Summative and Screener

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ELPA Test Specifications

Grade 2-3

Office of Teaching, Learning, and Assessment

Oregon Statewide Assessment System

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Please also visit the English Language Proficiency Assessment page on ODE's website for information and resources.

ELPA TEST SPECIFICATIONS

Introduction

The primary purpose of Oregon's Test Specifications and Blueprints is to provide the consistency necessary for the development and administration of Oregon's statewide assessments. Oregon's statewide assessments provide critical data for Oregon's accountability system, which meets Peer Review Requirements of the Every Student Succeeds Act (ESSA). The English Language Proficiency Assessment for the 21st Century (ELPA) is required for all non-English speaking students eligible to receive English Language Development (ELD) services.

Note: Throughout this document, the term "ELPA" designates Oregon's current English Language Proficiency testing instrument, while "Oregon ELPA" designates Oregon's previous English Language Proficiency testing instrument. "ELPA21" refers to the ELPA21 Consortium, or members or representatives of that consortium

The ELPA test specifications provide guidelines for Oregon teachers on what content may be tested and on how writers develop test items. These specifications lead to test blueprints that outline test design and the number of questions tested in each Score Reporting Category (SRC). The Test Specifications and Blueprints document is an important resource, not only for item writers and reviewers, but also for educators administering ELPA as well as anyone who is interested in understanding the content and format of test items.

This document concerns the ELPA Summative and Screener only. The design of the Alt ELPA differs significantly from that of the general ELPA tests and its specifications are not covered here.

Background

This document provides educators with the specifications used in the design of ELPA. Test specifications such as these are used to establish the guidelines by which test content may be selected and test items written. They lead to a test blueprint that lays out for the test item writers the item format and the number of questions to be written in each score reporting category.

During the 2015-16 school year, Oregon transitioned from the Oregon English Language Proficiency Assessment (Oregon ELPA), to the English Language Proficiency Assessment for the 21st Century (ELPA), which was developed by the ELPA21 Consortium, of which Oregon was the lead state. ELPA is aligned to the ELP standards adopted by Oregon's State Board of Education in 2013 and is designed to measure the performance of English Learners (ELs) as they progress through their K–12 public education and achieve college and career readiness. The ELPA21 Consortium was federally funded for the development of the assessment with a $9.1 million Enhanced

Assessment Grant (EAG) from the U.S. Department of Education. With the conclusion of the EAG, the ELPA21 Consortium has transitioned to a sustainable entity hosted by UCLA/CRESST that will support member states in their ongoing implementation of ELPA.

Electronic Administration

For ELPA, there is one opportunity to participate per school year for each qualifying English Learner. In this computer-based format, a standard administration in grades Kindergarten – 12 is as four independent domain tests: Reading, Writing, Listening, and Speaking. The K-1 paper/pencil portion supplement was removed in 2016-17 for ELPA testing in Oregon.

A sample test is available online at the Testing Portal for students to ensure that each student is familiar with the testing format, various types of items, and the technological skills needed. Students can take the sample test multiple times, to help the student be prepared in advance of taking the single operational test opportunity.

The ELPA High-Level Claims

High-level claims are overarching domain-level statements about student abilities.

Reading	The English language learner can read and comprehend written English in the context of grade-appropriate activities.
Writing	The English language learner can write comprehensible texts that are the result of grade-appropriate activities.
Listening	The English language learner can listen and comprehend spoken English in the context of grade-appropriate activities.
Speaking	The English language learner can speak comprehensible texts that are the result of grade-appropriate activities.

The English Language Proficiency Standards

The English Language Proficiency standards for the ELPA21 Consortium were developed during 2012-13 by educators and state experts, the Understanding Language Initiative of Stanford University's Graduate School of Education, WestEd's Assessment and

Standards Development Services, and the Council of Chief State School Officers (CCSSO). The Oregon State Board of Education adopted the English Language Proficiency standards on October 17, 2013.

The standards represent a significant shift for most states in what is known about how ELs learn English. As ELs practice and learn English in the classroom, they simultaneously interact with grade-level academic content. Increasing the expectations for the academic content that students must master in school requires a parallel increase in expectations for English language acquisition. The ELP Standards describe these higher expectations by integrating language development with appropriate language arts, mathematics, and science practices by grade or grade band. The standards describe how language is used to meet the rigorous content demands for each grade/band and how students progress, by grade and grade band, toward English language proficiency. As ELs learn the academic uses of the English language, they acquire the content knowledge necessary to be on track for college and career readiness.

ELPA Subclaims

The ELPA subclaims represent a disaggregation of the 10 English Language Proficiency (ELP) standards across the domains of reading, writing, listening, and speaking. The subclaim number refers to the ELP standard from which the subclaim was derived. For example, 2W is the writing subclaim derived from standard 2. Because not all claims are relevant to all of the four domains (e.g., standard 3, which focuses on productive skills, maps on to subclaims for speaking and writing but not the receptive skills of listening or reading), there are a total of 26 subclaims. Please refer to the Score Reporting Category section of this document for more information about the ELPA subclaims by domain.

ELPA Item Specifications and Development Process

All ELPA test items went through a rigorous review process. The item quality goals were to ensure that items for the ELPA field test were:

- of the highest possible quality;
- aligned to the ELPA Standards proficiency level descriptors (PLDs);
- corresponded to the English Language Arts (ELA), math, and science practices;
- free of bias and sensitivity issues.

During the development process, assessment specialists reviewed and revised items according to the following types of questions for consideration:

- Does the item test knowledge or a skill or an ability that is called for by the ELPA Item Specifications?
- Does the item align to the identified ELP Standard(s)?
- Is the item within the appropriate range of difficulty as described by the PLDs?
- If the passage was selected from a larger text, does the passage make sense on its own?
- Is the language structure and complexity grade-appropriate?
- Is the vocabulary grade-appropriate?
- Does the listening stimulus contain appropriate content for the purpose of the test with the intended test population?
- Is the listening stimulus realistic? Is the language in an appropriate register for the situation? Is it reflective of spoken language?
- Are any graphs or charts correctly and clearly labeled?
- Do any graphs or charts provide all the information needed to answer the questions?
- In the stem, is a clearly defined problem or task posed for the student?
- Can the stem be worded more clearly or concisely?
- Are options reasonably parallel in structure and complexity?
- Do options fit logically and grammatically with the stem?
- Which option do you think is intended to be the correct response? Does your choice agree with the intended key?
- Is there a better key for the stem than has been stated among the options?
- For constructed response items: Will the prompt elicit a full range of responses as described by the rubrics?
- For Technology Enhanced (TE) items: Are the number and types of interactions needed to obtain a correct response appropriate?

