

English Language Proficiency Assessment (ELPA) Screener Administration Manual 2025-26 School Year





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1.0 OVERVIEW

1.1 Oregon’s English Language Proficiency Assessment Screener

The ELPA Screener Administration Manual contains the directions to guide ELPA Screener Test Administrators (TAs) in log-in and general test administration activities. It gives specific procedures and setup details, directions for the TA, and a script with directions for TAs to follow. For detailed information on loading student information or editing student or TA profiles, please consult the [TIDE User Guide](#) located in the resources pages of the [Oregon Statewide Assessment System portal](#).

The ELPA Screener Administration Manual is intended for staff who play a role in the administration of the OSAS ELPA Screener. ODE also publishes the [Test Administration Manual](#), which includes an overview, test security/impropriety information, training requirements, accessibility supports, and test administration directions for the OSAS summative assessments

About the ELPA Screener

The English Language Proficiency Assessment (ELPA) Screener is a tool for determining eligibility for English Language Development services for students entering grades Kindergarten through 12; this includes future Kindergarteners who participate in screening prior to their Kindergarten year. The Screener meets the Local Education Agency’s (LEA) obligations under Title VI of the Civil Rights Act of 1964, the Equal Education Opportunities Act (EEOA), and identification of English Language Proficiency (ELP) status in the Elementary and Secondary Education Act (ESEA) and the Act’s reauthorization in 2015, the Every Student Succeeds Act (ESSA).

The ELPA Screener assesses a student’s English language proficiency in the required domains of Listening, Reading, Writing, and Speaking. The test questions are based on Oregon’s adopted English Language Proficiency (ELP) Standards.

Technology

Configure computers and tablets for use in the administration of the ELPA Screener to test using the student interface of the Test Delivery System (TDS) prior to the first administration. Consult the [Technology Guide](#) on the [Oregon Statewide Assessment System portal](#).

Braille forms for ELPA Screener

The ELPA Screener is available in a paper-pencil braille format. To order braille forms for the ELPA Screener at any time throughout the year, please visit the “Forms” section of ODE’s [Assessment Administration](#) webpage and complete the [ELPA Braille Order Form](#).

Please note that all embossed braille print-outs, manipulatives, and Directions for Administration documents that include secure test items and stimuli are subject to the same security requirements as all printed test materials. *Section 2 Test Security and Professional Code of Conduct* provides information on for securely handling printed test materials.

1.2 About our Test Developers and Online Delivery Vendor

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium, housed within the University of California at Los Angeles, is a non-profit group of states designing and developing an assessment system for English learners. The system is based on Oregon’s adopted ELP Standards and addresses the language demands needed to reach college and career readiness. For more information, visit the [ELPA21 Consortium](#) website. ODE engages ELPA21 to help develop our English language proficiency assessments (Summative and Screener).

Cambium Assessment, Inc. (CAI) is contracted to deliver the assessments within the OSAS and provide support to stakeholders as they interact with our online test administration program, including the Test Information and Distribution Engine (TIDE), the Test Delivery System (TDS), and the Centralized Reporting System (CRS).

While ODE values the contributions of our test development and delivery vendors, we identify our assessments by content area rather than vendor name to emphasize that Oregon defines its own test blueprints, and that Oregon teachers are involved in all test development activities.

1.3 Summary of Changes

Below is the summary of changes from the previous version of this manual:

- Added information about preparing the screening experience for students and families.
- Updated Future K to Future/Early K.
- Added information about Not Attempted scores.

1.4 Test Administrator Role and Responsibilities

TA Qualifications

The ELPA Screener must be administered by trained district or school staff under the general supervision of a District Test Coordinator. TAs administering the ELPA Screener should also have experience with English Learners (ELs).

TA Training Requirements

All personnel who will be administering the ELPA Screener, or directly supervising the screening of students using the ELPA Screener, must familiarize themselves with the following training materials.

TA training must be renewed each calendar year. *New* TAs must complete all required TA training prior to administering the Screener. It is permissible for districts to delay training on “general” elements for *returning* TAs (i.e. TAs who completed all required training the previous school year) so that it may be scheduled with training on those same elements for other TAs in the district. The table below indicates which elements must be reviewed prior to administering the Screener in a given school year and which elements may be delayed for returning TAs. If a district chooses to delay training for returning TAs, the DTC must keep those TAs informed of any changes in general training materials that would impact Screener administration.

Required Material	Description
Reading Requirements	<p>Screener-specific elements (complete before administering Screener)</p> <ul style="list-style-type: none"> • ELPA Screener Administration Manual (this document) • Speaking Scoring document <p>General elements (may be delayed for returning TAs)</p> <ul style="list-style-type: none"> • Test Administration Manual (TA reading requirements in Section 1.5) • The Oregon Accessibility Manual (TA reading requirements in Section 1.3)
Training Modules	<p>Screener-specific elements (complete before administering Screener)</p> <ul style="list-style-type: none"> • One of the following modules as required by the TA's district. If there is no district requirement, the TA may choose which module to complete and consult the other as needed. <ul style="list-style-type: none"> ○ ELPA Screener Administration Module, with or without audio (step-by-step administration instructions) ○ ELPA Screener Informational Slides, with or without audio (Screener overview; fewer administration instructions and more information about Screener purpose and English learner identification process) <p>General elements (may be delayed for returning TAs)</p> <ul style="list-style-type: none"> • ODE-provided training modules 2 – 4, posted to the Assessment Training Materials webpage

Optional materials

Optional Material	Description
Speaking scoring slides with rationales	<ul style="list-style-type: none"> • Two versions: Elementary and Middle and High School
ELPA Informational Webinar (found on the ELP Assessment page)	<ul style="list-style-type: none"> • Annual webinar with Q&A document • Includes expected changes and updates for the coming school year
ELPA Summative sample test (found on state testing portal)	<ul style="list-style-type: none"> • While based on the ELPA Summative, this resource does provide a useful introduction to the ELPA interface and accurately previews the look, feel, and most expected tasks of the Screener
CRS module	<ul style="list-style-type: none"> • Instructions on how to navigate the Centralized Reporting System, where Screener results are stored

2.0 TEST SECURITY AND PROFESSIONAL CODE OF CONDUCT

The items appearing in Steps Two and Three are **secure**. No portion of the test may be documented, discussed, or duplicated at any time. Students may take notes during the test using either the embedded Notepad tool (online) or scratch paper (paper-pencil). At the end of each test session, collect and inventory all scratch paper. Student notes may be securely retained across test sessions (but must be securely destroyed when the test is complete). All other scratch paper must be securely destroyed at the end of each test session.

2.1 Testing Requirements to Produce Valid Test Results

If a student needs translation or interpretation of the administration script, adhere to the guidelines in the [Oregon Accessibility Manual](#). [Translated Test Directions](#) (administration scripts) can be found on the [Oregon Statewide Assessment System portal](#).

The TA should also be familiar with the Test Information Distribution Engine (TIDE) User Guide and the TA User Guide, found under Resources/Manuals and User Guides on the [Oregon Statewide Assessment System portal](#).

This manual is not a secure document, and schools may print as many copies as necessary.

ELP screening gives districts reliable data to support valid district decisions about identifying students as eligible for ELD services. If an impropriety occurs that the district believes affects the validity of screening results, consult the table below for required district action. Given the short screening timeline, and consistent with past screener administration practices, decisions around improprieties will remain at the district level where possible.

Situation	District action
Testing under Temporary ID, validity of screening results affected	District chooses one: <ul style="list-style-type: none"> • Issue new Temporary ID and retest student; OR • DTC reports impropriety/irregularity using the online form
Testing under SSID, validity of screening results affected	<ul style="list-style-type: none"> • DTC reports impropriety/irregularity using the online form
Test security incident, validity of screening results <i>not</i> affected	<ul style="list-style-type: none"> • DTC reports impropriety/irregularity using the online form • Continue testing student

It is not possible to modify test records for a given school year after the test status change deadline for that year. In such cases, ODE's response to the impropriety report will indicate that the test record cannot be modified and will detail required or recommended next steps (for example, retesting using a Temporary ID).

If an impropriety form is submitted by someone other than the DTC, the form requests additional information to serve as confirmation that the DTC is aware of and has authorized report submission on their behalf.

