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ELPA Test Specifications

Grade 6-8

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.

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 a single test with two online segments. Listening, Reading, and Writing items are delivered in the first segment, and Speaking items are delivered in the second segment. 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 6-8
OPERATIONAL TEST BLUEPRINT

Domain	Number of items	Standard (subclaim)	Approximate percentage of items
Reading	22-26	1R	47%
		2R	18%
		5R	14%
		6R	16%
		8R	5%
Writing	11	2W	34%
		3W	5%
		7W	34%
		10W	27%
Listening	18-22	1L	63%
		2L	16%
		5L	5%
		6L	16%
Speaking	7	3S	50%
		4S	43%
		7S	7%
Total Test	62		

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 Reading and Listening domains will be balanced against each other to yield a total of 44 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, the 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.

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 listen to and read along with 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.
5R	The English language learner recalls information from experience or from a provided source.
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 and 8 and, where possible, the *interactive* modality through items targeting ELP Standards 5 and 6. At grade band 6-8, students will encounter a mix of technology enhanced items (Hot Spot Zone, Hot Spot Text Choice, Drag and Drop Match, Drop Down Selection) and standard multiple choice 4- or 5-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 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.

Passage Types
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.

Item Formats
- Four option, single section multiple choice
- Five 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

Stem Types
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 6-8 Reading

Task Type Name	Brief Description
Short Paragraphs	4-option single selection multiple choice items are presented with 1 to 6 sentences to read. The sentences are grade-appropriate and on topics that are likely to be familiar to the students. Choose one response to each item in the task.
Short Literary Set	Single or multiple selection items in numerous formats, including selected response, drop down choice, drag and drop match, and/or hot spot zone sentence selection. Items are presented with a grade-appropriate reading passage in the form of a literary passage with protagonists. Choose one or more correct responses to each question asked (4-5 items per set).
Short Informational Set	Single or multiple selection items in numerous formats, including selected response, drop down inline choice, hot spot zone sentence selection, and/or drag and drop match. Items are presented with a student-written passage in the form of a short text about mathematics, science, or technology topics that explains or analyzes the provided graphic(s). Choose one or more correct responses to each question asked (3-5 items per set).
Extended Literary Set	Single or multiple selection items in numerous formats, including selected response, drop down inline choice, hot spot zone sentence selection, and/or drag and drop match. Items are presented with an extended literature passage that often features protagonists who are less likely to resemble the students (such as those living in different times, of different ages, and having different experiences). Choose one or more correct responses to each question asked (4-6 items per set).
Extended Informational Set	Single or multiple selection items in numerous formats, including selected response, sentence-selection and drop down inline choice, hot spot zone, and/or drag and drop match. Items are presented with background information and illustrations, a list of materials and/or procedures, and a student report that includes a graph or chart of data or observations, then a paragraph or two describing results or conclusions. The topics are related to mathematics, science, or technology and are likely to be topics that are unfamiliar to grade 6-8 students. Choose one or more correct responses to each question asked (5-8 items per set).
Argument and Support Essay Set	Single or multiple selection items in numerous formats, including selected response, sentence-selection and drop down inline choice, hot spot zone, and/or drag and drop match. Items are presented with directions describing a task, then a simulated student argument and support essay written by a student in grade 6-8. The topics of the set essay may be somewhat unfamiliar to the students. Choose one or more correct response

See the Grade 6-8 online sample test 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.
6W	The English language learner uses writing to analyze and critique arguments of others.
7W	The English language learner adapts language choices to purpose, task, and audience when communicating in writing.
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 five task types. The tasks increase in complexity. The items consist of technology-enhanced multiple choice (Drag and Drop Match and Inline Choice List) items and extended text (Constructed Response) items.