All ELPA field test items were reviewed for fairness (sensitivity and bias), including these considerations:

- Does the material contain language or content that could be offensive or inappropriate for a population subgroup? Could any aspect of the material be construed as elitist, sexist, or racist? Does the material refer to an upsetting or controversial topic?
- Is any outside knowledge (e.g., procedures for making laws) or cultural knowledge (e.g., holiday customs) required to understand the material? Could an explanation be added without damaging the materials?

After the fairness review, all ELPA tasks, items, and stimuli were given a substantive editorial review. During the editorial review, each item (including text and any graphics) was checked for correctness and clarity of language, consistency of style, and accessibility. Content and Sensitivity Review panels, made up of educators from the ELPA21 Consortium states participated in the content review committee event(s).

Considerations for the content review committee:

- Does the item appropriately measure the identified standard(s) and practice(s)?
- Does the item appropriately measure the identified sub-claim in a way that is appropriate to the proficiency level descriptor?
- For Selected Response (multiple choice) items, does the item have a single best key?
- For Technology Enhanced items, does the item have a correct response as described in the scoring rules?
- For Constructed Response items, does the question elicit information that would allow students to demonstrate their language abilities (as described by the draft rubrics)?
- Is the item presented clearly and effectively?

Consideration for the bias review committee:

- Is the item free of content that is potentially biased against or offensive to any identified group?

Design and Accessibility Considerations

A key goal of the ELPA assessment system is to maximize accessibility for all students, including students with disabilities. Ways of achieving this goal included following principles of Universal Design in the item design process, following principles of Universal Design in the item writing and review process, evaluating all items for overall accessibility, embedding accessible content using the Accessible Portable Item Protocol, or "APIP," standard to items that can be rendered accessible via the accommodations specified by APIP, and by developing "twins" for items judged not to be accessible to students with visual impairments in their form as developed for field testing.

All ELPA items were designed and written following the principles of Universal Design. Universal Design was incorporated into the process in multiple ways. Item writers and internal and external reviewers were trained in Universal Design for assessment including the following as outlined by Thompson, Johnstone, and Thurlow (2002):

1. Inclusive assessment populations
2. Precisely defined constructs
3. Maximally accessible, non-biased items
4. Simple, clear, and intuitive instructions and procedures
5. Amendable to accommodations
6. Maximum readability and comprehensibility
7. Maximum legibility

ELPA Graphics and Style Information

Fonts

The ELPA fonts were chosen for grade-appropriateness and accessibility.

Grade band	Font
Kindergarten	Comic Sans or Comic Neue
1st Grade	Comic Sans or Comic Neue
Grade bands 2-3 through 9-12	Verdana

Editorial Style

In most cases, the ELPA assessment follows the 16th edition of the Chicago Manual of Style.

Graphics

Text in graphics will generally be Comic Sans or Verdana depending on the grade band. Exceptions will be made for graphics that require a special look, such as advertisements or posters. Within individual graphics, text sizes may be adjusted as needed to emphasize or de-emphasize certain content in a graphic. Graphics should be large enough for students to read text and view content and small enough to fit in the viewing area on the computer screen. Students should not have to use horizontal of vertical scrolling to view an entire graphic. Graphics should be free of excess white space. Condense graphics as much as possible without compromising legibility and font size.

Maximum Size: The maximum size of a graphic depends on the size of the viewing area in the user interface.

Item Stems and Scenarios

1. Selected response (SR) items all consist of a stem and answer options. Stems will be clear and concise, written to the appropriate grade and reading levels using vocabulary and sentence structures appropriate for the grade level. Stems should be engaging for students, avoid using idioms and jargon (unless that is what is being measured), and should be grammatically correct. Stems will use the active voice unless quoting from a passage or other stimulus.
2. SR options are closed stems, open stems, or fill-in-the-blank stems. Closed stems are complete sentences that begin with a capital letter and end of with a punctuation mark. Open stems are sentence fragments that being a complete sentence when combined with the available answer options and do not begin with a capital letter. They do not end with punctuation. A fill-in-the-blank stem consists of a sentence with a word or phrase missing. Negative stems are to be avoided. If a negative stem is used, there should be no negatives in the answer options.

3. Constructed response (CR), extended response (ER), and writing prompts consist only of item stems. The stems are complete sentences written as either questions or imperative commands. Vocabulary and linguistic structure should be at an appropriate level for the grade band; academic vocabulary in the stimulus should reflect the academic vocabulary and academic language use for the lowest grade in the grade band.
4. CR items must be specific about the expected response, construct questions or tasks that measure objectives not easily assessed by SR items, and allow for a range of responses. The directions for the CR items should be consistent with the scoring rubric, and use age appropriate vocabulary and sentence structure. All CR items should avoid questions that invite personal responses about the student's beliefs, values, lifestyle, etc.
5. Item passages should be free from bias or sensitivity issues. All passages should be self-contained, functioning as a whole with a beginning, middle, and an end. Passages should contain standard English, and represent a range of topics of interest. Content of passages should show males and females, various ethnic groups, the elderly, and the disabled in a variety of positive roles. Passages should not contain words that might be demeaning to a particular group or references that might tend to stereotype.
6. Information in non-fiction texts should be accurate and true. Texts should be grammatically well formed and should avoid the use of slang or idiomatic phrases (unless that is what is being measured).

