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ELPA Test Development

Oregon's Statewide Assessment System

Annual Report

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This technical report is one of a series that describes the development of Oregon's Statewide Assessment System. The complete set of volumes provides comprehensive documentation of the development, procedures, technical adequacy, and results of the system:

- Volume 1: Annual Report
- Volume 2: Test Development
- Volume 3: Standard Setting
- Volume 4: Evidence of Validity
- Volume 5: Summary of Test Administration procedures
- Volume 6: Interpretation Guide
- Volume 7: Alternate Assessment
- Volume 9: ELPA Test Development
- Volume 10: ELPA Validity and Reliability

All volumes can be found at <http://www.ode.state.or.us/search/page/?id=1305>.

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Volume 9: ELPA TEST DEVELOPMENT

Section 1.0 – Overview - English Language Proficiency Assessment (ELPA)

1.1 – Purpose of ELPA

The purpose of Oregon’s English Language Proficiency Assessment (ELPA) is to assess academic English ability in reading, writing, listening, speaking, and comprehension for English Learners (ELs) enrolled in Oregon public schools in grades K-12. In this document, ELs are also referred to as LEP students. LEP is a federal designation for “Limited English Proficient” students.

As part of the Elementary and Secondary Education Act (ESEA), states must annually measure and report progress toward and attainment of English language proficiency by ELs enrolled in public schools. Under ESEA, states must develop English Language Proficiency (ELP) standards linked to content standards including those for English Language Arts. The Oregon English Language Proficiency test is aligned to the functions of the Oregon ELP content standards and describes the English proficiency of students based on eight score reporting categories: Composite, listening, speaking, reading, writing, comprehension, grammatical competence and illocutionary competence. Comprehension is a combination of the reading and listening measures. Grammatical and illocutionary competence are measures of the hand-scored items in speaking and writing. The Composite score is a combination of reading, writing, listening and, speaking.

Oregon’s ELP assessment is designed to satisfy the provisions of Title III of ESEA. Scores are to be used for:

- Providing an annual English language proficiency score and level for each student
- Reporting annual measures of speaking, reading, listening, writing and comprehension for each student
- Reporting Annual Measurable Achievement Objectives (AMAOs) biennially to the federal government. Because ELs enter school systems at different ages with different degrees of English proficiency, AMAOs can be based on cohorts, groups of students entering at a common age and proficiency level.

AMAO #1: Percent of LEP students showing progress toward attaining English language proficiency

AMAO #2A: Percentage of all LEP students attaining English proficiency

AMAO #2B: Percentage of students identified as EL for five or more years, attaining English language proficiency

AMAO #3: Percentage of all active and monitored ELs participating and meeting academic achievement targets in reading and mathematics

Per ODE policy, ELPA scores will not be used as the sole criteria for exiting students from English development programs. Each district will continue to construct its own criteria and procedures for ending services to students as they become fully proficient. ELP assessment results may inform exit decisions as part of a set of evidence including teacher recommendation, grades and other information supporting exit decisions.

1.2 - Oregon's English Language Proficiency (ELP) Standards

The Oregon Department of Education, in partnership with educators throughout the state, developed Oregon's English Language Proficiency Standards. These standards describe progressive levels of competence in English acquisition for five proficiency levels: beginning, early intermediate, intermediate, early advanced and advanced. English language proficiency levels set clear benchmarks of progress that reflect differences for students entering school at various grade levels.

As specified in Title III of ESEA, ELP content standards are designed to supplement the existing English Language Arts academic content standards to facilitate students' transitioning into regular education content classes. ELP Standards were designed to guide language acquisition to allow English Learners to successfully participate in regular education classes. ELP assessments measure ELP standards, not English Language Arts standards. This is an important distinction, as ELP content validity is based on the degree to which tests reflect ELP content standards, which, although designed to supplement the ELA standards, is quite different in structure and meaning. ELs are required to take ELP assessments *in addition to* ELA and other content assessments. Therefore, the domain of ELP assessments differs from English Language Arts.

1.3 Introduction

Test development has an important role in the proper interpretation of test scores. Because test scores are influenced by test specifications, test pool design, and item content, proper test development is essential for accomplishing the test user's purposes. Oregon strives to establish a proper set of content standards that guides the formation of an assessment domain that accurately reflects the student's progress at learning the English language. ELPA scores assess English ability in reading, writing, listening, speaking, and comprehension for English Learners. The ELPA content reflects the language competencies a student requires to be successful in Oregon classrooms. ELPA scores are one form of evidence educators may use when making decisions regarding the needs of their English Learners.

The content and language skills that the ELPA measures serve as one vital source of the validity evidence. The Bachman Framework of communicative competencies was adopted to develop the ELPA measures. This framework hypothesizes a set of competencies that second language learners demonstrate when they have sufficient language knowledge to communicate properly within a given context. Language communication within schools is embedded within academic contexts that require students to both learn and use English during learning. A set of grammatical and illocutionary competencies from Bachman's framework is targeted and their application assessed within various educational contexts. This volume reviews this framework as well as the item development approach undertaken to construct these measures.

Defining an appropriate domain to which test score inferences can be made helps to evaluate the compatibility of the theoretical framework upon which the test is based given the multiple item types and the test's purposes. The broad knowledge structures and skills domains of speaking, reading, listening, writing, and comprehension present eligible content that is assumed to be comprised of form and functional components that may be singularly defined but interact to produce language. The three forms of morphological, semantic, and syntactical competencies are demonstrated when language functions to produce student understanding of the use of the grammatical system employed by the English language. Functional or illocutionary competencies like ideation and manipulation are demonstrated when students understand the message being communicated within a variety of academic contexts.

To maintain the content validity of ELPA framework, Oregon performs various content reviews and applies empirical methods to give test developers a stronger scientific basis for their decisions. For example, each year an item development plan is constructed that targets various form and functional components within the knowledge and skills domains that will be field tested according to the specific needs viewed in the item bank. Items are developed by trained item writers, and content and sensitivity reviews are performed before field testing. External experts and independent reviewers are also contracted to check the alignment and articulation of items to the standard. Empirical quality checks are performed on all field items before they are made operational.

1.4 – Defining Academic English

For the purpose of this assessment, academic English is defined broadly as the English necessary to function and communicate successfully in the school system of the United States. It includes the language of interaction between students and teachers (*How are you?; Would you help me please?*), vocabulary related to the school and classroom objects (*blackboard, pencil, dictionary, library*), direction of student behavior (*line-up, go to the cafeteria, recess ends at 12:30*), explicit content language (*osmosis, square root, quarter note*), and reading passages connected to content standards and responding to questions based on the reading passage (*The first flying craft constructed by the Wright brothers was a glider, which they flew like a kite. In the story the word "constructed" means the same as built, bought, crashed, found.*)

Regardless of specific language types found throughout the test, an important consideration in the creation of ELPA concerns the differences inherent in testing academic language as opposed to prior knowledge of a content area.

1.5 - Academic Contexts

Because language use is always couched within a context, ELPA was designed to include a number of different school- and content-related situations and contexts, such as the following:

- Math
- Science
- Social studies
- Language arts
- Supplementary (art, music, drama, sports, recess, library, cafeteria)

This assessment is constructed such that language skills are assessed independently of any potential knowledge of subject matter, or lack thereof. The inclusion of context-based items does not assume that the student possesses prior knowledge of explicit content for these areas. *Contexts* differ from *content*, and should not be equated. Thus, a dialogue between two students may take place in the science lab (context) and discuss the class's assignment (content), but the language skill being tested might be verb conjugation, not science content (e.g. *Yesterday we **learned** how to use the microscope*; the remaining foils might be *learn, learning, learns*.) An ELPA item set within a science context will not require students to have prior knowledge of, for example, the various parts of a microscope, or the parts of a cell, in order to successfully complete the item. The ELPA is not designed to assess content of specific subjects; rather, test items are situated within, and draw upon the language of, familiar school-related contexts.