3.0 PREPARING TO ADMINISTER THE SCREENER

3.1 Preliminary Planning

Before administering the ELPA Screener:

1. Review this Manual in its entirety.
2. Review the [ELPA Screener Speaking Scoring Document](#), posted on the [Oregon Statewide Assessment System portal](#) under Resources/English Language Proficiency. For students who are administered Step Two of the Screener, all TAs are required to score the first operational task on the Screener, using the rubric provided in that document.
3. Verify that computers are set up and configured for the ELPA Screener.
4. Refer to the [Oregon Accessibility Manual](#) for additional guidance on providing tools, supports, or accommodations including the use of scratch paper.
5. Verify that the necessary materials for each test administration are available (i.e., headsets, scratch paper). Students testing in a separate setting, away from other students and adults may use internal/external speakers and microphones instead of headsets.
6. Make sure the physical conditions in the testing room are satisfactory. The student should have a well-lighted, well-ventilated workspace.
7. Post a “Testing— Secure Environment, Do Not Disturb” sign on the door to avoid interruptions.
8. Prepare the enrichment materials that will be provided to the student while the TA scores the first Speaking task in Step Two.
9. Clear student testing areas (desks or tables) of books and other materials.
10. Have a secure location, away from student testing locations, for students to place non-approved electronics and personal bags. Students must turn off all non-approved electronics (e.g., cell phones) prior to testing.
11. Ensure testing devices are 100% charged or plugged into a wall socket during the test.
12. Ensure students are assigned a Screener in the correct grade band, and that the student’s designated supports and accommodations are selected correctly.

Preparing the Student and Family Experience

Districts should give thought to how students and families will experience the ELPA Screener. While federal identification timelines and test security requirements may limit district ability to create an ideal screening experience, ODE recommends the following:

- Create a comfortable, welcoming screening environment.
- Involve adults the student (and family) know(s) and trust(s).
- Schedule screening to allow newly arriving students some time to acclimate to their environment.
- Be aware of potential trauma and harm associated with testing or other types of status determinations.
 - For example, avoid unnecessary separation of students, particularly in early grades, from their caregivers. If screener must occur before trusting relationships are fully established, the Comforting Presence support (described

in the [Oregon Accessibility Manual](#)) and ELPA Screener Accompanying Caregiver Form may be used to permit the caregiving adult to accompany the student into the test environment.

- The ELPA Screener Accompanying Caregiver Form is a shortened version of the Non-TA Assurance of Test Security Form, designed for use in this specific situation. It should be signed at the conclusion of, not in place of, a conversation with school personnel. This conversation should include explanations of test security and appropriate behavior in the test environment.
- Provide caregivers with advance notice that screening will occur.
- Reexplain screening to accompanying caregivers as appropriate.
 - In some districts, families will have completed the Language Use Survey as one part of a much larger packet of enrollment materials. They may not remember the form or its purpose.
 - Adult(s) accompanying the student might not be the same person(s) who completed the Language Use Survey.
- Deliver communications in language (and in *a language*) the recipients (parents, guardians, adult students, or caregivers) can understand.

If a caregiver does accompany the student in the testing environment, be sure to follow the Comforting Presence recommendations for use: The adult must remain silent during testing, directing all student questions to the TA. While the adult will overhear some secure material in their role as a nonthreatening listener, they should not be placed where they can see the student's screen or otherwise interact with the test material.

If a test impropriety arises while or because the caregiver is in the test environment, consult the [Test Administration Manual](#) Section 3.0.

Preparing Step 2 Enrichment Materials

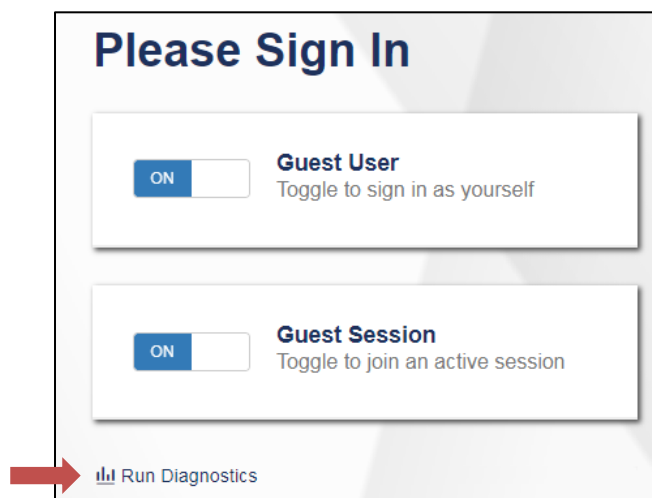
Students may need age-appropriate enrichment materials (e.g., picture books, word puzzles, or coloring sheets with accompanying pencils and crayons for younger learners) during Step Two of the Screener. The materials should be readily available to the student when the TA asks that the student turn away while the TA scores the first operational task (Speaking). The student should not be able to see the scoring screens while the TA is scoring.

Headset (headphones and a microphone)

Students who work independently after the first task in Step Two will need a headset (headphones and a microphone) for this test. Verify that the headphone volume is set at an appropriate decibel level before the student puts the headset over their ears. For example, consider starting the student with the headphones around the neck for the audio check when the student is logging in to test, so that the sound doesn't play too loudly into the student's ears. Note: students testing in a separate setting, away from other students and adults, may use internal/external speakers and microphones instead of headsets.

During Practice Step One and for the first task of the operational test, the internal or external speakers on the testing computer can be used, as the testing environment is one-to-one at that time.

TAs can check the audio volume and microphone on the student testing computer via the ELPA sample guest session via the [Oregon Statewide Assessment System portal](#). Go to the Guest User log in page for the sample test. At the bottom of the window, click “Run Diagnostics,” then click “Recording and Audio Playback Check.” Make necessary volume adjustments before opening the Secure Browser to administer the Screener.



3.2 Adding Students with Temporary IDs

Students may test using a Temporary Identification number (Temp ID) or a Secure Student Identification number (SSID). It is recommended that districts test students using an SSID if available. For students who are new to the district and do not yet have an SSID, TIDE can generate a Temp ID number. Temp IDs are unique and can only be generated by TIDE or through the TA Interface. TAs cannot create a customized Temp ID or add Temp IDs through file uploads. Temp IDs are only available for the Screener, not the annual ELPA Summative test.

Note: To add a student to a client, state, district, and school, you must be associated with those entities. For example, district-level users can add students to any school within their district; school-level users can add students only to their school.

Temporary IDs are intended solely for testing students on the ELPA Screener. Any other use, such as the creation of “demo” students for training purposes, is prohibited by both ODE and ELPA21. If a district elects to test a student under their SSID, that student does not need and should not be issued a Temporary ID.

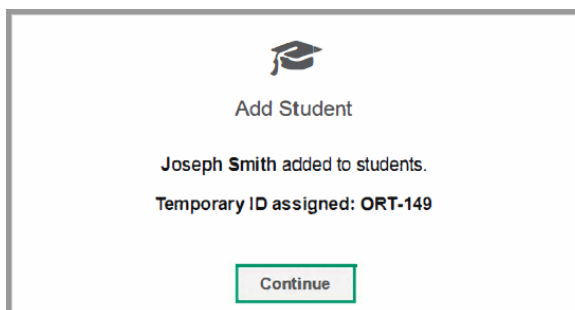
To assign a Temporary ID to a Student:

1. From the **Student Information** task menu on the TIDE dashboard, select **Add Student Temp ID (ELPA Screener Only)**. The **Add Student Temp ID (ELPA Screener Only)** form appears.

- In the *Student Information* panel, enter the student's demographic information, using the table below as a reference.

Field	Description
District	Student's enrolled district.
School	Student's enrolled school or program.
Legal First Name	Student's first name.
Legal Last Name	Student's last name.
Date of Birth	Student's date of birth.
Enrolled Grade	Student's enrolled grade during the test administration.
District/Local Student ID Number	Space for District to input local ID. This field is optional.

- In the *Test Access* panel, leave all options as-is. These do not apply to the ELPA Screener.
- In the *Embedded Designated Supports* and *Embedded Accommodations* panels, enter the student's settings for the **ELPA Screener test only**. The panels display a column for each test, but since this Temp ID will only be used for the ELPA Screener, you only need to update settings for that test.
- Click **Save**. A confirmation message is displayed that includes the student's Temp ID.



- Click **Continue**. You will return to the *Add Student Temp ID (ELPA Screener Only)* form.