Item Formats

- Match (Drag and Drop) single selection
- Match (Drag and Drop) multiple selection
- Inline Choice List (Dropdown) multiple selection
- Extended Text Response (Essay)

ELPA Task Types for Grade Band 6 - 8 Writing

Task Type Name	Brief Description
Discrete Editing Tasks	Inline Choice (dropdown) items. There will be three blanks to complete per passage paragraph. Each paragraph contains errors that need to be corrected. The errors could focus on nouns, pronouns, determiners, verbs, prepositions, adjectives, adverbs, conjunctions, and/or prepositional phrases. Select the correct option from four available responses.
Writing Questions Task	Constructed Response items in which the student will listen to an announcement and follow directions to write questions for an individual who is the topic of the announcement. Each task will ask students to create three questions (using three separate response screens) directed toward the individual in the announcement. The student responds by typing each question individually using a keyboard.
Respond to Peer Email	Constructed Response items in which the student will read an email from a peer that includes one or two specific questions that ask the student to state and support a preference. Topics might include research presentations, school assignments, or lessons. Students are reminded to clearly express an opinion, support the opinion with at least two reasons and examples, and organize ideas logically.
Storyboard	Extended Constructed Response (essay) items in which the student will create a story based on a series of illustrations. The student is given time to review four pictures and a related word bank. The student writes a paragraph that describes the four events depicted in the illustrations. Use of the words in the word bank is optional. 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.
Construct a Claim	Extended Constructed Response (essay) items in which the student will state and defend an opinion about a specific topic that has two opposing opinions. The student will select one position and defend the position with supporting details. The student must clearly express an opinion in the response and support it with reasons and examples, and organize ideas in a logical way. The student responds by typing the paragraph individually using a keyboard.

See the online sample test for Grade Band 6-8 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 authentic 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 6-8 include student discussions, interactive oral presentations, 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 seven 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 6-8, students will encounter a mix of technology enhanced items (Hot Spot Zone, Drag and Drop Match) and standard multiple choice 4- or 5-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 Stimulus

Listening stimuli are representative of what students would hear in a 6-8 classroom setting. The stimuli increase in difficulty in order to assess a full range of listening comprehension abilities. At this grade band, listening stimuli include:

- Single words and sentences
- Directions
- Short informational talks

    - 12-20 seconds in length
- A short conversation
    - 60-75 seconds in length
- A non-fiction passage read aloud by a teacher
    - 75-90 seconds in length
- An interactive student presentation
    - 75-90 seconds in length
- A student discussion
    - 55-70 seconds in length

Tasks/items
Listening items assess students' ability to listen to and comprehend text at the 6-8 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:
- Four option, single selection multiple choice
- Five option, 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

Stem Types
The following stems will be used for set-based listening items, with variations as appropriate to the particular stimulus and/or the skills to be assessed:

- Main idea: Tests the ability to understand the overall gist of the stimulus whether it is stated explicitly or implied. Sample stems: What are the speakers discussing? What is the teacher/class discussing? What is the main topic of the conversation /lecture /discussion?
- Main Argument: Tests the ability to understand the argument of a speaker whether it is stated explicitly or implied. Sample stems: What is the girl's argument? What is the boy's position?
- Key Detail: Tests the ability to identify salient details that are important to the central theme of the stimulus. Sample stems: What did the girl write about? How does Tracy say dams affect flooding?
- Inference: Tests the ability to make inferences based on what is implied but not explicitly stated by the speaker(s). Sample stems: What is probably true about the math assignment? What does the teacher imply about caterpillars?

- Prediction: Tests the ability to accurately predict what immediate action a speaker will most likely take based on what is explicitly stated or implied in the conversation. The information that supports the prediction should occur late in the stimulus so that the future action alluded to is clear and memorable. Sample stem: What will the girl probably do next?
- Speaker's Purpose: Tests the ability to identify the reason a speaker is presenting a particular set of information. Sample stems: What is the purpose of the talk? Why are the students discussing [the topic]? Why is the girl talking to the principal/teacher?
- Rhetorical device: Tests the ability to understand rhetorical devices used by a speaker to make a point. Sample stem: Why does the teacher mention bats? (Key: To give an example of a mammal that can fly.)
- Evidence Analysis: Tests the ability to identify the reason why a speaker is presenting a graph or a picture. Sample stems: Why does the student show a picture of [x] the class? Why does the student show a graph to the class?
- Graphic item: Tests the ability to combine information presented orally and visually. Test taker is asked to drag and drop labels into a diagram that is clearly presented and explained in a listening stimulus. Sample stem: Move the correct labels to the four layers of the rainforest.