1.6 – Assessment Features

The 2011-15 ELPA has the following features:

- Web-based, electronically administered online through a secure browser
 - Segmented in two parts: Segment 1 is reading, writing, and listening; Segment 2 is speaking
 - Segment 1 (reading, writing, listening) is adaptive; Segment 2 (speaking) is semi-adaptive
 - Research-based and documented
 - Aligned to the Oregon ELA (English Language Arts) content standards
 - Aligned to the Oregon 2005 ELP (English Language Proficiency) standards
 - Valid and reliable
 - Conducted in English
 - Tests the following grade bands K-1, 2-3, 4-5, 6-8 and 9-12
 - Produces a score and level for overall academic English proficiency.
 - Produces sub-scores in four domains: listening, speaking, writing, and reading
 - Reports a measure of comprehension as a combination of listening and reading
 - Measures grammatical and illocutionary competence, using item-type specific rubrics
 - Demonstrates growth in English language acquisition skills over time
 - Applicable to students of any language or cultural background
 - Supports Title I accountability and Title III program evaluation in local school districts
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Section 2.0 - Test Development and Design

2.1 - Key Test Development Decisions

The following list summarizes the key decisions made during the development of this assessment.

General

1. Testing is conducted in English.
2. Assessment is not intended to be a placement or sole exit test. It is not intended to be the only measure but rather one of many inputs to the overall plan for the student.
3. There are five grade bands: K-1, 2-3, 4-5, 6-8, and 9-12. Tests cover grade ranges; for example, there is a 4-5 test, not a fourth grade test, et cetera.
4. Tests are constructed to yield a single English language proficiency score which maps directly to ELP levels of beginning, early intermediate, intermediate, early advanced, and advanced (fluent).
5. Proficiency level achievement standards were established for overall English proficiency, not for sub-domains. Cut points will be established based on the overall English proficiency scale.
6. Tests report sub-scores in four domains – reading, listening, writing and speaking. A fifth sub-domain, comprehension, is derived from sub-scores in reading and listening.
7. Tests report two additional Score Reporting Categories: grammatical competence and illocutionary competence. These categories are measured using the scores from all hand-scored operational items that the student is administered during the operational assessment. These hand-scored items are in the writing and speaking domains only.

Standards

8. 2005 Standards include descriptors for five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced (fluent).
9. The 2005 ELP standards are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. This connection is not a perfect match or a one-to-one correspondence.
10. The ELP assessment must be aligned with the 2005 ELP standards. Alignment requires that each item address a specific ELP content standard.
11. Each ELP item is based on the language functions, a subset of the 2005 ELP standards.

Measurement

12. The object of this set of assessments is to determine a student's current proficiency level and to monitor growth in English proficiency across time. Current ESEA Title III regulations call for growth in English proficiency to be used as a criterion for evaluating ELD programs at the district level. At the student level, performance on the ELPA is used as a major factor in design of his or her program supporting English language development.
 13. Test scores are to be used in reference to proficiency criteria rather than expectations generated by norms.
 14. The overall proficiency score and level is based on an English proficiency scale, not on separate scales for each domain. Domains (reading, writing, speaking and listening) are goals or strands within the overall English proficiency construct.
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2.2 – Overview of Test Design

For 2011-15, Segment 1 of the ELPA is administered as a computer adaptive test. The first item group for each student is selected conditional on any prior ELPA test score and pathways to subsequent items depend on their responses to each item presented. If there is no prior ELPA test score for the student, the first item group will be selected from the “average” range of item difficulty. Segment 2 of the ELPA is administered as a semi-adaptive test with an affinity group that guarantees that each student is administered one item that is at the highest level of difficulty for their grade band. With the exception of the single affinity group speaking item, the item group for each student is selected conditional on the responses to the Segment 1 machine-scored items.

Based on the grade-band specific test blueprint, each test form contains a mixture of selected response, short answer, extended response, and elicited imitation items (see 2.6 for a detailed description of each item type). Open-ended item types such as short answer and extended response are kept to a minimum to facilitate quicker and economical scoring. All operational reading and listening items are selected response. Writing items are divided among multiple choice and extended response item types. Depending on grade band, speaking items are a mixture of elicited imitation, short response, and extended response. Elicited imitation items are only administered to students in grade bands K-1 and 2-3. Extended response items are given only to students in grade bands 4-5, 6-8 and 9-12.

Each item is written to address the following information:

| | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------|
| Grade level | K-1, 2-3, 4-5, 6-8, 9-12 |
| Domains | reading, writing, listening, speaking |
| Assessment Point | Forms: grammatical (vocabulary, morphology, syntax) Functions: illocutionary (ideational, manipulative) |
| Intended difficulty | beginning, early intermediate, intermediate, early advanced, advanced (fluent) |
| Item Type | selected response, short answer, extended response, elicited imitation, word builder |

2.3 Constructs ELPA is Designed to Measure - Forms and Functions

The conceptual framework for the Oregon ELP Assessment is based on research in the field of Education, Applied Linguistics and the English Language Acquisition process. After research into current linguistic models, Oregon adopted a framework which focuses on two major components of language competence: Grammatical Competence and Illocutionary Competence. Each of these is further sub-divided, resulting in a total of five assessable components of language competence.

Grammatical Competencies refer to forms of language like knowledge of words, syntax, and morphology.

1. Morphology refers to the component of words, such as their base forms, prefixes, suffixes, and inflection and derivational endings, and even changes in the base forms themselves to indicate syntactic roles such as tense (am v. was, eat v. ate, etc.).
 2. **Vocabulary**, or “lexicon,” consists of the words of the language. Words fall into several common so-called “parts of speech”:
-

- Nouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Pronouns
- Articles
- Conjunctions

English Learners acquire a great deal of vocabulary without instruction, particularly vocabulary that they frequently hear, words that represent tangible or concrete experiences, or words that relate to their immediate experiences. ELs often use relatively general words, and at times, teachers use simplified vocabulary to make meaning more comprehensible. However, ELs need to learn the subtle distinctions of vocabulary, e.g., *look, stare, glare, gaze, peer, watch, see*. Two-word verbs may challenge ELs because they can resemble verb + preposition but mean different things: *Look up a word* v. *Look up a chimney*. *Get on the bus* v. *Get on with your business*.

3. **Syntax** refers to what is traditionally called “grammar.” Syntax occurs at the sentence level. It is often explained as “word order,” but in fact the order of words in a sentence is governed by rules that convey the interrelated meanings of the words and phrases in a sentence. Examples of syntax include:

Tenses and Aspects:

- Simple present
- Simple past
- Simple future
- Modals
- Tenses with modals
- Perfect tenses
- Perfect tenses with modals
- Tenses with progressive -ing

Illocutionary competencies refer to the ability to use English, applying correct forms, to communicate or understand communication. Illocutionary competencies that may appear on the ELPA are ideational and manipulative functions.

4. **Ideational** functions communicate ideas from one person to another, e.g., describing actions, expressing likes and dislikes, comparing and contrasting, explaining, defining, cause and effect, and sequencing. Those are listed in the standards document. Ideational functions are prevalent in instruction. Examples of language forms that can occur in ideational functions include *big, bigger than, less than, similar to, and different from*, for comparing and contrasting; *prefer* and *would rather* for expressing likes and dislikes; *because, as a result*, for cause and effect; *before, after, having completed*, for sequencing or describing temporal relations.
5. **Manipulative** functions are the use of language to get something done or influence behavior, such as requesting or giving instructions. Language forms that occur in manipulative functions might

include the imperative, e.g., *Sit down*. Other forms can also be used, such as *Would you please, I'd like for you to, Why don't you*, and many others.