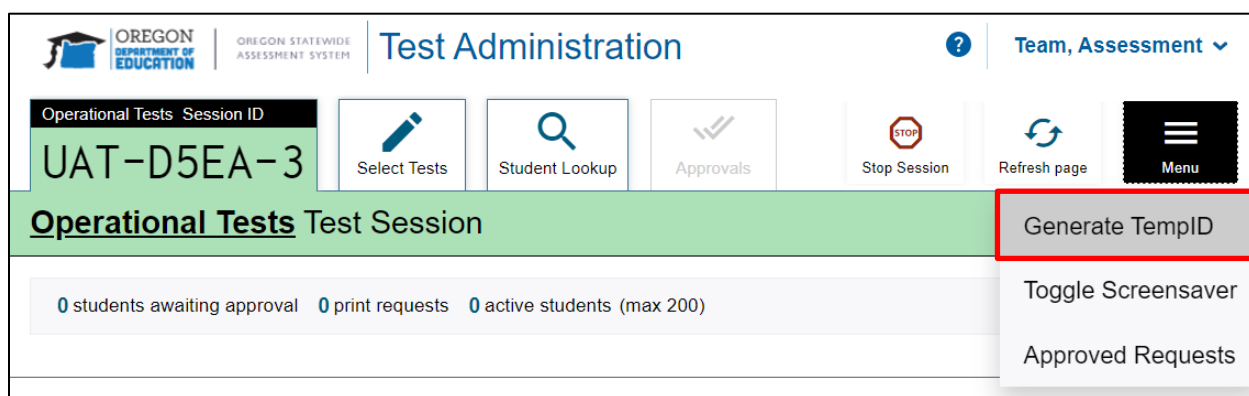
You can retrieve the student's record using the Find Student by ID feature or from the ***View/Edit/Export Student Test Settings and Tool*** page to view and edit the student's details. Please refer to the TIDE User Guide for more information on these features.

Warning message when creating multiple Temp IDs for same student

If you create a second Temp ID for a given student, you will receive the “Student Existed Warning” message. This message alerts you that the student already has a Temp ID; it does not prevent you from creating the new Temp ID. To continue creating the Temp ID, click the Continue button and proceed to the “Add Student” confirmation message.

Creating Temporary IDs through the TA interface

TAs may also create Temporary IDs on demand, through the testing session TA interface. A “Generate TempID” button will be available in the menu bar on the right side of the screen. TAs may use this button to generate a Temporary ID the same way they would through TIDE, as described earlier. However, TAs will not be able to add Embedded Designated Supports and Embedded Accommodations; those settings can only be applied to Temp IDs through TIDE.



Merging Temporary IDs with SSIDs

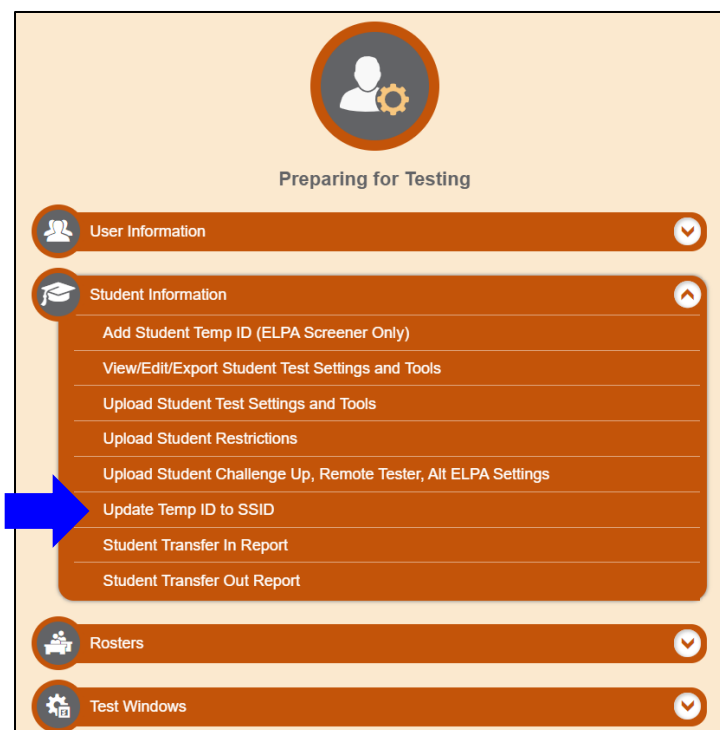
Screener results associated with a Temporary ID can be added to a student’s permanent SSID through a merge operation. This merge operation follows a similar procedure to other upload features in TIDE. It can be found in the Student Information pulldown menu under the title “Update Temp ID to SSID.”

To ensure a successful merge, both IDs must have the same birthdate and institution. In addition, the student’s name in each ID must be very similar, although the matching software can overcome slight differences in spelling.

If the system is unable to perform a merge, the user will be alerted with an error message. Data entry errors concerning a student’s birthdate or name may be corrected in TIDE. For data entry errors concerning a student’s attending institution, please contact the [OSAS Helpdesk](#) or your [Regional ESD Partner](#).

Only one test opportunity can be preserved in a given student’s ID. If there is an attempt to merge multiple IDs, each with an associated ELPA Screener, all but one test will be discarded per the following rules.

- If there are one or more complete tests (“complete” means the student responded to all items), the complete test that was opened earliest is preserved.
- If there are no complete tests, the test that was opened first is preserved, regardless of how many items the student responded to.



3.3 Domain Exemptions for the Screener

Domain exemptions are accommodations and available only to students on qualifying Individual Education Plans (IEPs) or 504 Plans. Domain exemptions must be pre-programmed in TIDE **prior** to the start of the online Screener test. If the Screener is inadvertently started with incorrect domain exemptions, see Section 2.0 Security and Professional Code of Conduct for recommended action. Do not continue testing and simply skip items from the domains that should have been exempted. Skipped items will be scored as zero (0) points.

A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under an IEP or Section 504, but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of an effective IEP or 504 team, district personnel may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which impedes access to one or more domains, relevant medical documentation).

Districts who pursue this course of action must record and store evidence used to select accommodations, along with other Screener documentation, in the student's permanent file. Information on accommodations and accessibility supports is given in the [Test Administration Manual](#) and the [Oregon Accessibility Manual](#) found on ODE's [Assessment Administration page](#).

Note: Students with one or more domain exemptions will be automatically administered **both Steps Two and Three** of the Screener but will not be presented with any items from the exempted domain in either Step Two or Three. Please see the [Test Administration Manual](#) or

the [Oregon Accessibility Manual](#) for guidance on selecting accommodations for students without an IEP or 504 plan.

3.4 Parent-Requested Exemptions

For the ELPA Screener, parents may request that their student be exempted from state testing based on either **disability** or **religion**. OAR 581-021-0009 allows school districts to excuse students from a state required program or learning activity, including state testing, to accommodate a student's disabilities or religious beliefs. For a school district to excuse a student from testing under this rule, the student's parent must submit a written request to the school district, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation in state testing. Appropriate school personnel must evaluate and approve the parent request.

When reviewing a parent's request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of any appropriate accommodations during testing might address the parent's concerns and allow the student to participate in testing. See Section 5.3 in the [Test Administration Manual](#) for more information.

4.0 ADMINISTERING THE SCREENER

4.1 Creating an ELPA Screener Test Session

To administer the test, first create an ELPA Screener Testing Session (refer to the TA User Guide for assistance).

First, expand the list labeled “ELPA Screener”.

Operational Tests Test Selection

Choose a testing category

Then select one or more tests. You can switch categories by using the button in the modal header.

→ ELPA Screener

You must make at least one selection before starting your session.

Start Operational Tests Session

Once the list has expanded, choose appropriate grades for the test session.

Operational Tests Test Selection

Filter By: Add Filter

ELPA Screener

Choose which tests to add to your session from the tree, and then start your session.

- ☐ Future KG ELPA Screener
- ☐ KG ELPA Screener
- ☐ Grade 1 ELPA Screener
- ☐ Grades 2-3 ELPA Screener
- ☐ Grades 4-5 ELPA Screener
- ☐ Grades 6-8 ELPA Screener
- ☐ Grades 9-12 ELPA Screener

Back

You must make at least one selection before starting your session.

Start Operational Tests Session

Note: Future/Early Kindergarten Form

Use the Future/Early Kindergarten form if *either* of the following is true:

- The student has not yet begun their Kindergarten year, *or*
- The student has begun their Kindergarten year, but is testing prior to the opening of the Kindergarten Screener window.