ELPA Task Types for Grade Band 6-8 Listening

Task Type Name	Brief Description
Listen and Match – Sentence	Hot Spot Zone item, matching a picture to a sentence from 3 or 4 options. Choose one correct response for each item.
Listen and Match – Word	Hot Spot Zone item, matching a picture to a word from 4 options. Choose one correct response for each item.
Follow Instructions	Drag and Drop Tableau scene or Hot Spot Zone item, clicking on specific objects or items within the scene. Scenes might include classrooms, places at home or in the community, or perhaps a laboratory. There are two levels of instructions and actions: First, choose the correct item named from the options shown. Second, place that item into the correct spot on the tableau as indicated in the stimulus. Choose one correct item and place it in one correct area of the scene.
Listen for information	Drag and Drop Match, listen to know which piece of information is missing and fill it in by dragging correct answer to the graph, picture, or organizer. Choose a single correct response for each item.
Short Conversation	Multiple choice, single or multiple selection items. Listen to a brief conversation with 10 to 14 turns. Each conversation stem will lead to 2 - 3 comprehension questions about main idea, details, inferences, rhetorical device, prediction, and/or speaker's purpose. Choose one correct response from the 4 options for each question asked.
Academic Lecture or Discussion	4-option single selection, or 5-option multiple selection items are presented after students listen to an interactive teacher-lead discussion with input from an on-screen student about an academic topic. The presentation will be supported by visuals. Choose one or more correct responses, depending on the response format of the task(s), with 3 - 4 comprehension questions per set.
Interactive Student Presentation	Drag and Drop match, Hot Spot Zone, 4-option multiple choice items, or multiple-select items are presented after the student listens to a student-led interactive presentation with input from an audience. Each presentation will lead to 3 – 4 comprehension questions. For the Drag and Drop Match items, students may be asked to move multiple items into a graphic organizer, or to label a diagram. Each presentation stem will lead to questions about main idea, detail, inference, predictor, speaker's purpose, rhetorical device, evidence analysis, and/or graphic organizer or diagram labeling. Choose one or more correct responses, depending on the response format of the task(s).
Academic Debate	Drag and Drop match, 4-option or 5-option multiple choice items with single or multiple selection are presented via an academic debate between two onscreen avatars with input from classmates. Each presenter will make a claim about the topic and provide evidence. Students will answer 3 – 4 comprehension questions about main argument, supporting details, inference, and/or rhetorical device.

See the online sample test for Grade Band 6-8 for sample listening tasks.

SPEAKING

Score Reporting Category 4

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
5S	The English language learner conducts research, evaluating and orally communicating, findings to answer questions or solve problems.
6S	The English language learner uses oral language to analyze and critique arguments of others
7S	The English language learner adapts language choices to purpose, task, and audience when speaking
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 four 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 6 – 8 Speaking

Task Type Name	Brief Description
Compare Pictures	Audio Constructed Response task in which the student is presented with two pictures representing classrooms or other common settings with age-appropriate students, teachers or other community members. The prompt asks the student to describe the similarities and differences between the pictures by providing details. This task measures the student's ability to use a variety of transition words, relevant description details, and sensory language in a short oral presentation about the topic.
Language Arts Presentation	Audio Constructed Response task in which the student is presented with a student avatar that simulates a student presentation of a book report, story diagram, or other student-produced work that features information about a literary text. The student will listen, then create three separate recordings to the three items associated with the task. Two questions will be based on a detail from the text, and the other question will ask the student to form an opinion about the content. The presentation via avatar will present elements such as title, characters, plot, setting, and other literary elements of the text. This task measures the student's ability to respond to questions and engage in collaborative discussion.
Analyze a Visual and a Claim	Audio Constructed Response task in which the student is presented with information about preferences, activities, or other student information for a class or school. This information will be in the form of a grade-appropriate chart, graph, or other visual. The student will be asked to choose between two options, and to explain the visual presented. Finally the student will be asked to express an opinion about the topic and give two reasons to support that 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 the key events of the presentation, 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 6-8 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 6

