or safety risk, either directly (to one of the participants), or indirectly (to a family or household member), *and*

Administering the ELPA Screener and Summative in 2021-22

- No suitable testing site or arrangement can be mutually agreed upon between the district and family that alleviates health and safety concerns.

If the above conditions are met, students whose Language Use Survey (LUS) indicates the need for screening will not participate in in-person screening, and will instead temporarily be considered to have EL status. 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.

Presumptive EL status should be resolved as soon as safe and secure ELP testing is possible. In practice, this means resolving the conditions listed above that prevented in-person ELP testing. Choose the ELP testing instrument based on time frame.

- 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 confirm or adjust the student’s EL status.

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.

1. The student’s family completes the LUS.
 - a. Districts may choose Bridge or Legacy LUS.
 - b. 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 to the EL data collection.
 - c. State and federal guidelines for English learner education apply to remotely identified English learners as with any other English learner.

Administering the ELPA Screener and Summative in 2021-22

- 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.
 - 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 2021-22 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

Administering the ELPA Screener and Summative in 2021-22



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.

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 2021-22

There are no changes to standard screening in 2021-22. The policies in this section are reminders, not changes to established practice.

Screening in Grades K-12

Students who enter Grade K in the 2021-22 school year, and who test on or before December 31, 2021, are 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, use the **Grade K** Screener form.

Administering the ELPA Screener and Summative in 2021-22



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) are screened using the Future K form.

A student is Proficient on the Future K Screener form if they score a 3 or higher in all non-exempt domains. This change took effect on March 1, 2021. 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.

Unique Screening in 2021-22

Currently, ODE is not planning to offer a new unique screening opportunity following the 2022 ELPA Summative administration. ODE continues to monitor the evolution of the pandemic and will update this section of the guidance as events warrant.

Administering the ELPA Summative in 2021-22

Overview

All students with EL status are expected to participate in ELPA Summative testing. This includes both remotely identified ELs and students whose EL status has been confirmed via in-person administration of the ELPA Screener. Students who do not participate in ELPA Summative testing will retain EL status.

While ODE expects the majority of students to be able to access in-person testing on the ELPA Summative, it has become clear that some students will need a remote testing option in 2021-22 and beyond. After consultation with our test development and delivery vendors, and connecting with states who delivered remote assessments during the COVID pandemic, ODE has concluded that it is possible to offer valid and reliable ELPA Summative testing opportunities remotely.

There are no changes to in-person ELPA Summative testing for 2021-22. Relevant interactions or impacts of remote testing are listed below. Note that the participation requirements above do not constrain districts to offer remote ELPA testing if in-person testing is already available for all students.

The in-person ELPA Summative will be available during the 2021-22 [testing window](#), which runs from 1/11-4/15/22. The remote ELPA Summative will be available for two weeks following the close of the in-person testing window, 4/19-4/29/22. ODE will examine the duration and timing of the remote testing window in future years.

Administering the ELPA Screener and Summative in 2021-22



Preparing for Remote Testing

Resources and procedures for administering the remote ELPA Summative can be found under the Remote Testing expandable on the [Test Administration page](#). Required training for remote administration of the ELPA Summative can be found under the Training Modules pulldown on the [Assessment Training Materials page](#) (see Module 10—Remote Test Administration).

During Remote Testing

The in-person ELPA Summative is composed of mixed Reading, Writing, and Listening items, followed at the end by a Speaking segment. The remote ELPA Summative, by contrast, has been divided into four individual instruments, one for each domain. Therefore, students testing on the remote ELPA Summative will participate in four shorter “domain tests”, one for each domain. Each of these domain tests has a separate opportunity limit and expiration date.

For students who have domain exemptions, do not administer the exempted domain test(s).

It is not possible to begin the in-person version of the ELPA Summative and then complete testing via the remote version. Beginning the in-person ELPA Summative activates a student’s testing opportunity just as in prior years; therefore, if a student sees six or more items, they may be ineligible to participate in remote testing (even if their in-person opportunity is cut short due to quarantines or other disruptions).

After Remote Testing

The remote ELPA Summative is scored identically to the in-person ELPA Summative. The score report for a remote ELPA Summative is the same as score reports for the in-person ELPA Summative, and has the same interpretations and uses. Unless indicated otherwise, policies and procedures that apply to the in-person ELPA Summative (such as Honoring Student Proficiency on the HS ELPA Summative) also apply to the remote ELPA Summative.