Use the Kindergarten form if *both* of the following are true:

- The student has begun their Kindergarten year, *and*
- The student is testing during the Kindergarten Screener window.

The Kindergarten and Future/Early Kindergarten tests are identical, presenting the same items in the same order, but their scoring thresholds are different. A domain performance level of 4 or higher contributes to a Proficient profile on the Grade K Screener. A domain performance level of 3 or higher contributes to a Proficient profile on the Future/Early K Screener.

The Future/Early Kindergarten form opens March 1 each year and closes the day before the Kindergarten form opens. The Kindergarten form opens in January, on the same day as the ELPA Summative, and closes in late July each year. Both forms are open simultaneously March through July.

The Secure Browser must be installed prior to any attempt to log into the secure test. To log in, the participating student and TA will need to know three things:

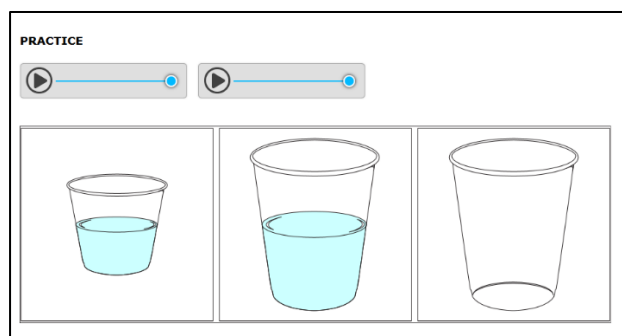
- Student's last name as it appears in their student record (in TIDE),
- Student's Temp ID or SSID number, and
- Test session ID (as created by the TA).

4.2 General Directions for Administration

The ELPA Screener is divided into three segments, labeled "Steps." **Practice Step One and the first section of Step Two must be individually administered.** For students with developing technological skills, it may be necessary to individually administer all of Steps Two and Three as well.

Practice Step One contains unscored practice items only. This step helps familiarize the student with the look and feel of the test and with the technological skills that they will need during the test, such as using the mouse. This step is also a time for the student to show their ability in the use of the computer, to work independently on the test after the first section of Step Two.

All Practice Step One questions are non-secure. They are marked "PRACTICE", as shown here:



Respond to all practice items in Practice Step One. TAs must follow the script for Practice Step One. It is allowable to revisit the practice items as needed during this step.

Practice Step One must always be administered one-to-one.

Step Two is made up of secure, scored test items in all four domains. **The first section of Step Two is administered one-to-one** and is a four-item Speaking task that all TAs will immediately hand score. **Only** the TA is allowed to score this four-item task when the scoring screens appear, and the scoring **must** be completed during the administration of Step Two of the Screener. Enter the score for each of the four Speaking directly into scoring screens using the student testing computer, as shown here:

- Ⓐ Score point 2
- Ⓑ Score point 1
- Ⓒ Score point 0

The second section of Step Two comprises machine-scored test items in the domains of Listening, Reading, and Writing in mixed-domain order. For many students, the test will stop at the end of Step Two. These students will not see or be scored on any further items.

Step Three is made up of secure test items in all four domains in mixed order. Only some students will advance to this step. The decision to continue to Step Three is made by the scoring engine behind the scenes.

Skipped or omitted items in Steps Two or Three will be scored as zero (0).

Capturing Student Responses

For a standard online test administration, the testing system captures all student responses. No responses are written on paper, spoken to the TA, or otherwise captured.

4.3 How to Administer Practice Step One

The TA will start the Screener test session. Using the Secure Browser, the student will log into the test session. The student will choose the Screener test opportunity from the available tests menu on the screen.

Observations during Practice Step One

The TA may freely speak to and assist the student as needed during Practice Step One, taking note of the assistance the student needs to log in and complete the sound and microphone checks. Younger students may need one-to-one assistance typing their names or completing other keyboarding. The practice questions in Practice Step One can be completed more than once if the TA would like to gather more information about technological skills. The TA will answer a required question about the student’s ability to proceed independently at the end of Practice Step One.

Keyboarding Skills for Writing Domain Responses

Students in Grade Bands 2-3 and higher whose Screener tests continue to Step Three will be presented with constructed-response Writing items that will require some typing skills. While some students may not yet have proficient keyboarding skills, the ability to “hunt and peck” to complete those responses should be sufficient for the completion of the test questions. The ELPA Screener is not a timed test. Students should be allowed to work at their own pace to complete the test items in all domains, including typing the writing responses. Students may also prepare their response on paper before typing it into the response area.

During Practice Step One, TAs may observe keyboarding ability and offer scratch paper for use during Steps Two and Three. TAs may not require the use of any universal tool, including scratch paper. It must be the student’s choice to use those tools during the test.

End of Practice Step One

At the end of Practice Step One, two questions for the TA will appear. Prior to responding to that question, the TA should guide the student through reviewing the items, particularly those that were Marked for Review or left unanswered (skipped). Although there is no specific review screen at the end of Practice Step One, this review serves as practice for Steps Two and Three, where the student will need to do this review independently.

Once the student is satisfied with the Practice Step One responses, the TA should return the test to the question at the end of the segment.

Technical Assistance to the Test Taker

At the end of Practice Step One, the TA determines whether the student will need technical assistance with the rest of the online Screener test. If assistance is needed, the student will proceed to Steps Two and Three in a one-on-one testing session. TA assistance with technology is described in more detail in the next segment. This is also the final opportunity to remind students in Grade Bands 2-3 through 9-12 that scratch paper is available for use during the test.

Required Response from the TA

The TA will respond to two questions on this screen, regarding the participation of the student and, if continuing to Step Two, whether the student will work independently once the first operational task set is administered to the student and scored by the TA. A response to both questions is required.

These TA test questions also have a reminder at the bottom, because the TA will be immediately scoring the first operational task in Step Two. At this point the TA should prepare the materials for the Step Two speaking task.

You've reached the end of Practice Step One.

Please answer **both** questions on this screen before moving on.

Question 1: Which of the following best describes the student's participation during Practice Step One?

Participation criteria is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- Ⓐ Student engaged with at least one practice question in Step One.
- Ⓑ Student engaged with at least one practice question, but in a language other than English.
- Ⓒ Student engaged with at least one practice question, but only nonverbally.
- Ⓓ Student did not engage with any practice questions in Step One. (Newcomers who meet the participation criteria must continue to Step 2 regardless of language proficiency.)

Question 2: Following the first speaking task, how will the student continue on the test?

- Ⓐ Student will continue to Step Two and work independently.
- Ⓑ Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- Ⓒ N/A; Option D was chosen above and the test will not continue for the student.

Test Administrator: If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring – Screener Notes Sheet") ready for when the student begins to respond to the first item.

Please consult Section 5.0 Scripts and Specific Test Administration Instructions for detailed guidance outlining the reasons to continue the Screener to Step Two vs. reasons to stop the Screener and without continuing to Step Two.

If the TA chooses Option D in Question 1 ("Student did not engage with any practice questions in Step One"), a second screen will appear that will ask the TA to indicate the circumstances that ended the test for the student. The test will end and the student will receive a non-participant Individual Student Report. If Option D was chosen in error, the test must be reset in TIDE for the student to continue the screening session. The TA should choose option C on this second screen to indicate that an error was made, and the DTC should submit a test impropriety report summarizing the situation and requesting a reset. Choosing option C on the second screen will not correct the error or reset the test.

The test must reach TA Question 1 at the end of Practice Step One to generate a usable result. If the test is stopped before the TA responds to this question, the student is considered not to have been screened and will receive domain scores of Not Attempted and an overall proficiency determination of Not Attempted. Not Attempted results cannot be used to make decisions about English Learner Status. Students with a Not Attempted result must be rescreened. During

this rescreening, the TA must ensure the test advances to the end of Practice Step One (advancing the test themselves if the student does not or will not do so) and must respond to Question 1.

Thank you for your input. You have ended the screener for this student.

Now, please choose the most correct option regarding why you ended the screener.

These options are the only three possible scenarios for stopping the screener. The Test Administration Manual lists examples of situations in which the screener should not be stopped.

- Ⓐ Disability issues completely prevented the student from participating (even with a 1:1 assistant's help), such as: severe autism, severe disabilities, non-verbal autism, profound deafness without sign language; other disability that prevented interaction with the test, even with allowed domain exemptions. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓑ Complete lack of engagement/participation, but not categorized within option A above. Student didn't participate or engage with any practice question despite multiple attempts. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓒ Error was made. (Test Administrator: Exit out of the screener, and follow your state procedure for submitting an appeal/test reset request in TIDE.)