Domain	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced)	Level 5 (Advanced)
Reading	460 or below	461-495	496-564	565-603	604 or above
Writing	424 or below	425-471	472-563	564-593	594 or above
Listening	409 or below	410-439	440-497	498-564	565 or above
Speaking	464 or below	465-510	511-561	562-594	595 or above

ELPA Performance Standards (Cut Scores) for Grade 7

Domain	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced)	Level 5 (Advanced)
Reading	485 or below	486-533	534-608	609-641	642 or above
Writing	473 or below	474-519	520-596	597-624	625 or above
Listening	429 or below	430-472	473-552	553-596	597 or above
Speaking	474 or below	475-526	527-581	582-610	611 or above

ELPA Performance Standards (Cut Scores) for Grade 8

Domain	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced)	Level 5 (Advanced)
Reading	493 or below	494-546	547-639	640-668	669 or above
Writing	483 or below	484-532	533-618	619-646	647 or above
Listening	431 or below	432-477	478-564	565-612	613 or above
Speaking	475 or below	476-527	528-589	590-618	619 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.

ELPA Achievement Level Descriptors (ALDs) Grade band 6-8

Listening Level 1 Beginning	**Listening** Level 2 Early Intermediate	**Listening** Level 3 Intermediate	**Listening** Level 4 Early Advanced	**Listening** Level 5 Advanced
6th Score Range: 409 or below 7th Score Range: 429 or below 8th Score Range: 431 or below	6th Score Range: 410-439 7th Score Range: 430-472 8th Score Range: 432-477	6th Score Range: 440-497 7th Score Range: 473-552 8th Score Range: 478-564	6th Score Range: 498-564 7th Score Range: 553-596 8th Score Range: 565-612	6th Score Range: 565 or above 7th Score Range: 597 or above 8th Score Range: 613 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:
recognizing a few key words or phrases; responding to simple questions and some wh-questions; identifying a point made by a speaker.	recognizing the main topic and retelling a few key points; responding to simple questions and wh- questions; determining the meaning of frequently occurring words, phrases and expressions.	determining the main idea and a few supporting details; paraphrasing the main idea; participating in discussions, building on the ideas of others and answering questions; determining the meaning of general education and content specific words.	determining the main idea and supporting evidence; paraphrasing and analyzing information to determine if the evidence supports the argument; posing and answering relevant questions; adding additional relevant information and evidence to key ideas.	determining main idea or ideas and how each idea is supported with evidence; gathering information from multiple oral sources and evaluating the credibility of the information; quoting or citing examples while paraphrasing data and conclusions; determining the meaning of general academic, context specific, figurative and idiomatic phrases.

ELPA Achievement Level Descriptors (ALDs) Grade band 6-8

Speaking Level 1 Beginning	**Speaking** Level 2 Early Intermediate	**Speaking** Level 3 Intermediate	**Speaking** Level 4 Early Advanced	**Speaking** Level 5 Advanced
6th Score Range: 464 or below 7th Score Range: 474 or below 8th Score Range: 475 or below	6th Score Range: 465-510 7th Score Range: 475-526 8th Score Range: 476-527	6th Score Range: 511-561 7th Score Range: 527-581 8th Score Range: 528-589	6th Score Range: 562-594 7th Score Range: 582-610 8th Score Range: 590-618	6th Score Range: 595 or above 7th Score Range: 611 or above 8th Score Range: 619 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:
using basic and topical vocabulary; responding to simple and wh- questions about a presentation; expressing an opinion about a topic; recognizing and using frequently occurring nouns, phrases, and verbs.	offering an opinion or prediction using simple grammatical structures and vocabulary; responding to questions with words relevant to the topic; interpreting the information in a picture or graph about a familiar topic, constructing a claim and providing a supporting reason; producing simple and compound sentences.	describing a picture or graph using general academic and content-specific vocabulary, and compound as well as complex sentences; constructing a claim and providing several supporting reasons or facts in a logical order; adapting language choices to audience; delivering a short oral presentation, or recounting a brief sequence of events in order using linking words.	participating in conversations and discussions with appropriate grammatical structures; recounting a detailed sequence of events with a beginning, middle, and end; summarizing information using simple, compound and complex sentences; supporting main ideas clearly with relevant and specific evidence; deliver oral presentations about a variety of topics and experiences.	making predictions and drawing conclusions from a variety of sources; asking and answering questions, and stating opinions with appropriate grammatical structures and vocabulary; recounting a complex sequence of events; making a claim with simple, compound, and complex sentences.