Answer Options

1. There should only be one clearly correct answer to each item, unless the item is specifically designed to have multiple correct answers.
2. Answer options should be as brief as possible, without distracting or deliberately misleading verbiage. Options should provide plausible answer options at the student's level of knowledge.
3. Options should avoid repeating words or phrases from the stem, and should not give clues to the students.
4. The answer options should relate to the stem in some way both grammatically and conceptually, and should not provide nearly the same meaning or synonyms.
5. No answer option should eliminate another answer option, and no answer option should deny the truth of the stem.
6. Answer options should be balanced in length, verb tense, voice, and mood, unless that is what is being measured.

ELPA GRADE BAND 2-3
OPERATIONAL TEST BLUEPRINT

ELPA Summative

Domain	Number of items	Standard (subclaim)	Approximate percentage of items
Reading	26	1R	64%
		2R	25%
		8R	11%
Writing	12	3W	82%
		4W	18%
Listening	20	1L	63%
		2L	5%
		5L	16%
		6L	14%
		8L	2%
Speaking	8	2S	27%
		3S	68%
		4S	5%
Total Test	66		

Note: The above table is intended to give only a general understanding of the test makeup. For example, because some items cover multiple standards, not all ELP standards appear on the table. The above totals do not include field test items.

ELPA Screener

Domain	Items in Step 2	Items in Step 3	Total items
Reading	5	6	11
Writing	7	7	14
Listening	8	3	11
Speaking	8	3	11
Total Test	28	19	47

The above totals do not include practice items.

SCORING AND REPORTING FOR ELPA

Scoring and reporting for ELPA are significantly different from what Oregon students and school district staff have experienced in previous years during the Oregon ELPA. Instead of providing a single, composite-level cut score for proficiency, ELPA provides cut scores for each of the four domains that are tested and then calculates a proficiency determination label based on the four individual domain scores.

For the domains of reading, writing, listening, and speaking, the cut scores are set to create five distinct performance (or achievement) levels. The verbiage of the ELPA levels match the same levels on the previous Oregon ELPA as follows:

Level 1	Level 2	Level 3	Level 4	Level 5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

There, the similarity ends. While the Oregon ELPA recommended that students be reclassified, or "exited" from EL services at a composite score Level of 5, ELPA21 recommends exiting at Level 4 or above for each of the four domains. The resulting domain scores lead to three proficiency determination labels and their descriptors. These labels and descriptors are the official ELPA scoring rules for the recommendation for student exit from EL services. The three proficiency descriptors are Emerging, Progressing, and Proficient.

Here are the official ELPA21-adopted proficiency descriptors, along with Oregon's adopted "family friendly" versions of those descriptors.

Emerging

- ELPA21 Official: Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA are eligible for ongoing program support.
- Oregon "family friendly" version: Emerging – A student at the Emerging level does not yet have the ability produce grade-level academic content in the English language. For the ELPA annual assessment, this means the student scores either Level 1 or Level 2 in each of the four domains of reading, writing, listening, and speaking.

Progressing

- ELPA21 Official: Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA are eligible for ongoing program support.

- Oregon "family friendly" version: Progressing – A student at the Progressing level is approaching the ability produce grade-level academic content in the English language with support. For the ELPA annual assessment, this means the student scores above a Level 2 on one or more domains, but does not yet meet the requirements to be at the Proficient level on the four domains of reading, writing, listening, and speaking.

Early Proficient

- Early Proficient is a scoring category unique to Oregon. There is no ELPA21 official definition.
- Oregon "family friendly" version Early Proficient – A student who scores Early Proficient is performing very close to the Proficient level, and may be ready to leave English learner status. The final decision about the student's English learner status will be made by a parent, guardian, or the student (if they are an adult).

Proficient

- ELPA21 Official: Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA, students can be considered for exit.
- Oregon "family friendly" version: Proficient – A student at the Proficient level can produce grade-level academic content in the English language. For the ELPA annual assessment, this means the student scores either Level 4 or Level 5 on each of the four domains of reading, writing, listening, and speaking.

As noted above in the language of the descriptors, a student's domain results will lead to an appropriate proficiency determination, based on the test performance in the four domains. In simple terms, **Emerging** results from domain scores at only Levels 1 or 2. **Progressing** results from domain scores of higher than Level 2 on one or more domain but doesn't meet the definition of proficient. **Proficient** results from all domain scores being at Level 4 or above.

ELPA reading tasks are designed to evaluate a student's ability to read and comprehend written English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA and literacy, mathematics, and science. Students are asked to read grade-appropriate texts, and complete the tasks.

Reading Subclaim	In grade-appropriate contexts…
1R	The English language learner constructs meaning from literary and informational text.
2R	The English language learner demonstrates comprehension of written exchanges of information, ideas, and analyses.
8R	The English language learner determines the meaning of words and phrases in literary and informational text.

Overview of the Reading Task Types

The reading section contains a series of passages followed by questions about the passages. A number of different types of informational or literary texts will be included. The reading section will assess the *receptive* modality through items targeting ELP Standards 1, 2, and 8. At grade band 2-3, students will encounter a mix of technology enhanced items (Hot Spot Zone, Hot Spot Text Choice, Drag and Drop Match) and standard multiple choice 3-option items. Some items will be "single selection" (one correct response), and others will be "multiple select" (more than one action required for a correct response). See the **Response Formats** and **Task Type chart** sections that follow below for more information.

The Stimulus

The reading comprehension questions are meant to provide information about the extent to which English Learners can construct meaning from text through grade-appropriate reading. The reading tasks are designed to evaluate a student's ability to read and comprehend English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA and literacy, mathematics, and science.

The reading comprehension section will include reading passages followed by questions about the passage. Passages will be of a number of different text types. Because this assessment will report a range of proficiency levels, the test will contain passages covering a range of complexity.

The reading passages will be representative of the types of reading material that a student in a K-12 school in the United States might encounter in a school context. These include informational passages in the content areas of social studies, science, and other technical subjects as well as literary

passages of the type read in English language arts classes. However, reading passages will not require specialized prior knowledge in order for test takers to comprehend the information they contain. Thus, any content-specific information must be explained within the passage.

<u>Passage Types</u>

The ELPA Standards require the construction of meaning from grade-appropriate *literary* and *informational* texts.

Correspondence: A short passage in the form of a message from a peer about a school-related activity (e.g. school club, homework, class project, or assignment)

Literary: Grade-appropriate literary passages will be narratives (e.g., fables, folk tales, historical fiction, realistic fiction, and science fiction).