Health and Safety While Administering the ELPA Screener and Summative

This guidance adds no health and safety requirements that apply exclusively to ELPA testing. In addition to consulting the [Ready Schools, Safe Learners Resiliency Framework](#), districts should follow all locally determined health and safety procedures.

Contact Information

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

For questions about Title III and instruction, please contact [Susy Mekarski](#).

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

Administering the ELPA Screener and Summative in 2021-22

Questions and Answers

Screening and Identification

1. What if the family and district disagree about the health and safety risk of in-person screening? That is, what if one party perceives a health and safety risk, but the other party believes there is no such risk?
 - a. The remote identification policy outlined above does not require that any party prove a minimum threshold of risk. If the conditions for remote identification are met, do not engage in in-person screening. Districts should not pressure or convince families to participate in in-person screening where there is a perceived health and safety risk.
2. What if the perceived health and safety risk lies on the district side? (For example, what if the district's only trained screener administrator has a medically fragile person in their household?) Should the district use remote identification exclusively, even for families with no health and safety concerns?
 - a. In cases such as the above, where there is an ongoing and long-term impediment to meeting federally required identification timelines, districts should take appropriate measures to remedy factors which lie within their control. The most likely remedy for the case above would be to train additional staff members to administer the ELPA Screener.
3. Parents had a right to decline screening in 2020-21 for any reason, not just health and safety. Is that true in 2021-22?
 - a. The parent "right to decline" in place for 2020-21 has not been renewed for 2021-22. In situations where there is no health and safety concern, parent permission for screening is preferred, but not required. This means that if a student is receiving in-person instruction, the district may test students without parent permission if necessary in order to meet federal identification timelines and provide the student with appropriate language services.
 - b. Parents whose students will not be screening (because they are not attending in-person instruction due to health and safety concerns, and no testing arrangement can be found that is mutually agreeable to the family and the district) do not need to furnish proof of their concerns, or a written statement of their position. It is recommended that districts document lack of in-person access to the student as a reason for delayed screening, and remain alert to future opportunities for in-person screening of the student(s) in question.

Summative Testing

4. Why is remote testing possible for the ELPA Summative, but not the ELPA Screener?
 - a. Every administration of the ELPA Screener has a required 1-to-1 component, where the TA observes the student's ability to navigate the testing platform and also

Administering the ELPA Screener and Summative in 2021-22

- directly interacts with the student's computer. At present, no version of the ELPA Screener has been developed that allows these activities at a distance.
5. If a district happens to be offering instruction exclusively through distance learning during the ELPA Summative window, must they still offer in-person ELPA Summative testing? Are all eligible students expected to participate?
 - a. ODE currently does not expect distance learning events to span the entirety of the ELPA Summative window, which extends from January 11 through April 15, 2022. We expect all students to have an opportunity for in-person testing during this window. All students with EL status are expected to participate in ELPA Summative testing. ODE will continue to monitor the situation throughout the school year.
 6. If a district is offering instruction through a hybrid model during the ELPA Summative window, what is the expectation for in-person testing? Are all eligible students expected to participate?
 - a. If in-person instruction is occurring at a school, this suggests that in-person testing can be conducted safely and securely. All eligible students would be expected to participate in ELPA Summative testing.
 7. What if a mutually agreeable testing arrangement cannot be found by the time of the ELPA Summative window? Will families be required to bring their students on site for ELPA Summative testing?
 - a. Districts should not pressure families to participate in testing where there is a real or perceived health and safety risk. Students who do not participate in spring 2022 ELPA Summative testing will be reported as non-participants and will retain EL status. There is currently projected to be *no* unique screening opportunity for students who do not participate in spring 2022 ELPA Summative testing.
 - b. ODE will continue to monitor the evolution of the pandemic and will update Summative guidance as events warrant.
 8. Parents had a right to decline Summative testing in 2020-21. Is that true in 2021-22?
 - a. At this time, a parent right to decline policy has not been re-implemented.
 9. 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).

Administering the ELPA Screener and Summative in 2021-22



10. What happens with remotely identified English learners who do not participate in ELPA Summative testing? Do they retain EL status, or should they still be screened (when in-person testing eventually becomes possible for these students)?
 - a. Per the guidance in the Remote Identification section above, screen these students when in-person testing becomes possible.
11. Are there any means to exit EL status in 2021-22 other than the ELPA Summative, such as portfolio exiting?
 - a. The US Department of Education is maintaining [its position](#) that a summative ELP 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.