Reading Level 1 Beginning	**Reading** Level 2 Early Intermediate	**Reading** Level 3 Intermediate	**Reading** Level 4 Early Advanced	**Reading** Level 5 Advanced
6th Score Range: 460 or below 7th Score Range: 485 or below 8th Score Range: 493 or below	6th Score Range: 461-495 7th Score Range: 486-533 8th Score Range: 494-546	6th Score Range: 496-564 7th Score Range: 534-608 8th Score Range: 547-639	6th Score Range: 565-603 7th Score Range: 609-641 8th Score Range 640-668	6th Score Range: 604 or above 7th Score Range: 642 or above 8th Score Range: 669 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:
identifying a few key words and phrases in simple written texts; identifying basic information within text; responding to simple questions and some wh-questions on familiar topics.	identifying the main topic and a few key details in simple written texts; identifying key words and phrases; responding to simple comments and questions on a variety of topics as well as some wh- questions; gathering and recording information.	determining the central idea or theme and supporting details; responding to others' comments and answering questions on familiar topics; gathering information from a few sources; using context clues to determine the meanings of general academic and content-specific words and phrases; explaining an author's argument; analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not.	determining two or more central ideas and how they are supported by specific details; building on ideas of others, adding relevant and specific evidence; summarizing text; gathering information from multiple sources to summarize ideas, information and observations; analyzing the arguments and claims made in text, determining the sufficiency of supporting evidence; determining the meaning of content-specific words and phrases and some idiomatic expressions.	determining central ideas or themes and how they are supported by specific details; summarizing key ideas in text; responding to others' comments and answering questions on a variety of topics, adding relevant and specific evidence; gathering information from sources, evaluating its credibility, and paraphrasing the data; determining whether reasoning is sound and evidence is sufficient to support claims; determining the meaning of figurative and connotative language.

ELPA Achievement Level Descriptors (ALDs) Grade band 6-8

Writing Level 1 Beginning	**Writing** Level 2 Early Intermediate	**Writing** Level 3 Intermediate	**Writing** Level 4 Early Advanced	**Writing** Level 5 Advanced
6th Score Range: 424 or below 7th Score Range: 473 or below 8th Score Range: 483 or below	6th Score Range: 425-471 7th Score Range: 474-519 8th Score Range: 484-532	6th Score Range: 472-563 7th Score Range: 520-596 8th Score Range: 533-618	6th Score Range: 564-593 7th Score Range: 597-624 8th Score Range: 619-646	6th Score Range: 594 or above 7th Score Range: 625 or above 8th Score Range: 647 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:
participating in short written exchanges and presenting simple information; expressing an opinion about a familiar topic; responding to wh- questions about presentations using vocabulary from the presentation topic.	participating in short written exchanges; composing claims, narratives, or informational texts about familiar topics; providing a reason or fact to support the claim; responding to simple and wh-questions; recounting a brief sequence of events in order; using frequently occurring general academic and content-specific words and phrases.	participating in written exchanges with some details; constructing a claim about a topic, introducing the topic, and providing reasons and facts in logical order; providing a concluding statement; asking and answering questions, adding relevant information; expressing own ideas in writing; recounting a short sequence of events in order with a beginning, middle, and end; using common transitional words and phrases.	participating in written exchanges on a variety of topics and texts; asking and answering relevant questions; paraphrasing to restate information; composing narrative and informational texts with specific details about a variety of topics; constructing a claim and providing sufficient reasons to support it; analyzing an argument or claim; using simple, compound and complex sentences with transitional words and phrases to connect events and ideas.	participating in extended written exchanges on a variety of topics and texts; adding evidence and summarizing ideas; composing narrative and informational texts with relevant details about a variety of topics; constructing a claim, introducing the topic and providing compelling, ordered reasons to support the claim; recounting a complex sequence of events with a beginning, middle, and end; adapting language choices and style to the purpose and audience; precisely expressing ideas while maintaining a consistent style and tone.