2.4 – Ensuring Item Alignment with the Construct and Standards

All ELPA operational items are coded for alignment to the ELP standards based on the competency framework and eligible content as outlined in section 2.3. Additionally, items are coded to indicate which competency (syntax, vocabulary, morphology, manipulative, ideational) was demonstrated by a student's correct response to an item, the assessment point. All items, whether grammatical or illocutionary, are also coded for the “functional context” as further evidence of standards alignment. The ELP standards document lists 23 specific functions, and items are coded according to that list of functions.

2.5 - Principal Item Types; Relation to Domains

All ELPA items consist of a stimulus, a stem, and, in the case of selected response items, four foils. A stimulus may consist of a picture plus an audio or written text, or simply a picture (all items, regardless of type, contain a graphic/picture prompt). A stem consists of an audio and/or written prompt or question. Foils, where present, always number four and may be in the form of text or pictures (but not a combination of the two), or text and audio.

A variety of item types are designed to contribute to different aspects of English language development. The ELPA consists of four principal item types, some of which are presented through various item types. Some of these item types are presented in multiple domains, while others are used exclusively in one domain:

| | Item Type | Domains | Score Points/ Forms and Functions |
|---|--------------------|-----------------------------|--------------------------------------------------------------------------------------------------|
| 1 | Selected Response | Reading, Listening, Writing | 0 or 1 (Grammatical and Illocutionary) |
| 2 | Elicited Imitation | Speaking | 0 or 1 (Grammatical – syntax) |
| 3 | Word Builder | Writing | 0 or 1 (Grammatical -morphology and vocabulary) |
| 4 | Short Response | Speaking | Four points, scored on a scale of 0, 1, 2 with two criteria g/i (Grammatical and Illocutionary) |
| 5 | Extended Response | Writing, Speaking | Six points scored on a scale of 0, 1, 2, 3 with two criteria G/I (Grammatical and Illocutionary) |

2.6 - Item Distribution Across Grade Bands

| | | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|------------------|--------------------|-----|-----|-----|-----|------|
| Reading | Selected Response | x | x | x | x | x |
| Listening | Selected Response | x | x | x | x | x |
| Writing | Selected Response | x | x | x | x | x |
| | Word Builder | x | x | | | |
| | Extended Response | | | x | x | x |
| Speaking | Elicited Imitation | x | x | | | |
| | Short Response | x | x | x | | |
| | Extended Response | | | x | x | x |

2.7 – Order of Delivery

The test is administered based on the computer adaptive and semi-adaptive algorithms in each of the two segments of the assessment. For Segment 1, the delivery is mixed between reading, writing and listening items needed to fulfill the minimum requirements of the test blueprint. For Segment 2, the delivery of all but one speaking item is based on the student performance on the machine-scored items from Segment 1. One speaking item is based on the affinity group, ensuring that each student receives at least one speaking item with a high potential for difficulty, regardless of Segment 1 performance.

2.8 – Item Type Explanations

Selected response are also known as multiple choice. For reading, writing and listening selected response items, the student will be presented with a stimulus, a stem and four foils with written responses. Additionally, for reading and listening, the student might also be presented with a stimulus, a stem and four foils made up of pictures. Students must read or listen to the stem and click on the picture that best represents the correct response. For these picture click items, the text prompt may be a single word, a phrase, a sentence, or a brief passage.

Word builder items are machine-scored items that are essentially fill-in-the-blank style items. A student must produce a small unit of language, e.g., a letter or a word, to get credit. Word builder items may have several acceptable responses, which are listed in a scoring look-up table. The student gets credit for any suitable response.

Elicited imitation speaking items require that the student repeat a recorded sentence verbatim in order to receive credit.

Short response items, used in the speaking domain, require the student to produce language consisting of at least one single simple sentence to convey an observation. Speaking short response items are scored on an item-specific rubric. The criteria for full credit on one item of this type may differ from another item of the same type, according to the complexity of the language features elicited by the item. The actual psychometric value of responses to different short response items lies not in the assigned score but according to the overall ELPA scores of respondents who obtained given item scores. Scores on this item type should not be presumed to correspond to a given level of proficiency absent information about the respondent's overall score.

Extended response items, used in the speaking and writing domains, require the student to produce language consisting of at least one complex sentence or several simple sentences with clauses to convey an observation based on multiple features of the prompt. Extended response items are scored on an item-specific rubric. The criteria for full credit on one item of this type may differ from another item of the same type, according to the complexity of the language features elicited by the item. The actual psychometric value of responses to different extended response items lies not in the assigned score but according to the overall ELPA scores of respondents who obtained given item scores. Scores on this item type should not be presumed to correspond to a given level of proficiency absent information about the respondent’s overall score.

For both short response and extended response items, the scoring rubrics may follow a common template, but they contain item-specific information needed to inform the rating process. Rubrics generally address both functional and grammatical elements, but do not require specific language unless the directions call for this. Thus, the general prompt, “Tell about what is in the picture,” will not necessarily evoke a specific tense or word ending, but will be judged on overall content and grammatical form. Rubrics may take into account communicative effectiveness (illocutionary competency), correctness of syntax and appropriateness of vocabulary. Thus three different elements of eligible content may influence the rubric and the score the student receives.

2.9 – Distribution of Item Types

Title III of ESEA requires that English proficiency tests assess in four domains, reading, writing, speaking, and listening. The following table shows which item types are used to assess each domain.

| Item Type | Domain | | | |
|--------------------|---------|---------|-----------|----------|
| | Reading | Writing | Listening | Speaking |
| Selected Response | X | X | X | |
| Word Builder | | X | | |
| Short Response | | | | X |
| Extended Response | | X | | X |
| Elicited Imitation | | | | X |

In most cases, there is not an exact match between item type and the eligible content being assessed. However, the following table shows the kind of eligible content that an item type may potentially assess.

| Item Type | Eligible Content | | | | |
|--------------------|------------------|------------|------------|------------|--------------|
| | Syntax | Morphology | Vocabulary | Ideational | Manipulative |
| Selected Response | X | X | X | X | X |
| Word Builder | | X | X | | |
| Short Response | X | X | X | X | X |
| Extended Response | X | X | X | X | X |
| Elicited Imitation | X | | | | |

Section 3.0 - Alignment of ELPA to ELP Standards

Oregon Department of Education manages the alignment of content standards and assessments by carefully controlling every step of the test development process—from the creation of test specifications to item writing, content and bias review, field testing, review of item performance, and test form development.

3.1 – Life of an ELPA Item

Items are written by Oregon’s test vendor, American Institutes for Research (AIR), and reviewed by content specialists at AIR and at ODE prior to being submitted for review by the ELPA Content and Assessment Panel.

The Oregon ELD teachers and specialists who make up the ELPA Content and Assessment Panel then review the items to verify that they are aligned with the functions of the ELP standards. Grade level and judged proficiency levels are also verified. In addition, the Oregon Sensitivity Panel reviews all items for bias and sensitivity. The ODE assessment specialist makes final recommendations for edits and revisions to the test vendor.

Approved field test items are embedded in ELPA as part of the operational test. Data is collected and analyzed to determine if the items perform as expected on criteria for acceptance (i.e. point-biserial, percent correct greater than .25, differential item function), and the test vendor staff calibrates the items. Any test item that does not perform as expected is analyzed, revised and field-tested again, or is rejected from the field test pool.

Section 4.0 – Test Specifications

4.1 Purpose of Test Specifications

Test specifications explain the overall design of a test and describe the specific content that appears on a test, conveying to teachers what they can expect on state assessments and what they are responsible for assessing through classroom assignments and work samples. As the foundation for test development, the test specifications place boundaries around the domains for which score inferences are desired.