Student Non-Participants during Practice Step One

In those relatively rare cases when the student does not or cannot participate in the assessment, the Screener test ends, and the non-participating student will receive an Individual Student Report indicating “Proficiency Not Demonstrated” for each domain level and an overall proficiency level of “Proficiency Not Determined”.

For the purposes of the ELPA Screener, “participation” means responding to or engaging with at least one practice question during Practice Step One. The “did not engage” option to end the testing session should only be selected if there was absolutely no engagement on any question during the Practice Step One. If you are unsure about this aspect of the Screener, please contact your District Test Coordinator before administering the test.

Reporting EL Status for Proficiency Not Determined or Not Attempted Results: Students with an overall proficiency determination of Proficiency Not Determined qualify for English learner status. Districts should report such students as scoring a 1 in all non-exempt domains for relevant ODE data collections.

Students with an overall proficiency determination of Not Attempted are not considered to have been screened. For Screeners with a Not Attempted result, districts must rescreen as soon as appropriate and feasible (keeping in mind federal identification timelines). TA must ensure the test advances to the end of Practice Step One (advancing it themselves if necessary) and respond to Question 1.

Additional Practice Prior to Step Two

If a TA determines that the student could benefit from additional practice prior to beginning the operational section of the Screener, the TA may pause the test during Practice Step One. This will allow the TA and the student to end the secure test session and take the time to practice using the ELPA sample test, which is found on the [Oregon Statewide Assessment System portal](#). The TA may log the student in as a “guest” and administer the grade-level sample test to allow the student more time to become familiar with the question style, the technological requirements, and to better prepare for the Screener. Once the TA determines that the student is ready to resume the Screener, the TA should return the student to the secure testing environment, log the student back into the paused test, and resume the student’s paused test.

Note: The student’s paused Practice Step One Screener cannot be paused longer than the auto-submit rule that is in place, or the test will be automatically submitted and the testing opportunity will be lost. If this occurs, see Section 2.0 Security and Professional Code of Conduct for recommended action (either create a new Temporary ID and open a new test for the student, or request that the test be reopened via an impropriety report).

For more on auto-submission, see the note concluding “End of Step Three.”

4.4 Administering Steps Two and Three

Steps Two and Three of the Screener consist of secure operational test items. The responses to these items are used to calculate the proficiency determination results.

The change from Practice Step One to Step Two is the indicator that the test is now secure.

Once the student reaches Step Two, the TA may not provide any item content assistance, reading of test items, or other help to the student. The TA may assist the student with the technological demands of the test if it was determined during Practice Step One that the student needs one-to-one assistance.

Steps Two and Three are administered in one of the following two ways:

1. Student works alone *after* the first operational task in Step Two

In this administration, the student works independently, asking only for technical assistance if needed. This occurs if the student was able to work through Practice Step One with little or no technological assistance from the TA.

In this scenario, after the first Speaking task in Step Two (which is administered one-to-one for all students), the TA would move away and the student would work independently. The student will be instructed to raise a hand or otherwise alert the TA if technical assistance is needed. No assistance can be provided on actual test questions.

2. TA assists student with the technology throughout the test

The student must answer the questions on their own, but the TA can click and move the mouse for the student, as specifically directed by the student. The student is allowed to point at the screen to indicate where the TA should move and/or click. The TA is not allowed to read any answer options aloud or otherwise assist with actual test answer choices.

In this type of administration, TAs are removing the technological burden from the student, but the content of the test and answering the test items are still the responsibility of the student alone.

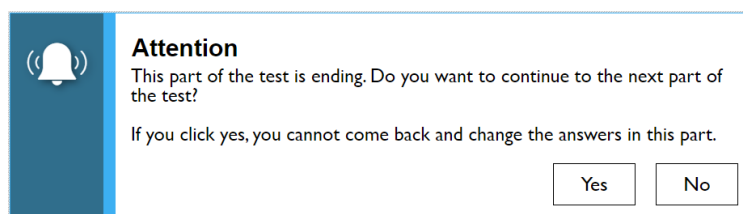
ELPA Speaking Scoring – Step Two

Once the student completes the responses to the four-item Speaking task at the start of Step Two, the student and the TA will see a message for the student to pass the computer to the TA. The TA immediately scores the first Speaking task that is administered in Step Two per the rubric in the ELPA Step Two Speaking Scoring document. **Students are not allowed to be involved in this scoring process.**

End of Step Two

At the end of Step Two, the student will reach the end of the segment, or Step. A review screen will appear, only for the items in Step Two that followed the first Speaking task. The student should review the items, particularly those that were marked for review or left unanswered (skipped). Once the student is satisfied with the Step Two responses, the student clicks the next button to end the segment. The student may choose to leave questions unanswered. All skipped items count as zero points.

A popup message will appear, asking the student if they are sure that they are ready to leave the segment. Clicking YES ends Step Two of the Screener. **After that point, the responses in Step Two cannot be edited; they are locked in.** For many students, the end of Step Two will be the end of the screening.



For some students, the screening will continue to a new segment, called Step Three. After the student finalizes the Step Two responses, the test will automatically move to the first item in Step Three. There is no TA approval screen between these steps. In Step Three, the student will continue responding to questions in Listening, Reading, Writing, and Speaking, in mixed-domain order.

End of Step Three

The end of Step Three is the end of the Screener test. Once the student has completed the final Step Three item, the student will see the “Congratulations, you reached the end of the test” screen after clicking the “Next” button.

The student can review the Segment 3 items or submit the test.

Congratulations, you reached the end of the test!

If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

Questions:

= You have marked questions. Review these questions before submitting your test.
 = This symbol indicates unanswered items.

2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	36	37
38	39							

Submit Test

Complete this test segment and submit it. This will end this test session. You will *not* be able to view this test again.

The final review screen includes the items to review from Step Three only. The student should review the items, particularly those that were marked for review or left unanswered (skipped). If the student skipped any items and does not want to answer those questions before submitting the test, that is the student's choice. All skipped items will count as zero points.

After review, the student clicks the **Submit Test** button on this screen to finalize the test in the system. This sends the test for scoring.

At the end of the test, securely destroy the following materials:

- Scratch paper used by the student
- Notes Sheets used by the TA to score the Step Two Speaking task

Submitting Partial Screener Tests

The Screener will auto-submit at 11:59 p.m. on the 14th night after the Screener was started. A Screener started on Monday May 1 and left unfinished would auto-submit and begin the scoring process on Sunday May 14 at 11:59 p.m.

If a Screener is submitted or auto-submitted by mistake, see Section 2.0 Security and Professional Code of Conduct for recommended action (either create a new Temporary ID and open a new test for the student, or request that the test be reopened via an impropriety report).

5.0 SCRIPTS AND SPECIFIC TEST ADMINISTRATION INSTRUCTIONS

Follow the script provided in this Manual to administer the test. In this script:

- Text that is in **bold** font is spoken aloud by the TA.
- Regular (non-bold) text provides additional directions to the TA and is not read aloud.

The ELPA Screener is initially administered one-to-one with the TA seated next to the student who is being screened. In addition, the TA should have a laptop or tablet available to set up as the TA session device to start the testing session and approve the student for testing after log in. From there, the TA works with the student on the Practice Step One items and will administer the first four Speaking items of Step Two while seated next to the student. Once the student has finished responding to the secure speaking task, the TA will use the student's testing computer to score the items while the student is turned to the side reviewing enrichment materials. Once the Speaking scoring is completed, the TA will re-engage the student in the Screener, with the student either working independently or continuing with one-to-one assistance from the TA.

5.1 Step One

The TA creates a testing session, as noted above and outlined in the training guide. On the student testing computer, open the Secure Browser to the student log-in page.

Welcome the student and put them at ease. Introduce yourself.

SAY (something like): **Thank you for coming here today. Welcome! My name is _____ and I'll be working with you today.**

(Translated Administration Script: Step One audio track 1)

SAY: **Today we are going to take a test in English. It's okay if you don't know all the answers. First, we are going to log into the computer and then we will practice. You need headphones and a microphone for this test. I have those for you here.**

(Translated Administration Script: Step One audio track 2)

Have the student log into the testing computer, assisting as needed. The student will go through the verification screens to reach the audio and microphone test page. Assist as needed. Have the student put on the provided headset, preferably around the neck rather than on the ears in case the volume is too high. Assist as needed so that the microphone portion is in the correct place for optimal recording.