Informational: Informational passages present information in the manner of a textbook or other grade-appropriate text explaining content relevant to English language arts (not including fiction), social studies, science, and technical subjects. Such passages typically describe events or processes objectively, categorize information, explain situations and/or present solutions to problems, and may include or be accompanied by non-linear graphics, such as tables or graphs.

Since participation in grade-appropriate written exchanges of information, ideas, and analyses is also required by the standards, grade-appropriate reading passages will include passages typically written by students.

<u>Item Formats</u>

- Three option, single section multiple choice
- Three option, multiple selection multiple choice
- Inline Choice List (Dropdown) single selection
- Inline Choice List (Dropdown) multiple selection
- Inline Text Choice (Click on Sentence)
- Match (Drag and Drop) single selection
- Match (Drag and Drop) multiple selection
- Zone (Hot Spot) single selection

<u>Stem Types</u>

The following stems will be used for set-based reading items, with variations as appropriate to the particular passage and/or the key skills to be assessed.

- Main Idea: Assesses the ability to recognize the overall theme(s) and/or the most important idea(s) of a passage. Sample stems: What is this passage mostly about? What is the main idea of this passage? What would be a good title for this passage? What is the primary theme of the narrative?
- Key Detail: Assesses the ability to understand key salient or supporting details that are explicitly stated in a text. Sample stems: Why does Stork have trouble eating the soup? Click on the sentence that explains what Oliver's home is like. Click on the sentence that explains why Natasha thinks Jared would like the science club.
- Inference: Assesses the ability to understand an idea or fact that is clearly implied, though not directly stated in a text. Sample stems: How does Fox feel at the end of the story? Who most likely is Mrs. Ashami? Hovercraft probably do not travel well over rough or rocky ground because _____.
- Author's Purpose/Rhetorical Structure: Assesses the ability to understand the author's underlying purpose in using particular language, organization, or other features in a text. The aspects of the text to be tested should be those that are important for understanding the purpose and/or organization of the text. Sample stem: Why does the author give the dog's point of view in paragraphs 4 and 5?
- Summarize: In reading, measurement of this proficiency descriptor will be limited to the skill of *recognizing* accurate summaries of texts. Sample stem: Choose the sentence that best summarizes the author's ideas in the story.
- Vocabulary in Context: Assesses the ability to understand the meaning of individual words and phrases as used in the given passage. Sample stems: In Paragraph X, "out of this world" means_____. Look at the word "trial" in Step 2 of the Procedures. Choose the phrase that is closest in meaning to how the word "trial" is used in the passage.
- Graphic item: Assesses the ability to combine information presented graphically and in text. Sample stems: Select the area of the graph that shows how much water the plants received. Select the part of the diagram of the model hovercraft that shows where the air cushion is. Look at the results chart. Four cells in the chart are highlighted. Select the cell that shows the longest time that a hovercraft with a large balloon traveled.

Screen Layout

For sets with passages and stimuli, the directions should appear across the top of the screen, with passages and other stimuli appearing in a field on the left side of the screen, and items appearing in a field on the right side, as depicted in the item sample below. The fields will include scrollbars if a passage, stimulus, or item will not display in its entirety within the field.

ELPA Task Types for Grade Band 2-3 Reading

Task Type Name	Brief Description
Read-along Sentence	Inline text multiple choice or zone selection items are presented with a written sentence that the student hears, along with a picture to support. Student must click on a specific word in the sentence. Sentences will have grammatically simple constructions, such as simple present or present progressive tense, and will be in the active voice. Choose one correct response for each item.
Read and Match (Picture to Word, Picture to Sentence)	3-option single selection multiple choice items, matching either a picture to a word or a picture to a sentence. The graphic (stimulus) is a single picture that depicts a concrete action. The vocabulary is high frequency and will clearly depict the action occurring in the picture. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, and be in active voice. Choose one correct response for each item.
Read for Details Set	Multiple-selection match sets are presented with a short text. The reading stimulus will describe a scene with a familiar backdrop and the backdrop is shown on the screen. After reading, the students will drag and drop items to the correct locations as described in the stimulus. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, and will be in active voice. The sentences may include details such as locations, relative sizes, and functions. Choose one correct response for each item, responding to up to 5 items in a set.
Short Correspondence Set	3-option single or multiple selection multiple choice, zone, or match item sets, with 3 items per set. Items are presented in the form of a short letter or an email written from a friend or acquaintance, teacher, or family member. Response options are in the form of pictures or written text. Choose one or more correct responses to each question asked, responding to 2 to 4 items per set.
Procedural Text Set	3-option single or multiple selection multiple choice, zone, or match item sets, with 2 to 4 items per set. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, be in active voice, and may contain imperatives and temporal markers as appropriate. Students will answer questions about key details and sequence of events. Choose one or more correct responses to each question asked.
Literary Set	3-option single or multiple selection multiple choice, zone, or match item sets, with 2 to 4 items per set. The sentences will have grammatically simple constructions, such as simple present tense, present progressive tense, simple past tense, or simple future tense, be in active voice, and may contain sequencing words. The passages are written fictional or historical narratives. Students will choose one or more correct responses to each question asked.
Informational Set	3-option single or multiple selection multiple choice, zone, or match item sets, with up to 3 items per set. Items are presented with a reading passage in the form of a grade-appropriate academic text about mathematics, science, or technology topics. Choose one or more correct responses to each question asked.

See the online sample test for Grade Band 2-3 for sample reading tasks.

WRITING	Score Reporting Category 2

The writing section is designed to evaluate a student's ability to construct words and sentences in English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA and Literacy, mathematics, and science. Students will be asked to respond to items that are designed to elicit evidence ability to write in English in grade-appropriate activities.

Writing Subclaim	In grade-appropriate contexts…
2W	The English language learner participates in written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3W	The English language learner writes about complex literary and informational texts and topics.
4W	The English language learner constructs written claims and supports them with reasoning and evidence.
9W	The English language learner writes clear and coherent text.
10W	The English language learner uses standard English accurately to communicate in writing.