4.2 Domain Specifications

The test specifications and blueprint documents are updated annually for the ELPA. Additional information about each domain, including descriptions and sample released items can be found by accessing the documents on the web at <http://www.ode.state.or.us/search/page/?id=496>.

4.2.1 – Reading Domain General Description and Rationale

The reading domain is designed to evaluate test-takers’ ability to scan written passage for gist and to extract detailed information. The reading test is based on the notion that reading proficiency is the ability to extract information from written texts for a particular purpose. The reading test acknowledges the interaction between the proficiency of the reader and the difficulty of a text. At lower levels of proficiency, readers will be limited to understanding learned

words or phrases. Therefore, the texts used at the lower levels are chosen to represent immediate personal needs, such as signs, time tables, and short notes. As reading proficiency increases, a wider variety of texts are used.

All the reading passages are written to mimic authentic reading tasks, such as reading signs or journal entries. The reading materials range from word, phrases, and sentences to longer texts. See the test specifications and blueprint documents for additional information.

4.2.2 Listening Domain General Description and Rationale

The listening domain evaluates the test-takers' competency in understanding the English language in its spoken form. Generally two types of comprehension processes are assumed: local and global. Local processes refer to detecting information within a clause, while global processes refer to comprehending information across clauses. Proficient listening requires the use of both of these processes in complementary fashion.

The domain consists of a series of passages such as dialogues, monologues, or statements. The length of each dialogue, monologue, statement or word is set up to 45 seconds, but most are 30 seconds or less. The questions assess the test-takers' ability to understand the gist of the passage as well as extract detailed information. The passages and questions are performed by native speakers of English and are delivered at a proficiency-appropriate speed. See the test specifications and blueprint documents for additional information.

4.2.3 – Writing Domain General Description and Rationale

The writing domain tests the test-takers' writing ability in the English language in terms of organization, mechanics and grammatical competence. Test-taker responds to the tasks by clicking correct answer, selecting letter(s) from the onscreen keyboard, keyboarding directly, depending on different tasks.

The responses are graded by professional raters according to a rubric based on the Oregon English Language Proficiency Standards. See the test specifications and blueprint documents for additional information.

4.2.4 - Speaking Domain General Description and Rationale

The speaking domain evaluates the test-takers' competency to understand the English language and to produce the language orally. The speaking tasks are non-interactive (i.e. not an interview or conversation). Test-takers record their responses directly into the computer using a headset. The responses are graded by professional raters according to a rubric based on the Oregon English Language Proficiency Standards. See the test specifications and blueprint documents for additional information.

Section 5.0 – Item Development

5.1 - Item Writing Process

Oregon's item development procedures are consistent with best practices in assessment development. Test items take approximately two years to be developed and become operational, including writing, reviewing, and field-testing of each item.

Test items are written by the test vendor, AIR, and its subcontractors under the supervision of the AIR content specialist and ODE ELPA Specialist. Items are reviewed by Oregon teachers during both content panel and sensitivity panel reviews.

5.2 - Process of Review

5.2.1 - Content and Assessment Panel Review

All items generated for use on Oregon statewide assessments must pass a series of rigorous reviews before they can be used in field and operational tests. Items are accepted, rejected, or modified by the Content and Assessment Panel to make sure they represent the constructs embodied in grade-specific content standards and test specifications. Only the items that measure the grade-level expectations are carried forward to the field-test stage. In addition to judgments of content relevance, the panels appraise the technical quality of items, looking for items that are free from such flaws as (a) inappropriate readability level, (b) ambiguity, (c) keyed answers and distractors, (d) unclear instructions, and (e) factual inaccuracy.

2013-15 ELPA Assessment and Content Panel membership:

| Position | Organization | G |
|----------------------|----------------------------|------|
| ELD teacher | Hood River County SD | 9-12 |
| EL Specialist | Salem-Keizer SD | 6-12 |
| ELD teacher | Hillsboro SD | 4-5 |
| ELD teacher | Klamath County SD | K-12 |
| ELD TOSA | Tigard- Tualatin SD | 6-8 |
| ELD teacher | Eugene 4-J | K-5 |
| ELD teacher | Jackson County District #6 | K-5 |
| ELD program manager | North Clackamas | 9-12 |
| ELD specialist | West-Linn Wilsonville SD | K-5 |
| ELD Site Coordinator | Morrow County | K-5 |
| ELD Specialist | Springfield SD | K-12 |
| ELD teacher | North Santiam | 4-8 |

5.2.2 - Sensitivity Panel Review

In general, sensitivity panels ensure that items

- present racial, ethnic, and cultural groups in a positive light.
 - do not contain controversial, offensive, or potentially upsetting content.
 - avoid content familiar only to specific groups of students because of race or ethnicity, class, or geographic location.
 - aid in the elimination of stereotypes.
 - avoid words or phrases that have multiple meanings.
-

2013-14 ELPA Sensitivity Panel membership:

| Position | Organization | Level |
|-------------------------------|---------------------|-------|
| Teacher | Milton Freewater SD | K-12 |
| Multicultural Coordinator | Bethel SD | K-12 |
| Teacher | Portland Public SD | K-12 |
| Multicultural Coordinator | Tigard Tualatin SD | K-12 |
| Coordinator/Special Services | Gladstone SD | K-12 |
| Teacher | Portland Public SD | K-12 |
| Compliance Officer | Portland Public SD | K-12 |
| Retired educator | n/a | K-12 |
| EL Teacher | Bend LaPine SD | K-12 |
| Retired educator | n/a | K-12 |
| Retired educator | n/a | K-12 |
| Equity & Diversity Specialist | Lane ESD | K-12 |
| Retired educator | n/a | K-12 |

Following the sensitivity panel review and according to panel feedback, the Oregon ELPA specialist edits and revises items as needed. Reviewed, edited and finalized items are then field tested.

5.3 – Criteria for Test Questions

5.3.1 - Selected Response (and other) Item Types

The Oregon ELPA exam includes selected response items in the reading, listening, and writing domains of the test. The basic components of a selected response item are the stimulus, the stem, and the foils. While the guidelines below provide specific instructions regarding the three components of selected response items, all ELPA items contain a stimulus and a stem; therefore, much of the information outlined here may be applied to stimulus and stem selection/creation of other item types.

An acceptable item will include the following characteristics:

Stimulus Characteristics

The stimulus presents the information that the test taker needs in order to complete the task that will be presented in the stem. The stimulus may be a picture, a written text, or a spoken text to which the test taker will refer when selecting the best response to the question. Written and spoken stimuli must always be accompanied by an appropriate graphic.

The following characteristics are considered when selecting or creating the stimulus:

- **Subject matter** – The stimulus provides a context for measuring the student’s understanding or use of academic English. As such, the subject matter should be school-related and should be age and/or grade level appropriate.
-

- **Difficulty** – The vocabulary and the complexity of the language (grammar, sentence structure, etc.) should be appropriate to the age and/or grade level for which the item is being written
- **Length** – Written texts may range from 1 to 150 words in length. Oral texts should not exceed 30 seconds when read at a normal rate of speech.
- **Clarity** – Both images and texts should be straight forward, clear, and unambiguous.
- **Veracity** – Information presented in non-fiction texts, whether written or oral, should be accurate and true. All texts should be grammatically well formed, and should avoid the use of slang or idiomatic phrases.

Stem Characteristics

The stem presents the question or the task that the examinee needs to respond to. The stem can be presented either as a direct question, or as a sentence completion task (selected response items) or as a single word, a phrase, or statement.