Have the student verify the microphone works by following the directions on that page. Then, finish the log in process to reach the "Waiting for segment approval" screen.

SAY: **We are going to start the Practice part of this test. We will work together during this segment of the test. Please let me know if you have a question or need help. This is the only part of the test where I can talk to you about the test questions and show you how to access the help screens.**

(Translated Administration Script: Step One audio track 3)

SAY: **In a moment, once I start your test, I am going to show you some features of the test that you can use when you want.**

(Translated Administration Script: Step One audio track 4)

SAY: **Are you ready to start this part of the test?**

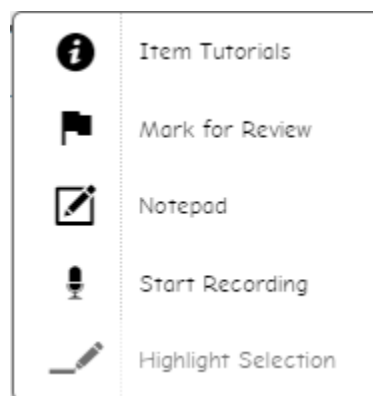
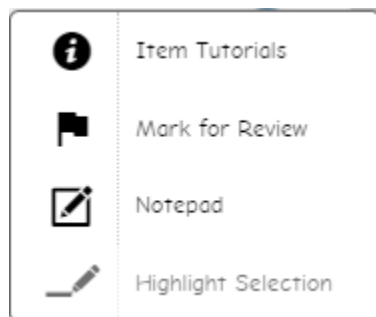
(Translated Administration Script: Step One audio track 5)

Once the student is ready, use the TA session device to review the student settings in the test session screen and click the green arrow to start the student's test session for Practice Step One when ready. The first practice item will appear on the screen. The audio will play automatically, which is fine. Follow the script in bold below.

Practice Items

Drop-Down Menu

Clicking the three horizontal bars to the right of the test question number will reveal the dropdown menu. It includes two key features: Tutorial and Mark for Review. For some test items, highlighting and strikethrough are available. The drop-down menu will vary depending on the domain and task type. Here are examples of how the menu will appear:



When the first practice test question is on the screen (audio will auto-play), engage with the student.

SAY: **Ok, let's get started. Here's our first practice question. It's a Listening question, so let's listen to the audio again.** (Replay audio).

(Translated Administration Script: Step One audio track 6)

Show the student the on-board tutorial in the drop-down menu.

SAY: **These short videos can help you know what to do to answer a question. Click here if you want to see a video.** (Play the tutorial for the first practice test item.) **Click the "X" in the upper right of the video window to close it.** (Demonstrate when the tutorial is finished.)

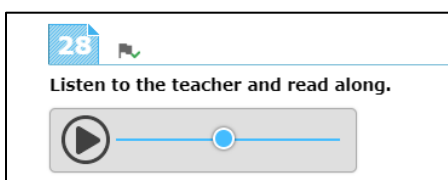
(Translated Administration Script: Step One audio track 7)

Next, still using practice question 1, show the student the “Mark for Review” feature, also in the drop-down menu.

SAY: This is one way to mark a question that you aren’t sure of. If you mark for review, like this (demonstrate), the test question number will have a folded down corner (indicate the folded corner to the student). Also, in the questions number list (upper left of screen drop-down menu), you see the flag is on question number 1 because we just flagged it (indicate the flag). Use this flag on any question you don’t know and might want to come back to during this test.

(Translated Administration Script: Step One audio track 8)

Marking for review: notice the question number is blue with the corner folded down. Next to the question number is a small flag icon with a check mark.



SAY: Now let’s answer the question. (Play/replay the audio of the item.) Let me demonstrate how to answer the question. (Show and talk about the various clicking options, but do not reveal the correct answer.)

(Translated Administration Script: Step One audio track 9)

SAY: Now you try. Use the mouse and click on the answer you think is right. (Give control of the mouse to the student and help as needed with the use of the mouse.)

(Translated Administration Script: Step One audio track 10)

SAY: Do you have any questions about how to answer the question? (Pause for student response.) Please let me know if you need help during this practice.

(Translated Administration Script: Step One audio track 11)

The TA may help the student extensively and talk with the student as needed to show the 3-4 answer options available and how to answer. If the student is non-responsive, continue to try to engage the student in the practice test questions and responses.

SAY: Now let’s change the answer, just to practice again. Choose a different answer. (Assist as needed.)

(Translated Administration Script: Step One audio track 12)

SAY: Now we will move to the next question, by clicking the “Next” arrow. Each time we move to a new question, the audio will play. (Demonstrate.)

(Translated Administration Script: Step One audio track 13)

For the next 3 practice questions, interact with the student and proceed through the questions in an “I do it, you do it” manner to become familiar with the student’s technological abilities and identify any need for one-to-one assistance. The TA may also give the student an opportunity to work independently after practice question 1.

If the student appears unable to use the technology, the TA can assist as allowed. If that occurs:

SAY: I can help you with the mouse and the computer if you want. Is that okay? (It's possible the student could refuse.)

(Translated Administration Script: Step One audio track 14)

If the student agrees:

SAY: Ok, I will sit next to you here, and you will tell me what to click. You have to decide what the answer is – then either tell me or point to the screen like this (demonstrate pointing to the screen to the options available and then click that option). **I can't choose any answers for you, but I can mark them for review if you want me to.**

(Translated Administration Script: Step One audio track 15)

Do not choose any answers for a non-responsive student.

The practice segment of the Screener consists of sample items in task types that the student will encounter on the Screener. For some practice tasks, a partial task set is administered. There are two Speaking items at the end of Practice Step One that help the student practice just before they are administered the first Step Two task, which is a four-item Speaking task.

Here is the breakdown of Practice Step One, by grade band.

	Future/Early K and KG	1	2-3	4-5	6-8	9-12
Question 1	Listening	Listening	Listening	Listening	Listening	Listening
Question 2	Reading	Reading	Listening	Reading	Reading	Reading
Question 3	Writing	Writing	Writing	Writing	Reading	Reading
Question 4	Speaking	Speaking	Reading	Listening	Writing	Writing
Question 5	Speaking	Speaking	Speaking	Reading	Writing	Writing
Question 6			Speaking	Speaking	Writing	Writing
Question 7				Speaking	Writing	Writing
Question 8					Speaking	Speaking
Question 9					Speaking	Speaking

Monitor the student during the Speaking practice item. If needed, assist the student with the use of the recording buttons for start, stop, and replay for the speaking response. Illustrate that if the “record” button is clicked again after the student has made an initial recording, the first recording is erased and replaced with the new recording.

SAY: Okay, we need to move to the next question. What answer do you choose for this question?

(Translated Administration Script: Step One audio track 16)

If student doesn't respond,

SAY: Would you like me to mark this for review? I can do that, or I can skip this question.

(Translated Administration Script: Step One audio track 17)

Do the action that the student indicates. If the student is silent, skip the question.

During Practice Step One, continue to try to practice, as these responses aren't tracked in any manner for language proficiency.

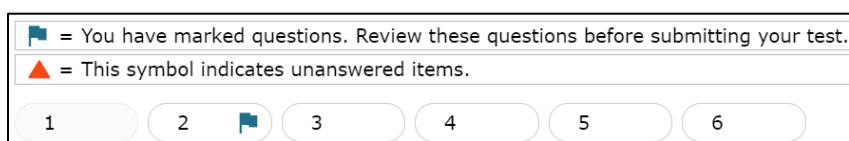
Move to the next question; continue as needed for responses. If the student reaches a point of frustration, non-participation or non-compliance, the student can skip items in the segment, or pause the test to address any issues that may be interfering with the testing experience.

End of Practice Step One

When the student reaches the end of Practice Step One, the question for the TA will appear. Give specific instructions about how to review any flagged or skipped items.

SAY: We have finished all the practice items on this test. Let me show you the easy way to review your answers in this segment. (Click on the Items menu.) Click here on any test question you want to review. I’m going to pretend that we want to review Question 2.
(Translated Administration Script: Step One audio track 18)

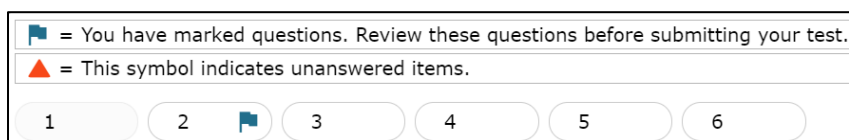
The TA or the student can click on Question 2.