Overview of the Writing Task Types

The writing section consists of six task types. The tasks increase in complexity. The items consist of technology-enhanced multiple choice (Drag and Drop Match) items and extended text (Constructed Response) items.

Item Formats

- Match (Drag and Drop) single selection
- Match (Drag and Drop) multiple selection
- Extended Text Response (Constructed Response)

ELPA Task Types for Grade Band 2-3 Writing

Task Type Name	Brief Description
Word Builder	Match (Drag and Drop) single selection items in which the student must drag the correct letter(s) to the available blank space in a single word with a picture accompany the word. A letter or a blend of letters is missing that the student must complete. The words are grade-appropriate high frequency vocabulary words.
Sentence Builder	Match (Drag and Drop) multiple selection items in which student will drag and drop word options into the correct order to write a sentence that accurately describes a picture. Sentence length will range from 3 to 12 words.
Picture Caption	Constructed Response items in which the student will write a sentence that describes a picture. The response includes an optional word bank with 2 or 3 relevant words for student use. The accompanying picture contains age-appropriate content. The student responds by typing the sentence individually using a keyboard.
Storyboard	Extended Constructed Response (essay) items in which the student will create a story based on a series of illustrations numbered from 1 to 4. An optional word bank containing vocabulary related to the illustrations is provided. The student will write a paragraph that describes the four events depicted in the illustrations. The student should tell a complete story from beginning to end, organize ideas in a logical way, and use clear language and complete sentences. The student responds by typing the story individually using a keyboard.
Write an Opinion	Extended Constructed Response (essay) items in which the student will receive a letter from a pen pal from another country who expresses thoughts about an age-appropriate topic and invites the student to reply with his or her own opinion about the topic. The student must provide and support a relevant opinion, using reasons and supporting examples in the response to the pen pal, by writing a paragraph. The student responds by typing the paragraph individually using a keyboard.

See the online sample test for Grade Band 2-3 for sample writing tasks.

LISTENING	Score Reporting Category 3

The ELPA listening tasks are designed to evaluate a student's ability to comprehend oral English in order to engage in grade-appropriate activities and in the central content-specific practices associated with ELA and literacy, mathematics, and science. Students are asked to listen to conversations, discussions, and oral presentations, and complete the tasks.

The listening stimuli are based on realistic materials and contexts. The listening materials range from individual words, phrases, and sentences to longer passages. The listening section contains a range of content, from simple to complex text. Grade-appropriate listening stimuli for grade band 2-3 include read-alouds, short literary stories, and informational texts that are supported by visuals.

ELPA Listening Subclaims

Listening Subclaim	In grade-appropriate contexts…
1L	The English language learner constructs meaning from oral presentations and literary and informational text.
2L	The English language learner demonstrates comprehension of oral exchanges of information, ideas, and analyses.
5L	The English language learner conducts research and demonstrates comprehension by evaluating findings presented orally.
6L	The English language learner analyzes and critiques the oral arguments of others.
8L	The English language learner determines the meaning of words and phrases in oral presentations.

Overview of the Listening Task Types

The listening section consists of six separate task types. The discrete items in the listening section focus on word and sentence level comprehension as well as the ability to construct meaning from oral directions and short informational texts. The passage sets present the students with conversations, academic debates, and informational texts; the student then answers several questions related to the stimulus assessing overall comprehension and the ability to analyze specific features of the stimulus. At grade-band 2-3, students will encounter a mix of technology enhanced items (Hot Spot Zone, Drag and Drop Match) and standard multiple choice 3-option items. Some items will be "single selection" (one correct response), and others will be "multiple-select" (more than one action required for a correct response). See the **Response Formats** and the **Task Type chart** sections below for more information.

The Stimuli

Listening stimuli are representative of what students would hear from peers and teachers in a 2-3 school setting as they engage in grade-appropriate activities. The stimuli increase in difficulty in order to assess a full range of listening comprehension abilities. At this grade band, listening stimuli include:

- Words and sentences
- Directions
- Short conversations
  - 25-40 seconds in length
- Long conversations
  - 50-90 seconds in length
- Literary texts read aloud by a teacher
  - 100-150 seconds in length
- Oral academic (teacher) presentations
  - 60-100 seconds in length

Tasks/items

Listening items assess students' ability to listen to and comprehend text at the 2-3 grade level. Items range in difficulty from the word and sentence level to overall comprehension and interpretation of longer academic passages.

Response Formats

Listening items may be presented in a number of formats, including:

- 3- option Single selection multiple choice
- Multiple selection multiple choice
- Match (Drag and Drop) single selection
- Match (Drag and Drop) multiple choice
- Zone (Hot Spot) single selection
- Zone (Hot Spot) multiple selection

ELPA Task Types for Grade Band 2-3 Listening

Task Type Name	Brief Description
Listen and Match – Word or Sentence	Hot Spot Zone single-selection item, matching a picture to a word or a picture to a sentence from 3 options. The pictures represent grade-appropriate high frequency vocabulary, and will be clear and easy to interpret. For listen and match sentence items, the stimulus will be a single spoken sentence that consists of grade-appropriate simple grammatical constructions, such as the simple present and present progressive tenses. Choose one correct response for each item.
Follow Instructions	Drag and Drop Tableau scene, students will click on specific objects or items within the scene, and then drop them into the scene as directed. Scenes might include classrooms, places at home or in the community. There are two levels of instructions and actions: First, choose the correct item(s) named from the options shown. Second, place the item(s) into the correct spot(s) on the tableau as indicated in the stimulus.
Short Conversation	Multiple choice or zone single selection items. Students will listen to a short two-turn conversation. Each conversation stem will lead to 2 - 3 comprehension questions. Answer options may be either pictures or words. Choose one correct response from the options for each question asked.
Long Conversation	Multiple choice or zone single selection items. Students will listen to a multi-turn conversation with 6 to 10 turns. Each conversation will lead to 2 – 4 comprehension questions. The stimulus conversation will be one that students might typically hear from peers and teachers while engaging in grade-appropriate activities. While listening, students will see images of the conversation participants. Answer options may be either pictures or words. Choose one correct response from the options for each question asked.
Read-Aloud Story	Single or multiple selection multiple choice, zone, or match item sets, with 2 to 4 items per set. A narrative is read aloud and supported with contextualized graphics. Answer options may be either pictures or words. For the technology-enhanced items (zone and match), students may be asked to drag and drop options into the correct order, such as sequencing events or completing a timeline. Students will choose one or more correct responses from the options for each question asked.
Academic Presentation:	Single or multiple selection multiple choice, zone, or match item sets, with 2 to 4 items per set. Students will be presented with a teacher-led presentation or a discussion about an academic topic in the form of a grade-appropriate academic text about ELA, mathematics, or science. Answer options may be either pictures or words. For the technology-enhanced items (zone and match), students may be asked to drag and drop options into the correct order, such as sequencing events or completing a timeline. Students will choose one or more correct responses from the options for each question asked.