The following characteristics are considered when creating the stem:

- **Clarity** – The task should be straight-forward, clear, and unambiguous. The examinee should not be asked to do more than one thing at a time. [Each item should contain only a single point of assessment.]
- **Difficulty** – The language used in the stem should be age and/or grade level appropriate. It should not be more sophisticated or complex than the language of the stimulus.
- **Format** – The stem should either be a *wh*- question or an incomplete statement (selected response items) or as a single word, a phrase, a question, or a statement.
- **Opinion** – The examinee should never be asked for his/her opinion.
- **Stimulus-based** – The stem should refer the examinee directly to the stimulus by using a lead-in such as *According to this passage...*, *When the narrator says...*, *In this story...* . (Example: see above)
- **Rephrase** – The stem should never be copied directly from the stimulus. In order to be sure that you are assessing comprehension, rather than the simple ability to recognize and match identical strings of words, always rephrase or reword the text from the stimulus.
- **Prior knowledge** – With the exception of vocabulary items, successful completion of the task should not depend upon, or be made easier by the examinee possessing prior or outside knowledge. The examinee should not be able to answer the question or successfully complete the task without reading or listening to the passage.
- **Subject area as context** – The point of the ELP assessment is to measure the examinee’s English language proficiency, not his/her content area knowledge specifically. Material that is taught in the various content area classes, including Language Arts, should not be a part of this assessment, although the content can be the premise of the test items. The purpose of the assessment is to measure the English language proficiency needed to meaningfully participate in those classes.
- **Fairness & sensitivity** – Avoid questions that might offend, distract, or disadvantage any particular group. Stems and stimuli should adhere to ADA standards.

Foil Characteristics

This component is applicable solely to selected response items. The foils present four possible responses from which the examinee may select in responding to the stem. One of the foils presents the correct answer and the other three present distractors. The following characteristics should be considered when creating the foils:

- **Veracity** – The correct answer, or key, should be unambiguously true, and should not be based upon opinion. It should be clearly found in, or inferred directly from the stimulus. However, the key must never be directly copied from the stimulus.
- **Grammaticality** – Distractors should never be ungrammatical or untrue in and of themselves, unless it is a grammatical point that is being assessed.
- **Only one right answer** – Be certain that one and only one of the foils can be construed as the correct answer.
- **Plausibility** – All of the distractors should be equally plausible. The examinee should not be able to eliminate one or more of the foils just because it is implausible. Likewise, the question should not be easily answered without referring to the stimulus. Tactics for avoiding such situations include the following: (a) for vocabulary items, use alternative senses of the key to create additional, plausible foils (e.g. consult a dictionary for alternate definitions of the key); (b) create foils which might logically follow the preceding phrase in the question (e.g. *In this story, Ana had to get _____. [a summer job, directions to the ballpark, a good grade, more sleep, a measles shot, car insurance, a better laptop, more exercise]*); (c) *pull key words from the stimulus and devise foils containing those words (if relatively plausible as responses to the stem).*
- **Consistency** – None of the foils should be significantly different in format or “flavor” from the others. This includes selected response items with graphics for foils, and “stacked” options that contain two elements.
- **Single point of assessment** – There should only be one point of assessment per item, and all of the foils should uniformly focus on that single point.
- **Simplicity** – Words should not be repeated needlessly in the foils.

5.3.2 - Text Selection Criteria

Guidelines on text selection (Appendix C) discuss the principal areas requiring attention when selecting an appropriate text (stimulus) for the ELPA. Chief among these are (a) copyright issues and text sources, (b) grade-band and level appropriateness, and (c) fairness/sensitivity.

- Copyright Issues: Texts chosen for ELPA must be copyright free, and the ELPA Style Guide points writers to appropriate sources for such texts.
- Grade-band: Regarding grade and age level, difficulty, and subject matter, writers are directed to adhere to ODE ELP Standards and choose texts not only of the appropriate difficulty for the target grade band, but also those which represent academic content and language. This criterion includes selection of texts within designated subject areas (science, math, social studies, and language arts) and of specific types (expository, narrative, persuasive, or word problem).
- Fairness and sensitivity: Texts and associated items should adhere to ADA standards.

5.3.3 - Graphics Selection Criteria

Guidelines for Graphics Selection (Appendix D) in the ELPA Style Guide outline the primary issues associated with choosing appropriate graphics for ELPA test items. Every ELPA item contains at least one graphic as part of the stimulus, and associated considerations are detailed in this section of the document. These considerations include (a) source(s) of graphics, (b) purpose and appropriate usage of graphics, (c) clarity, (d) age-level appropriateness, and (e) fairness/sensitivity. In general, graphics are meant to help establish context for the text/

spoken stimulus, and for the stem. Graphics should be clear and unambiguous but should not point to an obvious correct answer or contain inappropriate content or stylistic features.

5.4 – Final Item Pool Assembly

ODE specialists construct a spreadsheet, indicating the operational items eligible for use at each grade band. The spreadsheet governs test administration, ensuring that the test blueprint is met for each student's test ([see Test Specifications and Blueprints for a detailed description of these requirements](#)). Items assigned to the operational item pools test are intended to cover the full range of difficulty identified for that grade band, not just to hover close to the mean. The adaptive algorithm draws items from the full range of difficulty, ensuring precise scores for students across ability levels.

APPENDICES

APPENDIX A

LANGUAGE FUNCTIONS and FORMS

The English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards are designed to supplement the ELA standards to ensure that LEP students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. They can be found on the web at www.ode.state.or.us/teachlearn/standards/elp/files/all.doc.

This section contains language functions and forms that native English speakers acquire mostly before entering school or naturally at home. These language functions and forms, however, need to be explicitly taught to English Learners (ELs). They may be taught to ELs at all grade levels, and as the need and context arises.

Forms of a language deal with the internal grammatical structure of words. The relationship between *boy* and *boys*, for example, and the relationship (irregular) between *man* and *men* would be **forms** of a language.

A language **function** refers to the purpose for which speech or writing is being used.

In speech these include:

- giving instructions
- introducing ourselves
- making requests

In academic writing we use a range of specific functions in order to communicate ideas clearly.

These include:

- describing processes
- comparing or contrasting things or ideas, and
- classifying objects or ideas

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.class.uh.edu/MCL/faculty/pozzi/grnl1/intr/intr.0.1.2.pdf>

Language Functions and Examples of Forms

| Language Function | Examples of Language Forms |
|-------------------------------------------|----------------------------------------------------------------------|
| Expressing needs and likes | Indirect/ direct object, subject/ verb agreement, pronouns |
| Describing people, places, and things | Nouns, pronouns, adjectives |
| Describing spatial and temporal relations | Prepositional phrases |
| Describing actions | Present progressive, adverbs |
| Retelling/relating past events | Past tense verbs, perfect aspect (present and past) |
| Making predictions | Verbs: future tense, conditional mode |
| Asking Informational Questions | Verbs and verb phrases in questions |
| Asking Clarifying Questions | Questions with increasing specificity |
| Expressing and Supporting Opinions | Sentence structure, modals (will, can, may, shall) |
| Comparing | Adjectives and conjunctions, comparatives, superlatives, adverbs |
| Contrasting | Comparative adjectives |
| Summarizing | Increasingly complex sentences with increasingly specific vocabulary |
| Persuading | Verb forms |
| Literary Analysis | Sentence structure, specific vocabulary |
| Cause and Effect | Verb forms |
| Drawing Conclusions | Comparative adjective |
| Defining | Nouns, pronouns, and adjectives |

| | |
|-------------------------------|---------------------------------------------------------------------------|
| Explaining | Verb forms, declarative sentences, complex sentences, adverbs of manner |
| Generalizing | Abstract nouns, verb forms, nominalizations |
| Evaluating | Complex sentences; increasing specificity of nouns, verbs, and adjectives |
| Interpreting | Language of propaganda, complex sentences, nominalizations |
| Sequencing | Adverbs of time, relative clauses, subordinate conjunctions |
| Hypothesizing and speculating | Modals (would, could, might), compound tenses (would have been) |