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.

Academic Debate 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 occasional minor errors in language that do not obscure meaning. • The student addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and at least two appropriate reasons. The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.
4	Responses at the 4 level are typically characterized by: • The student uses simple, compound, and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammatical structures and vocabulary may be inaccurate or imprecise, but these few errors do not interfere with meaning. • The student largely addresses the task, using at least two appropriate and relevant reasons and information from the stimulus to support the answer. However, some points may digress, be redundant, or partially developed. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words and phrases.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of appropriate simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. • The student partially addresses the task, and some points are not fully developed. Some relevant but incomplete information from the stimulus may be included. The student displays some organizational logic and/or use of linking words, but connections between some ideas may be missing or obscured.

2	Responses at the 2 level are typically characterized by:
	• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.
	• The student is limited in addressing the required task. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning. Information and reasons used to support the student's answer may be irrelevant or inaccurate.
	  ○ For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.
	  ○ For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.

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**

Analyze a Visual and a Claim 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 occasional minor errors in language that do not obscure meaning. • The student addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and appropriate reason(s). The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.
4	Responses at the 4 level are typically characterized by: • The student uses simple, compound, and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammatical structures and vocabulary may be inaccurate or imprecise, but these few errors do not interfere with meaning. • The student largely addresses the task, using appropriate and relevant reason(s) and information from the stimulus to support the answer. However, some points may digress, be redundant, or partially developed. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words and phrases.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of appropriate simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. • The student partially addresses the task, and some points are not fully developed. Some relevant but incomplete information from the stimulus may be included. The student displays some organizational logic and/or use of linking words, but connections between some ideas may be missing or obscured.

2	Responses at the 2 level are typically characterized by:
	• Range of structures and vocabulary may be limited and frequent errors may interfere with meaning.
	• The student is limited in addressing the required task. Some frequently occurring linking words may be used, but otherwise missing or unclear connections between ideas obscure the student's meaning. Information and reasons used to support the student's answer may be irrelevant or inaccurate.
	  ○ For prompt 1, the student communicates only irrelevant or inaccurate information from the stimulus.
	  ○ For prompt 2, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.

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**

Compare Pictures 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 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**

Language Arts Presentation 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 minor errors that do not interfere with meaning. • The student effectively answers the prompt and provides relevant information as required by the task. For prompt 3, the student effectively uses appropriate linking word(s) to connect ideas and provides at least ONE reason to support the opinion.
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, and the response is not complete or fully appropriate. For prompt 3, the student connects ideas in at least part of the response, but the linking word(s) used may be used inaccurately. The student may unsuccessfully propose a reason to support the opinion.
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 and phrases.
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 structures 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 and phrases.
3	Responses at the 3 level are typically characterized by: • The student exhibits control of simple and 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. Some 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**

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.