See the online sample test for Grade Band 2-3 for sample listening tasks.

The speaking tasks are designed to evaluate a student's ability to speak in English in order to engage in grade-appropriate activities in the central content-specific practices associated with ELA, mathematics, and science.

Speaking Subclaim	In grade-appropriate contexts…
2S	The English language learner participates in spoken exchanges of information, ideas, and analyses, by orally responding to peer, audience, or reader comments and questions.
3S	The English language learner speaks about complex literary and informational texts and topics.
4S	The English language learner constructs spoken claims and supports them with reasoning and evidence
9S	The English language learner expresses her/himself clearly and coherently in oral communication.
10S	The English language learner uses standard English when communicating orally.

Overview of the Speaking Task Types

In the speaking section, students are asked to speak on a variety of topics that draw on personal experience, classroom-based situations, and content-specific practices. Students will be asked to speak on a variety to texts, topics, and experiences developed with relevant details, ideas, and information. Speaking items are all technology-enhanced. The stimulus material and prompt are delivered by computer, and audio responses are digitally captured. The responses are digitally captured and later scored by human raters.

These constructed response items are based on stimuli that include:

- text
- images
- video animations
- combinations of the above

The speaking section consists of five task types. The tasks range in complexity. The items consist of technology-enhanced, constructed response tasks. Students will be able to start and stop the recording themselves, and will be able to listen to their responses and re-record as they wish, with no limits to number of re-recordings.

ELPA Task Types for Grade Band 2 – 3 Speaking

Task Type Name	Brief Description
Classroom Tableau	Audio Constructed Response task in which the student is presented with an illustrated tableau depicting a school setting. Audio prompts invite the student to answer a set of questions based on the illustration, practicing oral vocabulary. The student will review the picture and record a response to the five questions included with each task. The five questions will ask about various items in the tableau, obligating responses with singular/plural nouns, assorted verb tenses, frequently occurring prepositions and conjunctions, and simple sentences.
Conversation	Audio Constructed Response task in which the student participates in an emulated conversation with two avatars which will include a teacher and a student or two students. The content of the conversation will be about common topics, such as activities and events in and out of school. The emulated conversation will go through a sequence of three embedded prompts, with each stem inviting a response and each subsequent stem should logically follow the previous one. The first item introduces the topic and models a response, the second asks for additional information related to the topic, and the third expands the conversation and invites a longer description or explanation on personal experience relating to the conversational topic.
Compare Pictures	Audio Constructed Response task in which the student is presented with two pictures representing a scene from a school or community setting. Several key elements of the pictures are the same, and several are different. One picture should reflect a typical or normal presentation of the scene, and the other will have several silly or unusual features. Students are prompted to review the two pictures and describe what is the same and what is different using as many details as possible.
Opinion	Audio Constructed Response task in which the student is presented with two or three full-color and illustrated pictures of objects, activities, or situations. The student is asked to choose one of the pictures, to give an opinion related to the pictures and to provide reasoning and support for their opinion.
Observe and Report	Audio Constructed Response task in which the student is presented with an animated and illustrated video of a science demonstration in a classroom. There is simple narration and the key materials are labeled. The narrator will describe each step of the demonstration, using temporal words. The student will be asked to summarize by retelling what the teacher did, starting from the beginning and using the pictures to assist as needed. This task measures the student's ability to deliver a short oral presentation that describes the sequence with precise vocabulary and relevant descriptive details.

See the online sample test for Grade Band 2-3 for sample speaking tasks.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

The full version of the English Language Proficiency standards is found on the ODE website. These standards were adopted by the Oregon State Board of Education in October, 2013. The standards document contains the following information:

- Organizational overview of the ELP standards
- Organization of standards by modality
- Specific descriptions of what students can do at each proficiency level, by standard and by grade
- Correspondences with ELA, Mathematics, and Science standards
  - Correspondences are presented both generally and by standard/by grade

ELPA PERFORMANCE STANDARDS

The ELPA performance standards ("cut scores") were adopted by the Oregon State Board of Education on October 20, 2016.

ELPA Performance Standards (Cut Scores) for Grade 2

Domain	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced)	Level 5 (Advanced)
Reading	456 or below	457-488	489-554	555-594	595 or above
Writing	451 or below	452-492	493-554	555-590	591 or above
Listening	407 or below	408-437	438-511	512-563	564 or above
Speaking	489 or below	490-528	529-554	555-587	588 or above

ELPA Performance Standards (Cut Scores) for Grade 3

Domain	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced)	Level 5 (Advanced)
Reading	494 or below	495-540	541-609	610-643	644 or above
Writing	497 or below	498-541	542-602	603-635	635 or above
Listening	408 or below	409-447	448-535	536-597	598 or above
Speaking	499 or below	500-537	538-571	572-611	612 or above

The ELPA cut scores were developed by domain at each individual grade other than the high school (grades 9-12) grade band.

ELPA ACHIEVEMENT LEVEL DESCRIPTORS

The ELPA Achievement Level Descriptors were adopted by the Oregon State Board of Education on October 20, 2016.