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ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS

| 1. Language Function: Expressing Needs and Likes | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS: |
| Students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. Early stages show no verbal responses while in later stages one or two word responses are expected. Students respond in single words and phrases, which may include subject or a predicate. Many speech errors are observed. <i>(bear, brown)</i> | Students demonstrate increased comprehension of general meaning and some specific meaning; use routine expressions independently and respond using phrases and simple sentences, which include a subject and predicate. Students show basic errors in speech. <i>(The bear is brown. He is eating.)</i> | Students demonstrate good comprehension of general meaning; increased comprehension of specific meaning; responds in more complex sentences, with more detail using newly acquired vocabulary to experiment and form messages. <i>(The brown bear lived with his family in the forest.)</i> | Students demonstrate consistent comprehension of general meaning; good understanding of implied meaning; sustain conversation, respond with detail in compound and complex sentences; actively participate using more extensive vocabulary, use standard grammar with few random errors. <i>(Can bears live in the forest if they find food there?)</i> | Students' comprehension of general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary; use of conventions for formal and informal use. <i>(Would you like me to bring pictures of the bear that I saw last summer?)</i> | |
| <i>One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., two, apples, or tree)</i> | <i>Simple sentences with subject/verb/object. "I like/don't like—(object)—." I need a /some — (object)—."</i> | Elaborated sentences with subject/verb/object | Sentences with subject/verb/object and dependent clause | Complex sentences, perhaps with tags or embedded questions | <u>Sentence Structure:</u> The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes. |

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ALL GRADES

2. Language Function: **Describing People, Places and Things**

| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Common nouns and adjectives | Simple sentences with the verb to be, using common nouns and adjectives. <i>The (my, her) _____ is/are _____. A (it) has/have _____.</i> | Elaborated sentences has/have/had or is/are/were with nouns and adjectives | Compound sentences with more specific vocabulary (nouns, adjectives) | Complex sentences with more specific vocabulary (nouns, adjectives) | <u>Nouns Pronouns and Adjectives:</u> Students learn to understand and generate oral and written language with nouns, pronouns and adjectives. |

3. Language Function: **Describing Location**

| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Demonstrated comprehension of total physical response commands, including prepositions (e.g., <i>on, off, in, out, inside, outside</i>) | Simple sentences with prepositional phrases (e.g., <i>next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under</i>) | May include two prepositional phrases with more difficult prepositions (e.g., <i>in front of, behind, next to</i>) | Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>) | Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>) | <u>Prepositional Phrases:</u> Students learn to understand and generate oral and written language with prepositional phrases. |

4. Language Function: **Describing Action**

| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|---------------------------------------------------------|---------------------------|------------------------------------------------|---------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate comprehension (perform or describe actions) | Present progressive | Variety of verb tenses and descriptive adverbs | Adverb clauses telling <i>how, where, or when</i> | Adverb clauses telling <i>how, where, or when.</i> | <u>Present Progressive, Adverbs:</u> Students learn to understand and generate oral and written language skills with present progressive and adverbs. |

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5. Language Function: **Retelling/Relating Past Events (Kinder – General Understanding)**

| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|-------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Single words in response to past tense question | Simple sentences with past progressive ____ (pronoun) ____ was/were ____-ing. | Simple sentences with regular and irregular past tense verbs “Yesterday/Last ____/On ____ day (pronoun) ____ -ed (prep. phrase or other direct object).” First ____ and then ____ . Finally | Compound sentences using past tense and adverb | Present progressive/past perfect tense with specialized prepositions ____ have/has been ____-ing since/for ____. | <u>Past Tense Verbs:</u> Students learn to understand and generate oral and written language with past tense verbs. |

6. Language Function: **Making Predictions**

| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|---------------------------------------------------------------------------------------------------------|--------------------------------|---------------------|------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In response to questions, may respond by circling, pointing, and so on, or answer with one or two words | The ____ is/are going to ____. | The ____ will ____. | Conditional (could, might) mood in complex sentences | Conditional (could, might) mood in complex sentences | <u>Verbs: Future Tense, Conditional Mood:</u> Students learn to understand and generate oral and written language with future tense verbs and conditional mood. |

7. Language Function: **Asking Informal Questions**

| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Simple questions about familiar or concrete subjects | Present or present progressive tense questions with <i>to be</i> | Who, what, where, why questions with <i>do</i> or <i>did</i> | Detailed questions with <i>who, what, when, where, why</i> and <i>how</i> | Detailed questions with expanded verb phrase | <u>Verbs and Verb Phrases in Questions:</u> Students learn to understand and generate oral and written language with verbs and verb phrases in questions. |

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| 8. Language Function: Asking Clarifying Questions | | | | | |
|----------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| Not Applicable | Formula questions clarifying classroom procedures, rules and routines | Formula questions clarifying classroom procedures, rules and routines | A variety of fairly specific questions clarifying procedures or content | Varied, specific questions clarifying procedures or content | <u>Questions with Increasing Specificity</u> |
| 9. Language Function: Expressing and Supporting Opinions | | | | | |
| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| I like/don't like _____ (concrete topics). | I think/agree with (don't) _____. | I think/agree with (don't) _____ because _____. | In my opinion _____ should _____ because/so _____. | Complex sentences using modals and clauses | <i>Sentence Structure</i> |
| 10. Language Function: Compacting | | | | | |
| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| Single words or phrases in response to concrete comparison questions | Sentences with subject/verb/adjective showing similarities and differences | Subject/verb/adjective, <i>but</i> _____. Adjective with –er or –est | Varied sentence structures with specific comparative adjectives and phrases | Complex sentence structure with specific comparative language | <u>Adjectives and Conjunctions</u> |
| 11. Language Function: Contrasting | | | | | |
| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| | Sentences with subject/verb/adjective showing similarities and differences | Subject/verb/adjective <i>like</i> _____ <i>but</i> subject/verb/adjective | Subject/verb/adjective, <i>both</i> subject/verb, <i>but</i> | Approximately used idiomatic phrases and contrasting words (e.g., <i>whereas</i> , and <i>in contrast</i>) | <u>Comparative Adjectives</u> |

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|-------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 12. Language Function: Summarizing | | | | | |
| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| | Simple sentences with key nouns, adjectives, and verbs | Compound sentences with <i>and/but</i> | Conjunctions that summarize (<i>to conclude, indeed, in summary, in short</i>) | Conjunctions that summarize (<i>indeed, therefore, consequently</i>) | <u>Increasingly Complex Sentences with Increasingly Specific Vocabulary</u> |
| 13. Language Function: Persuading | | | | | |
| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| | | Imperative verb forms | Complex sentences with future and conditional | Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clauses | <i>Verb Forms</i> |
| 14. Language Function: Literary Analysis | | | | | |
| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| Single words for character and setting | Simple sentences (subject/verb/adjective) (subject/verb/object) | Compound sentences with <i>and, because, before, after</i> | Descriptive language in more complex sentences | Specific descriptive language in complex sentences | <u>Sentence Structure and Specific Vocabulary</u> |
| 15. Language Function: Cause and Effect Relationship | | | | | |
| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| | Answer cause and effect question with a simple response | Descriptive sentences with past tense verbs | Complex sentences with past tense verbs | Conditional: If ____ had/hadn't _____. _____ would/wouldn't have _____. | <i>Verb Forms</i> |

