

Private School Participation in English Language Proficiency Assessment (ELPA) Testing



(updated 7/5/22)

Summary

Private schools do not participate in the Oregon Statewide Assessment System (OSAS). This includes English Language Proficiency Assessment (ELPA) Screener and Summative testing. There is no provision for private schools to “opt in” to such testing.

This document contains brief, introductory information regarding private school English language proficiency (ELP) testing. It is not an exhaustive resource on the subject and does not address related areas such as allowable uses for the Title III equitable services proportionate share.

Title III Participation

Private schools may choose to participate or decline participation in equitable services for federal Title III programs. Private schools who choose to participate in Title III need to have appropriate processes in place for identification (including a state-adopted Language Use Survey and an ELP screening instrument), and yearly summative testing, of students with EL status. Districts and private schools may collaborate to select appropriate testing instruments for screening and yearly ELP summative testing, but the ELPA Screener and Summative are not available for this purpose. Per [federal non-regulatory guidance](#), ELP testing instruments selected by private schools need to be valid, reliable and utilize objective criteria that would be comparable to the statewide ELPA.

The following non-exhaustive list of commercially available ELP testing instruments is supplied for illustrative purposes only and does not constitute a recommendation or endorsement by ODE.

- Individual Proficiency Test (IPT)
 - Note that IPT only assess three language domains and may result in under-identifying students with EL status.
- Language Assessment Scales (LAS) Links
- Language Proficiency Test Series (LPTS)
- Test of English Language Learning (TELL)
- Woodcock-Muñoz Language Survey

District Responsibilities

During yearly consultation, districts should assist private schools in establishing appropriate processes for identification and yearly ELP summative testing of students with EL status. This document does not address district responsibilities in other areas, such as provision of equitable Title III services.

Transferring Between Districts and Private Schools

When a student moves between a district and a private school, the information that travels with that student and action required by the receiving school depends on whether the student is receiving Title III services at the private school. See the table below.

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Transfer	Action required
District to private school	<p>If student will receive Title III services at the private school: Private school uses EL status indicated by district.</p> <p>If student will not receive Title III services at the private school: Private school may choose to follow private school identification procedures, use EL status indicated by district, or neither.</p>
Private school to district	<p>If student received Title III services at the private school: District uses EL status indicated by private school.</p> <p>If student did not receive Title III services at the private school: District administers Language Use Survey. If indicated, screen student using ELPA Screener.</p>

Note that this table concerns EL status only. Receiving schools should independently determine needed level of services and instruction for transferring students.

Contact Information

For questions about ELPA, contact [Ben Wolcott](#), ELPA Specialist.

For questions about supporting students with English learner status, contact [Susy Mekarski](#) and [Kim Miller](#), Title III Specialists.

For questions about equitable services and consultation, contact [Janette Newton](#), Private School Ombudsman.