Achievement Level Descriptors (ALDs), also known as Performance Level Descriptors, describe what students know and can do by domain based on the assessment. These indicators can be used by educators to target instruction for each of the four domains, and to inform parents and students of the expectations for students to be considered proficient in English at a particular grade level or grade band. The final Achievement Level Descriptors for ELPA are the result of the work of ELPA21 member-state education department staff, panelists at the standards setting event in July 2016, local-state educators, parents, university partners, and state teams to establish the minimum scores and descriptors required for each performance level.

The ELPA Achievement Level Descriptors are based on a sampling of a larger set of testable content outlined in the English Language Proficiency standards. Domain results for individual students are only one indicator of student language ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of performance and are presented in the order of the way they are reported rather than by importance or test emphasis. Students who score at or within a particular level of performance possess a range of the abilities described in the ALDs for that proficiency level and generally have mastered the skills described in the preceding achievement levels for that grade or grade band.

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
2nd Score Range: below 457 3rd Score Range below 495	2nd Score Range: 457-488 3rd Score Range: 495-540	2nd Score Range: 489-554 3rd Score Range: 541-609	2nd Score Range: 555-594 3rd Score Range: 610-643	2nd Score Range: 595 or above 3rd Score Range: 644 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
recognizing and understanding the meaning of basic words, phrases, and expressions to make meaning of text; responding to basic questions; gaining basic information.	identifying and understanding common words, phrases, and expressions to make meaning of text; identifying main idea; responding to basic questions.	identifying main idea and some key details; responding to questions; understanding the meaning of content vocabulary and less common words and expressions to make meaning of text; beginning to understand how word structures affect meaning.	determining the main idea and a number of key details that support the main idea; answering more complex questions; understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; understanding how word structures affect meaning.	determining the main idea and explain how key details support the main idea; answering more complex questions; understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; understanding how word structures affect meaning.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
2nd Score Range: 451 or below 3rd Score Range: 497 or below	2nd Score Range: 452-492 3rd Score Range: 498-541	2nd Score Range: 493-554 3rd Score Range: 542-602	2nd Score Range: 555-590 3rd Score Range:603-635	2nd Score Range: 591 or above 3rd Score Range:636 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs; answering basic questions and producing basic information using isolated words or phrases.	creating words by filling in a missing letter; composing words, phrases, and simple sentences related to prompt; recognizing and using frequently occurring parts of speech; choosing basic words to communicate meaning.	creating words by filling in a missing letter; composing simple and compound sentences with clear meaning that relate to a prompt; recognizing and using parts of speech; developing control of verb tenses; expanding word choice to communicate meaning.	composing simple, compound, and some complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; increasing use of complex grammar structures; expanding word choice to communicate meaning.	composing compound and complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; accurately using complex grammar structures; expanding word choice to communicate meaning.

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
2nd Score Range: 407 or below 3rd Score Range: 408 or below	2nd Score Range: 408-437 3rd Score Range: 409-447	2nd Score Range: 438-511 3rd Score Range: 448-535	2nd Score Range: 512-563 3rd Score Range: 536-597	2nd Score Range: 564 or above 3rd Score Range:598 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
identifying and gathering information from an oral presentation; determining the meaning of a few key words and phrases; participating in a short conversation and responding to basic questions; following basic directions.	identifying and gathering information from an oral presentation; determining the meaning of basic vocabulary and common content vocabulary; participating in longer conversations and responding to basic questions; identifying main topic and some key details; following directions.	identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details; asking and answering questions; determining the meaning of higher-level vocabulary and content vocabulary; following multi-step directions.	identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions based on conversations.	identifying, gathering and sequencing information from a long oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions and making comparisons based on a long conversation.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
2nd Score Range: 489 or below 3rd Score Range: 499 or below	2nd Score Range: 490-528 3rd Score Range: 500-537	2nd Score Range: 529-554 3rd Score Range:538-571	2nd Score Range: 555-587 3rd Score Range:572-611	2nd Score Range: 588 or above 3rd Score Range:612 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to basic questions about familiar topics and participating in short conversations; communicating basic information using frequently occurring words and simple sentences about familiar texts and topics; expressing opinions on familiar topics.	responding to basic questions about familiar texts and topics and participating in short conversations; delivering basic oral presentations about familiar texts and topics; communicating basic information; recounting two sequential events and using linking words to connect ideas; producing simple sentences and using common word choices; expressing opinions on familiar topics.	participating in short discussions including asking questions and adding comments; delivering short oral presentations about familiar topics; presenting information, recounting short sequences of events, and using linking words to connect ideas; expanding simple sentences, word choice and verbs; expressing opinions on familiar topics with at least one reason for the opinion.	participating in discussions by asking and answering questions; delivering short oral presentations on a variety of topics; introducing topics and presenting facts using temporal and linking words to connect ideas; expanding use of compound sentences, word choices, and verbs; expressing opinions and reasons on a variety of topics.	participating in extended discussions by asking and answering questions; delivering oral presentations on a variety of topics; introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; expanding use of complex sentences, word choices and verbs; expressing opinions by giving several reasons for the opinions; articulating conclusions about the opinions.

ELPA RUBRICS FOR HAND-SCORED ITEMS – SPEAKING

Holistic ELPA scoring rubrics for speaking tasks are provided for teacher use. Teachers may use these rubrics as instructional tools for their English Learners' language development in the domain of speaking. Students may benefit from knowing how these task types on ELPA will be scored.