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| 16. Language Function: Draw Conclusions | | | | | |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| | | Comparative adjectives with past tense verbs in simple sentences | Comparative adjectives with conjunctions such as <i>although, because, that</i> | Comparative adjectives with idiomatic phrases and passive voice | <u>Comparative Adjectives</u> |
| 17. Language Function: Defining | | | | | |
| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| Patterned responses: <i>A table is furniture/ A boy is a person.</i> | Simple terms, aspects of concrete and familiar objects, regular nouns singular and plural, personal pronouns, present tense, simple sentences | Connected text including irregular nouns, personal, possessive pronouns and adjectives with some irregular past tense verbs | Concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives | Clear, well-structured, detailed language on complex subjects, showing controlled use of nouns, pronouns, adjectives | <u>Nouns, Abstract Nouns, Pronouns, Adjectives:</u> Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives |
| 18. Language Function: Explaining | | | | | |
| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| | Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences <i>(Large oaks grew in the park/ The length of the room is 40 feet.)</i> | Explain simple, straightforward information of immediate relevance, using regular verbs and adverbs of manner in declarative sentences and compound sentences <i>(Maria planted the petunia seeds carefully.)</i> | Get across important points using declarative, compound and complex sentences, regular and irregular verb forms Complex: <i>As I came home, I stopped at the store.</i> Compound: <i>The children who came in early had refreshments, but those who came late had none.</i> | Get across which point he/she feels is most important using regular and irregular verb forms, adverbs of manner and compound-complex sentences. Adverbs of manner: <i>The children who sang loudly got a cookie, but those who didn't sing had none.</i> | <u>Verb Forms- Indicative verb (makes a statement of fact), Declarative Sentences, Complex Sentences, Adverbs of Manner:</u> Students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner. |

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19. Language Function: **Generalizing**

| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|-------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Imperative mode: expresses command (<i>Take me home. Stay there.</i>) Collective nouns name, as a unit, the members of a group (<i>herd, class, jury, congregation</i>). | Indicative mode: makes a statement of fact (<i>The temperature is low.</i>) Abstract nouns: name things or ideas that people cannot touch or handle (<i>beauty, honesty, comfort, love</i>). | Subjunctive mode: expressing a condition contrary to fact or expressing a doubt (<i>If only he were here.</i>) | <u>Nouns – Common, Collective and Abstract Nouns; Verb Forms:</u> Students learn to develop and use generalizations using abstract nouns, verb forms and nominalizations. |

20. Language Function: **Evaluating**

| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adjectives that point out particular objects (<i>that wagon, those toys, each person, every girl</i>) Number adjectives: (<i>two men, ten ships, the third time, the ninth boy</i>) | Adjectives used to limit: (<i>few horses, much snow, little rain</i>) | Evaluate simple direct exchange of limited information on familiar and routine matters using simple verbs and adjectives. Correlative conjunctions are used in pairs: both – and; not only – but also (<i>Neither the teacher nor the students could solve the problem.</i>) | Qualify opinions and statements precisely in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc. | Convey finer, precise shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices, such as adverbs that express degree (<i>This class is too hard.</i>); clauses expressing limitations (<i>This is a school van, but it is only used for sports.</i>); and complex sentences | <u>Complex Sentences; Increasing Specificity of Nouns, Verbs, and Adjectives; Correlative Conjunctions:</u> Students learn to understand and use complex sentences using very specific nouns, verbs and adjectives. |

21. Language Function: **Interpreting**

| <i>BEGINNING</i> | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Interpret a single phrase at a time, picking up familiar names, words, and basic phrases (<i>D’Onofrio chocolates are the best.</i>) | Interpret short, simple texts containing the highest frequency vocabulary | Interpret short, simple texts on familiar matters of a concrete type, which consist of high frequency everyday or school-related language | Interpret a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning | Interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial non- | <u>Language of Propaganda, Complex Sentences:</u> Students learn to identify and interpret the language of propaganda |

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|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | literary writings | and use complex sentences. |
| 22. Language Function: Sequencing | | | | | |
| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| Subject <i>(The girl who was sick went home.)</i> Natural sequencing <i>(I hit him and he fell over.)</i> | Direct object <i>(The story that I read was long.)</i> Indirect object <i>(The man to who[m] I gave the present was absent.)</i> | Prepositional object <i>(I found the book that John was talking about.)</i> | Possessive <i>(I know the woman whose father is visiting.)</i> Subordinate conjunctions- used to join two grammatical parts of equal rank <i>(Although he worked hard, he did not finish his homework.)</i> | Object of comparison <i>(The person whom Susan is taller than is Mary.)</i> | <u>Adverbs of time,</u> <u>Relative clauses,</u> <u>Subordinate</u> <u>conjunctions:</u> Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions. |
| 23. Language Function: Hypothesizing and Speculating | | | | | |
| BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED | TARGET FORMS |
| | | Auxiliary verbs that indicate futurity: <i>will</i> and <i>shall</i> | Auxiliary verb indicating desire or intent: <i>would</i> | Auxiliary verbs include modal verbs, which may express possibility: <i>may,</i> <i>might, can, could.</i> | <u>Modals (would, could,</u> <u>might), Compound</u> <u>tenses (would have</u> <u>been):</u> Students learn to hypothesize and speculate using modals and compound tenses. |

APPENDIX B

TEXT SELECTION CRITERIA

Text Sources: Texts must be drawn from approved sources and must be copyright free.

Level and Content: Texts should ordinarily focus on appropriate academic/content area subjects in accordance with grade level and curriculum guidelines **or** contain level-appropriate language (grammatical structure, vocabulary, etc.). Consult Oregon standards to identify appropriate content for each grade band.

(1) Content

- (a) Information presented in non-fiction texts should be accurate and true. All texts should be grammatically well formed, and should avoid the use of slang or frequent idiomatic phrases.
- (b) Texts should adhere to one of the following general subject/content areas:
 - *social studies* (including history, geography, government)
 - *science* (including health, environmental topics)
 - *math* (word problems only)
 - *language arts* (allows for the use of literature to assess language; literature must **not** be employed to assess language arts skills such as topic-sentence writing, paragraph organization, or literary analysis/interpretation)
- (c) Texts should be of one of the following types:
 - *expository* (informational – usually scientific texts or general information)
 - *narrative* (relays a story – often applies to historical accounts; literature)
 - *persuasive*
 - *word problem* (applies to Math only)
- (d) Avoid texts which are overly technical. Texts containing substantial specialized vocabulary or jargon should be avoided unless terms are clearly defined in the text itself. Instead, choose texts with general academic vocabulary

(2) Level

- (e) Texts should provide sufficient opportunities for language assessment in terms of grammar, vocabulary, and morphology for the target grade-band. That is, impoverished texts which afford few chances to develop items assessing language usage should not be selected.
- (f) Select topics that are interesting and engaging for students at the target grade level.

Fairness and Sensitivity: Texts should avoid controversial or potentially offensive topics and language, and should adhere to ADA guidelines.

APPENDIX C

GRAPHICS SELECTION CRITERIA

All ELPA items must include at least one graphic which accompanies a written or spoken stimulus, or which serves as the sole stimulus. An exception to this format is the Picture Click item type, in which each of the four foils consists of a single graphic; the stimulus consequently contains no graphic.

Graphics Sources: Graphics may only be selected from an approved graphics pool (e.g. Clipart.com, and commissioned artist sketches. Do not assign cartoon-like or exaggerated graphics to ELPA items.

Usage and Employment: Graphics are meant to help establish context for the text or spoken stimulus. The following guidelines apply to their selection, usage, and employment in ELPA items:

(1) Graphics must be related to the stimulus but must not contain the answer to the test question.

Example: (Stimulus) -Jeff [or Ana], have you finished your work?

-Well, I'm all done with English, but algebra is taking a long time. Quadratic equations are pretty hard!

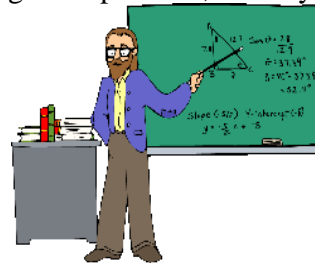
(Stem)

Quadratic equations are a type of ____.