Construct a Claim Rubric – Writing

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate or higher. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well, developing an opinion and supporting it effectively with compelling reasons and examples. The response is coherent, demonstrating organizational logic and an effective use of a variety of transitional words and phrases to connect ideas. • The student's message is easily understood on a first reading.
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by constructing an opinion and supporting it with sufficient reasons and examples. Occasional details may not be fully elaborated or clearly relevant to the prompt. The response is organized, and uses transitional words and phrases to connect ideas, though occasionally connections between ideas may be unclear. • The student's message is generally clear.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The response partially addresses the task, providing reasons or examples to support an opinion. However, some ideas may be underdeveloped, irrelevant, or redundant. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to common linking words. • The student's overall message is understood, but some reader effort is required.
2	Responses at the 2 level are typically characterized by: • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The response is limited in addressing the task. Reasons and examples may be insufficient and provide inadequate support for the student's opinion. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	Responses at the 1 level are typically characterized by: • Errors in vocabulary and syntax seriously obscure meaning. • The response is seriously underdeveloped and lacks coherence.
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.

Extended Literature Set Rubric – Writing

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are consistent with the stimulus. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details relevant to the reading stimulus. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. • The student's message is easily understood on a first reading.
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and simple, compound, and complex sentence structures that are consistent with the stimulus. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt or reading stimulus. The response is organized, and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. • The student's message is generally clear.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading stimulus. However, some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to simple linking words. • The student's overall message is understood, but some reader effort is required.
2	Responses at the 2 level are typically characterized by: • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	Responses at the 1 level are typically characterized by: • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
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.

Respond to a Peer Email Rubric – Writing

Score	Descriptors
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are accurate, though the response may contain a few noticeable errors that do not obscure the student's meaning. • The student successfully addresses the topic and task by stating an opinion and supporting it effectively with at least TWO sufficient reasons. Organizational logic is clear throughout the response, and transitional words and phrases are used appropriately.
2	Responses at the 2 level are typically characterized by: • The response contains a narrow range of vocabulary and simple and compound sentence structures that are largely appropriate. Errors in word choice and grammar may occasionally obscure meaning. • The response is partially successful in addressing the topic and task. Reasons supporting the student's opinion may be somewhat developed, occasionally redundant, or unclearly connected to the main idea. Organizational logic and transitional words are used in parts of the response, but some may be missing or obscure.
1	Responses at the 1 level are typically characterized by: • Limitations in vocabulary and sentence structures obscure meaning throughout the response, though the response may contain some content relevant to the stimulus. • The response is underdeveloped and reasons are insufficient to support the student's opinion. Connections among ideas are missing or obscure throughout the response, interfering with meaning.
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.

Short Literature Set Rubric – Writing

Score	Descriptors
5	Responses at the 5 level are typically characterized by: • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are consistent with the stimulus. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details relevant to the reading stimulus. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. • The student's message is easily understood on a first reading.
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and simple, compound, and complex sentence structures that are consistent with the stimulus. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt or reading stimulus. The response is organized, and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. • The student's message is generally clear.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The narrative partially addresses the task, using a few pieces of information or details from the prompt or reading stimulus. However, some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to simple linking words. • The student's overall message is understood, but some reader effort is required.
2	Responses at the 2 level are typically characterized by: • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	Responses at the 1 level are typically characterized by: • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
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
5	Responses at the 5 level are typically characterized by: • The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate to the pictures. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. • The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details. The response is well-organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. • The student's message is easily understood on a first reading.
4	Responses at the 4 level are typically characterized by: • The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate to the pictures. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. • The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt. The response is organized, and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. • The student's message is generally clear.
3	Responses at the 3 level are typically characterized by: • The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. • The narrative partially addresses the task, using a few pieces of information or details from the stimulus. However, some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to simple linking words. • The student's overall message is understood, but some reader effort is required.
2	Responses at the 2 level are typically characterized by: • A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. • The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant or missing. The organization is generally unclear, and connections between ideas are often obscured or missing. • Considerable reader effort is needed.
1	Responses at the 1 level are typically characterized by: • Errors in vocabulary and syntax seriously obscure meaning. • The narrative is seriously underdeveloped and lacks coherence.
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.

Writing Questions Rubric – Writing

Score	Description
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 successfully addresses the prompt and is consistent with the stimulus.
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. • Content may be related to the stimulus, but the response does not complete the required task.
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 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 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. Look in **Accessibility Supports for ELPA**, Section 6.0 for more information.

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.