Classroom Tableau Rubric – Speaking

Score	Descriptors
2	Responses at the 2 level are typically characterized by: • The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear. • The student effectively answers the prompt and the response is consistent with the stimulus.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. • The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Compare Pictures Rubric – Speaking

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses vocabulary that is relevant to the pictures and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning. • The student effectively describes the main features of the pictures.
2	Responses at the 2 level are typically characterized by: • The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. • The student partially describes some main features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.
1	Responses at the 1 level are typically characterized by: • The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. • Errors in vocabulary and grammar obscure the speaker's meaning most of the time.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Conversation Rubric – Speaking

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses appropriate vocabulary that is relevant to the task. • Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning. • The student effectively answers the question and provides relevant information as required by the task.
2	Responses at the 2 level are typically characterized by: • The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning. • The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.
1	Responses at the 1 level are typically characterized by: • Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time. • The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Observe and Report Rubric – Speaking

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The student accurately uses a variety of structures (simple, compound, and complex) and the use of vocabulary and word choice is accurate and appropriate. The response may contain isolated minor errors in language that do not obscure meaning. • The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationships among ideas are clear, demonstrating organizational logic and/or use of appropriate linking words.
4	Responses at the 4 level are typically characterized by: • The student uses simple, compound, and/or complex structures and the use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning. • The student provides a largely accurate summary of the sequence of events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of simple and some compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. • The student provides a partially successful summary of the sequence of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.
2	Responses at the 2 level are typically characterized by: • Control of structures and vocabulary may be limited and frequent errors may interfere with meaning. • The student provides a limited summary of the stimulus. A couple of main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning.
1	Responses at the 1 level are typically characterized by: • The response is limited to reading the prompt or directions aloud. • The response consists of a few isolated English words and phrases related to the prompt or stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Opinion Rubric – Speaking

Score	Descriptors
4	Responses at the 4 level are typically characterized by: • The student accurately uses a variety of structures (simple, compound, and complex). Vocabulary use is accurate, and word choice is appropriate. The response may contain occasional errors in language that do not obscure meaning. • The student effectively addresses the required task, successfully stating an opinion and supporting it with three reasons.
3	Responses at the 3 level are typically characterized by: • The student uses simple and compound structures and vocabulary that are appropriate. Noticeable errors in language use may be present and may occasionally interfere with the speaker's meaning. • The response partially addresses the topic and task, and one of the elements required by the prompt may be missing, incomplete, or otherwise unsuccessful.
2	Responses at the 2 level are typically characterized by: • The student's control of language is inconsistent. Though the student's overall message may be discerned, frequent errors and limitations in grammar and word choice obscure meaning. • The response is limited in addressing the topic and task, and two of the required elements may be missing, incomplete, or otherwise unsuccessful.
1	Responses at the 1 level are typically characterized by: • Meaning is obscured most of the time. • Three of the tasks required by the prompt may be missing, incomplete, or otherwise unsuccessful. • The response may consist of a few isolated English words and phrases related to the prompt.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

Read-Aloud Story Rubric – Speaking

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The student effectively uses appropriate vocabulary that is relevant to the task. • Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning. • The student effectively answers the question and provides relevant information as required by the task.
2	Responses at the 2 level are typically characterized by: • The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning. • The student partially addresses the topic and task, but the response is not fully relevant to the task or is otherwise incomplete.
1	Responses at the 1 level are typically characterized by: • Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time. • The response includes some words and phrases relevant to the topic and task, but is otherwise unconnected to the question.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: • **Only in a language other than English** • **Refusal** • **Off Task/Topic** • **Unintelligible**

ELPA RUBRICS FOR HAND-SCORED ITEMS – WRITING

Holistic ELPA scoring rubrics for writing tasks are provided for teacher use. Teachers may use these rubrics as instructional tools for their English Learners' language development in the domain of writing. Students may benefit from knowing how these task types on ELPA will be scored.

Literary Set Rubric – Writing

Score	Descriptors
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and compound) that are consistent with the stimulus. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. • The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses transitional and temporal words to connect events in sequence.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and some compound) that are consistent with the stimulus, though the range may be somewhat narrow and errors may occasionally obscure meaning. • The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the range of connecting or temporal words may be limited.
2	Responses at the 2 level are typically characterized by: • Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. • The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.
1	Responses at the 1 level are typically characterized by: • The response consists of a few isolated English words and phrases related to the prompt or stimulus. • Frequent and serious errors obscure meaning most of the time.
0	The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.

Opinion Rubric – Writing

Score	Descriptors
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and compound) that are appropriate. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. • The student successfully responds to the topic and task, by presenting an opinion supported by well-developed information and reasons. The response is organized, and uses linking words and phrases to connect ideas.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and some compound) that are appropriate, though the range may be somewhat narrow and errors may occasionally obscure meaning. • The response partially addresses the task, using somewhat developed information and reasons to support an opinion. There is organizational logic in part of the response, though the range of connecting words may be limited.
`2	Responses at the 2 level are typically characterized by: • Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. • The response is limited in addressing the task and information or reasons to support the opinion may be incomplete or irrelevant. Connections between ideas may be missing or obscure.
1	Responses at the 1 level are typically characterized by: • The response consists of a few isolated English words and phrases related to the prompt or stimulus. • Frequent and serious errors obscure meaning most of the time.
0	The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.

Picture Caption Rubric – Writing

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning. • The response is consistent with the picture.
2	Responses at the 2 level are typically characterized by: • Though the student's overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response. • The response may be related to the picture.
1	Responses at the 1 level are typically characterized by: • Errors in grammar and word choice obscure the overall meaning of the response. • The response is unconnected to the picture.
0	The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.

Storyboard Rubric – Writing

Score	Descriptors
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and compound) that are appropriate to the pictures. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. • The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses transitional and temporal words to connect events in sequence.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and sentence structures (simple and some compound) that are appropriate to the pictures, though the range may be somewhat narrow and errors may occasionally obscure meaning. • The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the range of connecting or temporal words may be limited.
2	Responses at the 2 level are typically characterized by: • Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. • The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.
1	Responses at the 1 level are typically characterized by: • The response consists of a few isolated English words and phrases related to the prompt or stimulus. • Frequent and serious errors obscure meaning most of the time.
0	The response does not address the communicative demands of the task OR the response contains no English OR the response is off topic and does not address the prompt.

TESTING AND SCORE REPORTING SCHEDULES

ELPA Testing Schedule Link:

Click this link to find the most recent version of the Test Administration Manual. Look in **Appendix A** for this year's Oregon Statewide Testing Schedule.

Oregon Accessibility Manual

Click this link to find the most recent version of the Oregon Administration Manual (OAM). The OAM provides districts, schools, and IEP teams with policies and requirements that will govern the provision of accessibility supports for students participating in Oregon's Statewide Assessments.

ELPA Data Delivery Schedule:

Click this link to find the most recent version of the Test Administration Manual. Look in **Section 10.0** for this year's ELPA Data Delivery Schedule.

Oregon Department of Education