During this time, the Screener can be paused if the TA determines that the student will benefit from additional practice. If the student doesn’t need additional practice, continue the script to finalize Practice Step One.

SAY: When you finish reviewing, you don’t have to click forward one by one – instead just click on the item you want to review. Let’s click on Question 4 now.
(Translated Administration Script: Step One audio track 19)

The TA can demonstrate by clicking Question 4 in the drop-down list at top left, which shows all test questions in Practice Step One. The computer will move forward to question 4.



SAY: If you are finished reviewing, click on the very last item in the list. That will take you to the final test item. Click NEXT to get the review screen again.
(Translated Administration Script: Step One audio track 20)

The TA can demonstrate these actions, or the student can practice on their own.

SAY: Okay, please do your review. Let me know when you are finished.
(Translated Administration Script: Step One audio track 21)

When the student has indicated they are ready to move to the next part of the test and has clicked “Next”, the required question for the TA will appear.

SAY: In a few minutes, we will move to the items where you must answer on your own, and I won’t be able to help you with the test items. After this, I can only help you with the technology. Do you have any questions before we move on? (Pause for questions, clarifications.)

(Translated Administration Script: Step One audio track 22)

Until the TA question is answered, it is still possible to go back to review any of the practice test items or features.

SAY: **Thank you. Give me a moment to answer some questions.**

(Translated Administration Script: Step One audio track 23)

Mandatory TA Responses

The TA's response to this question determines whether the test continues. If the student responded to at least one practice question, the test can be continued. Otherwise, the test can be ended using Option D, non-participant.

Please refer to the guidance on the following pages to help ensure that the Screener opportunity is continued appropriately for students.

Step One - Reasons to continue the Screener to Step Two

Example scenario	Why to continue to Step Two
Student participated in the full practice step one	Student is fully participating
Student engaged with one practice item	Student has met the minimum criteria for continuing the test
Student engaged with at least one practice question, but in a language other than English	Student is participating, despite not responding in English
Student engaged with at least one practice question, but only non-verbally	Student is participating, despite using non-verbal communication
Student engaged by clicking "next" on each item without answering a question	Student is participating by clicking responses, which meets the definition of participation
Student answered "I don't know" in English or home language and guessed on the other questions	Student is participating by responding to the questions
Student would only answer in home language and was clearly just guessing answers	Student is participating by responding to the questions
Student pointed and chose random answers	Student is participating by responding to the questions
Student is a newcomer and got frustrated during the practice section	Student is participating despite frustration; the test should be continued. It may be appropriate to pause the test if the student is experiencing strong emotions.
The student felt unsuccessful	Student is participating despite frustration; the test should be continued. It may be appropriate to pause the test if the student is experiencing strong emotions.
Student struggled with the navigation of the test	Student is participating and the TA is allowed to assist student with technology as needed
Student had issues with the use of headphones, so the test was stopped	The Screener is administered in a secure testing environment and is administered one-to-one at the beginning of the test. If a student has difficulty with

Example scenario	Why to continue to Step Two
	headphones, the onboard or external speakers can be used in place of headphones

Step One - Reasons to stop the Screener and not continue to Step Two.

TAs should consider if pausing and returning to the test on a future day might address reasons for non-participation.

Example scenario	Why to stop the screening
Student had disability issues ¹ such that the student was completely prevented from participating (even with a 1:1 assistant's help)	Student was unable to participate to meet the minimum requirement of interacting with at least one practice item
Student did not participate in any manner during Practice Step One despite multiple opportunities	Student did not meet the minimum requirement of interacting with at least one practice item
Student did not appear to understand that a response was being asked of them, and did not interact with the test in any manner, despite multiple opportunities	Student did not meet the minimum requirement of interacting with at least one practice item

If the TA chooses Option A, B, or C in Question 1 (see screenshot in Section 4.0), the test will continue to Step Two and the first Speaking task will be immediately administered. The TA must also indicate in Question 2 if the student will require TA assistance with the technology. If the student can work with the technology independently, select Option A. If the student will need 1:1 assistance with the technology for the remainder of the test, select Option B. If Option D was chosen in Question 1 because the student did not engage with any practice questions in Practice Step One, select Option C. For tests continuing to Step Two, do not click “Next” until the TA has read the Step Two script because when “Next” is clicked, the audio for the first operational Speaking question will begin playing.

If the TA chooses Option D in Question 1, “Student did not engage with any practice questions in Step One” a second screen will appear that will ask the TA to indicate the circumstances that ended the test for the student. The test will end and the student will receive a non-participant Individual Student Report. If Option D was chosen in error, the test will need to be reset in TIDE for the student to continue the screening session. The TA should choose option C on this second screen to indicate that an error was made.

As a reminder, students with an overall proficiency determination of Proficiency Not Determined qualify for English learner status. Districts should report such students as scoring a 1 in all non-exempt domains for relevant ODE data collections.

5.2 Step Two

Step Two is administered under secure testing conditions, with only the student choosing responses to test questions. Use the test interface features, such as the on-board tutorials and

¹ such as: severe autism, severe disabilities, non-verbal autism, profound deafness without sign language; other disability that prevented interaction with the test, even with allowed domain exemptions.

mark for review, as the student indicates. During this section of the test, the headphones should be around the student's neck (not over the ears) so that the TA can hear the prompt as the student hears it. The microphone should be positioned near the student's mouth for an audible recording.

In all grade bands, the first part of Step Two is the four-item Speaking task. This task is administered one-to-one, and the TA must score the four items after the student has reviewed the recordings. Prior to administering the Screener, download the Step Two Speaking Scoring document and print the K-12 rubric and the Notes Sheet. The TA should still be seated next to the student.

SAY: Now we are going to start the test. First, you will answer four Speaking questions, and you will create recordings just like we did a few minutes ago on the Speaking practice items.

(Translated Administration Script: Step Two audio track 1)

SAY: In this set, you will make a total of four recordings.

(Translated Administration Script: Step Two audio track 2)

SAY: When you are ready to record, you can click on the microphone button or let me know to help you with the buttons. (Pause while the student prepares.)

(Translated Administration Script: Step Two audio track 3)

As the student records the responses, the TA can take notes on the Notes Sheet and score “on the fly” while the student is recording. Wait while the student makes recordings for the four items (with or without TA assistance with the technology, as indicated in the mandatory question options B or C).

Student Review of Recordings

Once the student has finished the four recordings, the student will have the chance to review the responses and re-record if they wish.

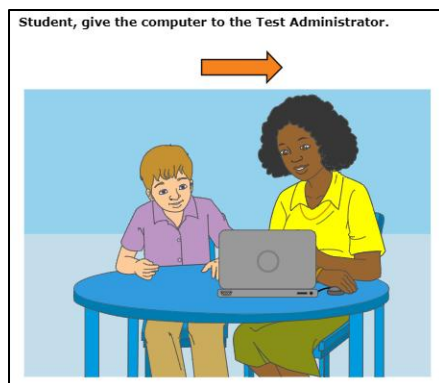
SAY: Now you can review your recordings. Click the “Back” arrow button to go back and review the four recordings you made if you want to review them. (If the TA is helping the student with the technology, the TA may click the back arrow as indicated by the student.)

(Translated Administration Script: Step Two audio track 4)

SAY: Click the “Next” arrow to review each one. Once you are finished, your recordings are final. Ready? (Pause while student reviews, if the student wants to review [a review is not required].)

(Translated Administration Script: Step Two audio track 5)

When the review is complete or the student indicates that they don't wish to review, the student should click the Next arrow for the note on the Screener to pass the computer to the TA, as shown here. This finalizes and locks down in the student recordings.



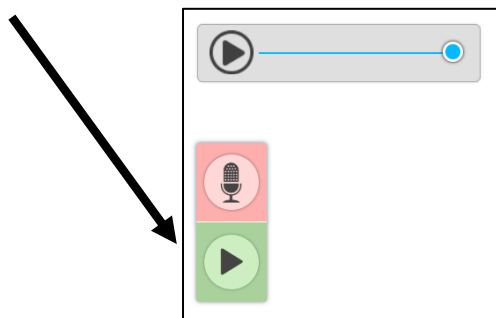
At this point, have the student turn away from the testing computer. The student should be provided with enrichment materials while the TA is scoring the four Speaking responses. The student may not see the test computer's screen during this time.