(Foil)

(a) algebra problem, (b) English assignment, (c) science experiment, (d) social studies project

(Poor graphics): pictures containing math problem, math symbols, or numbers



(Better graphics): more general picture of a student sitting in a classroom, writing, thinking, or talking to a teacher



(2) Each graphic may be used only once throughout the ELPA.

(3) When multiple graphics are needed for a single item (e.g. Picture Click items), select graphics of uniform or similar style.

Clarity: Graphics must be as clear and unambiguous as possible.

(1) Graphics must accurately represent their subjects. In the example above (Usage and Employment (1), if the key were meant to be *quadratic equations*, the graphic would need to accurately depict a quadratic equation rather than, for instance, one of simple addition or subtraction. Likewise, actions such as running/jumping, or opening/closing a door, are similar in depiction and may be easily confused. Be sure each graphic *clearly* illustrates the desired object or action.

(2) Graphics must be clear and unambiguous with regard to the stimulus or stem with which they are paired. For instance, if *tree* is the desired image, do not use a graphic that might be construed as a *bush*, particularly in Picture Click items where correct graphic identification is crucial to a successful response.

Level: Graphics should be age-appropriate. Avoid using pictures of very young students for items assigned to 6-8 or 9-12 grade bands and vice versa. Subject matter should also match age (e.g. avoid using a graphic of a child hop-scotching or playing with blocks when writing items for high school students; rather, use band practice, a football game, or similar types of activities).

APPENDIX D

Explanation of Eligible Content

The five components interact: Morphology reflects syntax, words with similar meanings occur in different syntactic structures, and illocutionary functions can only be expressed through forms. Forms never exist without illocutionary meaning, and meaning cannot be conveyed without forms.

Syntax refers to what is traditionally called “grammar.” Syntax occurs at the sentence level. It is often explained as “word order,” but in fact the order of words in a sentence are governed by rules that convey the interrelated meanings of the words and phrases in a sentence. Examples of syntax include:

Tenses and Aspects:

- Simple present
- Simple past
- Simple future
- Modals
- Tenses with modals
- Perfect tenses
- Perfect tenses with modals
- Tenses with progressive -ing

Examples of Tenses and Aspects

- Simple Present: *I ride the bus to school every day. Mario studies English.*
- Simple Past: *I rode the bus to school this morning. Mario studied English last year.*
- Simple future: *I will ride the bus to school tomorrow. Mario will study English next semester.*
- Tenses with Modals: *I should (may, can, etc.) ride the bus to school tomorrow. Mario might study English next semester.*
- Perfect Tenses: *I have ridden the bus to school every day this year. Mario has studied English for three years. I had always ridden the bus until I got a car. Mario had studied English before he immigrated to the United States.*
- Perfect Tenses with Modals: *I should have ridden the bus to school this morning. At the end of this semester, Mario will have studied English for five years.*
- Tenses with Progressive –ing: *I’m riding the bus to school tomorrow. (Present progressive functioning as future) Mario has been studying English for five years.*

Sentence Structure

- Simple subject+verb(+NP)
- Simple subject+verb with compound subject or verb phrase
- Compound sentences: Two or more subject+verb(+NP)

- Complex sentences with subordinate clauses.
- Complex sentences with relative clauses

Examples of Sentence Structures

- Simple subject+verb: *Rebecca eats pizza.*
- Simple subject+verb with compound subject or verb: *Rebecca and Jessica eat pizza. Rebecca eats pizza and drinks soda.*
- Compound sentences: *Rebecca eats pizza and she drinks soda. Rebecca eats pizza, but she doesn't drink soda.* (Note the coordinate conjunctions, and a *but*, which signals a relationship between the two independent clauses.)
- Complex Sentences with Subordinate Clauses: Subordinate clauses are sentences within sentences. They can be introduced with a subordinate conjunction that expresses the relationship between the main clause and the subordinate clause. *Rebecca eats pizza because she likes it. Rebecca drinks soda after she eats the pizza. Rebecca drinks soda when she eats pizza. Rebecca likes pizza better than Jessica does.* (In this examples, note that “Jessica” is the subject of the subordinate clause, and “does” takes the place of “likes pizza.”) Other examples: *Mary stayed home from school because she felt sick. After the students returned from gym class, the alarm sounded for a fire drill. Katie held the door open while the students filed out.* (Note again that the subordinate conjunctions, when, better than, because, after, while, indicate a relationship between the main and subordinate clauses.)
- Complex sentences with relative clauses, including deleted relative pronouns, e.g., *The man driving the car ran the stop sign. The man [who was] driving the car ran the stop sign. Mario read the instructions to Al, who carried out the experiment.*

Negation

Negation can occur in independent and dependent clauses:

- Rebecca doesn't like pizza, but she likes seafood.
- Rebecca likes pizza, but she doesn't like seafood.
- Rebecca doesn't like pizza, and she doesn't like seafood either.
- Mary stayed home from school because she didn't feel well.
- Mary didn't stay home from school even though she didn't feel well.

The placement of the negation indicates which part of a complex sentence is negated. Consider:

It's not important that you speak to the school board.

It's important that you not speak to the school board.

Indirect Speech

Indirect speech can be difficult for the English Learner. Dependent clauses in indirect speech are introduced with “for” or “to. *John asked Sally to open the window. Robert asked for the waiter to bring the check.* (In the latter case, he didn't speak directly to the waiter.) *John told us to go ahead. John said for us to go ahead.* Using the “for” or the “to” construction depends on the main verb, *tell* or *say*, which are semantically similar but occur in different syntactic contexts.

Vocabulary, or “lexicon,” consists of the words of the language. Words fall into several common so-called “parts of speech”:

- Nouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Pronouns
- Articles
- Conjunctions

ELs acquire a great deal of vocabulary without instruction, particularly vocabulary that they frequently hear, words that represent tangible or concrete experiences, or words that related to the students’ immediate experiences.

ELs often use relatively general words, and often, teachers use simplified vocabulary to make meaning more comprehensible. However, ELs need to learn the subtle distinctions of vocabulary, e.g., *look, stare, glare, gaze, peer, watch, see*.

Two-word verbs may challenge ELs because they can resemble verb + preposition but mean different things: *Look up a word* v. *Look up a chimney*. *Get on the bus* v. *Get on with your business*.

Language arts classes cover such prefixes as un-, mis- and re-. However, many words such as prepositions can serve as prefixes to create new words: *outshine, outrun, overeat, overdo, overreact, underachieve, undercut*.

Morphology refers to the components of words, such as their base forms, prefixes, suffixes, and inflectional and derivational endings, and even changes in the base forms themselves to indicate syntactic roles such as tense (*am* v. *was*, *eat* v. *ate*, etc.) Common morphemes include:

Third-person –s
Other inflections for person, e.g., *am, is, are*
Plural –s or –es
Other inflections for number, e.g., *ox, oxen*
Tense and aspect markers, e.g., –ed, –en, –ing
Derivational suffixes, e.g., –er, –ing, –able

Illocutionary competencies refer to the ability to use English, applying correct forms, to communicate or understand communication. Illocutionary competencies that may appear on the ELPA are ideational and manipulative functions.

Ideational functions communicate ideas from one person to another, e.g., describing actions, expressing likes and dislikes, comparing and contrasting, explaining, defining, cause and effect, and sequencing. Those are listed in the standards document. Ideational functions are prevalent in instruction. Examples of language forms that can occur in ideational functions include *big, bigger than, less than, similar to, and different from*, for comparing and contrasting; *prefer* and *would rather*

for expressing likes and dislikes; *because, as a result*, for cause and effect; *before, after, having completed*, for sequencing or describing temporal relations.

Manipulative functions are the use of language to get something done or influence behavior, such as requesting or giving instructions. Language forms that occur in manipulative functions might include the imperative, e.g., *Sit down*. Other forms can also be used, such as *Would you please, I'd like for you to, Why don't you*, and many others.