Immediate Scoring of Step Two Speaking Task

The TA may have been taking notes and possibly scoring the student responses to each Speaking item as the student was recording. If the TA is confident in those scores, the screens following the action screen above are used to enter the scores on each Speaking item. **Only the TA is allowed to score the student's responses.**

If the TA is not confident of the notes or a preliminary score on the responses, the TA can use the "Back" arrow button to move back 5 screens to find the first Speaking item and listen to the student's response.

Important: Click only the "Play" button when reviewing the student recordings. If the "Microphone" button is clicked, it will erase the student's recording.



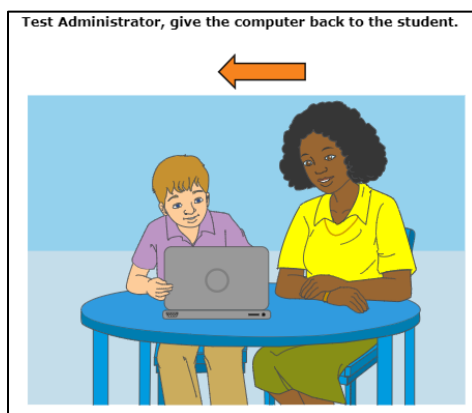
If a student recording is inadvertently erased, re-engage with the student and ask that they re-record a response to the item. Once that is completed, the TA can score the recording. It is not allowable to score based off "memory" if a recording is inadvertently erased. The response must be re-recorded and then scored.

Once the TA is ready to enter the scores for the four Speaking items, the TA clicks the "Next" arrow on the student's testing computer until a copy of the Speaking item appears with the scoring rubric of 2-1-0 showing on the right side of the screen. Using the notes and the rubric, the TA enters the score for the first of the four items, then proceeds to the other three items in the task.

Note: The TA must score based on the recording made by the student. The scoring can be done on-the-fly while the student is speaking into the microphone. A percentage of the Step Two Speaking responses will be scored behind-the-scenes by the handscoring vendor. While the TA’s scores will not be changed as a result, the second scoring process is a quality control verification. Therefore, the student recording must dictate the score points awarded by the TA.

Locked Scores

Once the four tasks have been scored, the TA clicks “Next” to lock down the scoring. The scores for the four items cannot be changed once the “Next” arrow is clicked and the TA sees the screen to pass the computer back to the student. Alert the student that it’s time to re-engage in the test, putting aside the enrichment materials.



Step Two, Continued

After the Step Two Speaking task is scored, the student may work independently on the rest of the test if the TA determined at the end of Practice Step One the student was able to work alone. Otherwise, the TA will remain with the student to assist with technology as needed.

SAY: Now we will start the test again. You will answer questions for Listening, Reading, and Writing during this part of the test. We will continue through the test until we see the review screen for this section of the test. Do you have any questions before you get started? (Pause for student questions.)

(Translated Administration Script: Step Two audio track 6)

If the student is working independently, the TA may now move to a nearby location in the secure testing room and allow the student to work at their own pace until the end of Step Two.

If the student will work independently,

SAY: I will be here if you need assistance with the technology during this part of the test. Please raise your hand if you need help.

(Translated Administration Script: Step Two audio track 7)

If the student and TA will continue to work one-to-one,

SAY: Okay, let’s get started on this part of the test. Let’s click the “Next” arrow to see the first question in this section.

(Translated Administration Script: Step Two audio track 8)

Note: As Step Two progresses, the test questions become more difficult. The student could become frustrated. The TA may remind the student to use the mark for review feature or skip the questions that are too difficult by clicking “Next” on the questions that the student wants to skip.

Unanswered test questions will be scored as zero (0) points.

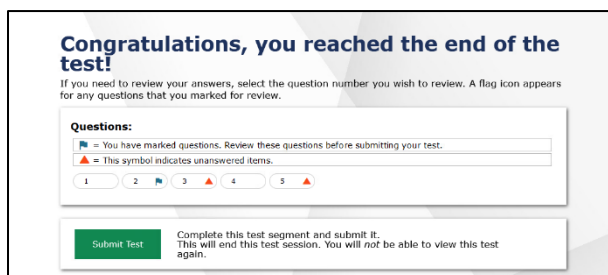
The TA monitors the TA session device as the student proceeds through Step Two. When the student reaches the review screen, the TA reminds the student that the answers can’t be changed once the Step is submitted as final.

SAY: You are at the end of this Step. Once we move forward, you can’t come back. Would you like to review your answers?

(Translated Administration Script: Step Two audio track 9)

If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the TA is handling the mouse, the student must indicate which questions to go back to.

When the student is finished with the review, they click “Next” and “Yes” to the “Are you sure?” question. Finally, the student clicks the “Submit Test” button, and answers yes to the last “Are you sure?” question.



End of Step Two

For the majority of students being screened, the test will stop automatically at the end of Step Two. A “Your Results” screen will appear, the student will log out of the test, and Screener results will be available in the Centralized Reporting System (CRS) within 3 hours of test submission.

For the rest of the students, the continuation of the test is seamless. The next test question will appear on the screen and the audio will automatically play, and the student will continue working independently or one-to-one with the TA, depending on how Step Two was administered.

5.3 Step Three

Once the student submits the final responses to Step Two and verifies that they are sure their answers are final, the student will be administered the first Step Three item.

Once the new test question appears on the screen,

SAY: In this section of the test, you will see test questions in Speaking, Writing, Listening and Reading. If you need help during this part of the test please let me know.

(Translated Administration Script: Step Three audio track 1)

If the TA is assisting the student with technology, remain seated next to the student. Continue with Step Three under secure testing conditions, with only the student choosing responses to test questions. Use the test interface features, such as the on-board tutorials, as the student indicates.

Note: As Step Three progresses, the test questions become more difficult. The student could become frustrated. The TA should remind the student to use the mark for review feature or skip the questions that are too difficult by clicking “Next” on the questions that the student wants to skip.

At the end of Step Three, a step review screen will appear. The TA can encourage, but not force, the student to review.

SAY: You are at the end of this Step, which is also the end of the test. Once we submit the test, you can’t change any answers. Would you like to review your answers?

(Translated Administration Script: Step Three audio track 2)

If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the TA is handling the mouse, the student must indicate which questions to go back to.

When the student is finished with the review, they click “Next” and “Yes” to the “Are you sure?” question.

The “Congratulations, you’ve reached the end of the test” screen appears. The student clicks the SUBMIT TEST button at this point and answers “Yes” to the “Are you sure?” question. Testing is complete and a “Your Results” screen appears. The student logs out of the system.

Thank the student for participating in the test, then continue with usual screening procedures or dismiss the student in the usual manner.

Individual Student Reports – Step Three

Screener tests which continued to Step Three go to the scoring center for scoring of the Speaking and Writing constructed response questions. Results for Screener tests that include Step Three responses are available in Centralized Reporting (CRS) within seven (7) calendar days after the test is submitted. Unanswered items are scored as zero (0) points.

6.0 USER SUPPORT

For ELPA Screener policy or test administration questions:

- **TAs and School Test Coordinators**, contact your District Test Coordinator.
- **District Test Coordinators** contact your [Regional ESD Partner](#) or the ODE Assessment office at ben.wolcott@ode.oregon.gov.

For Technology, System, or Program Issues

- **TAs, School Test Coordinators, and District Test Coordinators** contact the Oregon Statewide Assessment System Help Desk (*TAs and School Test Coordinators must also alert the District Test and Technology Coordinators of issues*).

The Oregon Statewide Assessment System Help Desk is open Monday–Friday from 7:00 a.m. to 5:00 p.m. PT (except holidays).

Oregon Statewide Assessment System Help Desk

Toll-Free Phone Support: 1-866-509-6257

Email Support: osashelpdesk@cambiumassessment.com

Chat Support: <https://osasportal.org/contact.html>

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- Name
- If the issue pertains to a student, provide student's Temp ID or SSID and associated school district. Do not provide any additional student information as doing so may violate FERPA policies.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test Session ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 13 or Mac OS 10.9 and Safari 5)
- Information about your network configuration, if known:
 - Secure browser installation (to individual devices or network)
 - Wired or wireless internet network setup