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ELPA Test Specifications

ELPA

Grade K

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 Elementary and Secondary Education Act (ESEA). 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 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 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 (SRC).

During the 2015-16 school year, Oregon transitioned from the Oregon English Language Proficiency Assessment (Oregon ELPA), which became operational in 2006-07, 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. The Oregon Department of Education joined ELPA21 at UCLA CRESST in June 2016.

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.

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
1 st 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 or 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 KINDERGARTEN OPERATIONAL TEST BLUEPRINT

Domain	Number of items	Standard (subclaim)	Approximate percentage of items
Reading	15	1R	60%
		5R	27%
		8R	13%
Writing	10	3W	100%
Listening	19	1L	76%
		2L	12%
		5L	12%
Speaking	20	2S	10%
		3S	50%
		4S	20%
		5S	20%
Total Test	64		

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.

SCORING AND REPORTING FOR ELPA

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

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

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

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

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

Emerging

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

Progressing

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

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

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, 2, 5, and 8. For Kindergarten, students will encounter technology enhanced items (Zone Hot Spot, Drag and Drop Match), and 3-option single selection multiple choice items. See the **Response Formats** and **Task Type chart** sections that follow below for more information.

The Stimulus

The reading stimuli will be representative of the types of reading material that a student in a Kindergarten classroom in the United States might encounter in a school context. In Kindergarten, texts include word walls, read-along stories, and short literary and informational texts, all supported by visual and aural scaffolding. 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 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

- Three option, single section multiple-choice
- Match (Drag and Drop) multiple selection
- Zone (Hot Spot) single selection

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.

For Kindergarten, some reading items include read-aloud audio for part of the task. Answer options for multiple choice reading items will generally not be read aloud.

ELPA Task Types for Kindergarten Reading

Task Type Name	Brief Description
Read and Match (Picture to Word, Picture to Phrase, Picture to Sentence)	3-option match single selection multiple choice items, matching either a word to a picture, a phrase to a picture, or a sentence to a picture. For read and match word, the stimulus is a single grade-level word that is decodable. For read and match phrase, the stimulus is a grade-appropriate high-frequency 2- to 4-word phrase. For read and match sentence, the stimulus is a 3- to 5-word sentence that will have a grammatically simple construction, such as simple present tense or present progressive tense, and be in active voice. Choose one correct response for each item.
Word Wall Set	Match single selection(s), along with a 3-option multiple choice single selection item in the set, in which students will hear and read high-frequency content-area words that match to themed graphics. Once the matching is complete, the student will answer a multiple-choice question related to the overall theme of the matching set.
Short Correspondence Set	Zone single selection or 3-option single selection multiple choice, with 2 to 3 items per set. Items are presented in the form of a short note from a friend or acquaintance, teacher, or family member. The stimulus will include high-frequency common words. Images will accompany key words as a visual scaffold. Students will listen and read along with short written exchanges on familiar topics and answer comprehension questions. Response options are in the form of written text, and students will choose one correct response to each question asked.
Read-Along Story	Single selection 3-option multiple choice, zone, or match item sets, with 3 items per set. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, be in active voice, and may contain sequencing words. The focus may be on grade-level language arts, social studies, math, or science content. Students will answer questions that may include main idea, key details, sequencing, and vocabulary. Choose one or more correct responses to each question asked.
Informational Set	3-option single multiple choice, zone, or match item sets, with 3 items per set. The students will answer questions about main idea, key details, and/or vocabulary. The sentences may contain content that is unfamiliar to the student. The focus will be on grade-appropriate content from language arts, math, or science. Students will choose one correct response to each question asked.

See the Kindergarten online sample test for sample reading tasks.

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

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

Overview of the Writing Task Types

The writing section consists of two task types. The tasks increase in complexity. The items consist of technology-enhanced multiple choice (Drag and Drop) match items.

ELPA Task Types for Kindergarten Writing

Task Type Name	Brief Description
Word Builder (single word or a word within a phrase or sentence)	For word completion, match single selection items in which the student must drag the correct letter to the available blank space in a single grade-appropriate high frequency word with a picture accompanying the word. The correct word is also spoken aloud. For phrase or sentence completion, match multiple selection items in which the student will drag the correct letters to an available blank space to complete a phrase. The phrase or sentence is also spoken aloud.
Sentence Builder	Match multiple selection items in which student will drag and drop word options in the correct order to write a sentence that accurately describes a picture. Students will place all available words to correctly complete the sentence; there are no distractors provided.

Note: Oregon has eliminated the paper/pencil writing supplement for the ELPA. See the Kindergarten online sample test for sample writing tasks.

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

The listening stimuli are based on realistic materials and contexts. The listening materials range from individual words, phrases, and sentences to longer passages. The listening section contains a range of content, from simple to complex text. Grade-appropriate listening stimuli for Kindergarten include words, phrases, sentences, directions, short and long conversations, literary texts (read-alouds), and informational oral presentations 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.
8L	The English language learner determines the meaning of words and phrases in oral presentations.

Overview of the Listening Task Types

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

The Stimuli

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

- Words, phrases, and sentences
- Directions
- Short conversations
 - 5-15 seconds in length
- Long conversations
 - 45-60 seconds in length
- Literary texts read aloud by a teacher
 - 30-45 seconds in length
- Informational oral presentations
 - 40-60 seconds in length

Tasks/items

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

Response Formats

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

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

ELPA Task Types for Kindergarten Listening

Task Type Name	Brief Description
Listen and Match (Picture to Word, Picture to Phrase, Picture to Sentence)	3-option match single selection multiple choice items, matching either a word to a picture, a phrase to a picture, or a sentence to a picture. For listen and match word, the stimulus is a single grade-level word. For listen and match phrase, the stimulus is a grade-appropriate high frequency phrase. For listen and match sentence, the stimulus is a single spoken sentence that will have a grammatically simple construction, such as simple present tense in active voice. Choose one correct response for each item.
Follow Instructions	Drag and Drop Tableau scene, students will click on specific objects or items within the scene, and then drop them into the scene as directed. Scenes might include classrooms, places at home or in the community. There are two levels of instructions and actions: First, choose the correct item(s) named from the options shown. Second, place the item(s) into the correct spot(s) on the tableau as indicated in the stimulus. Vocabulary will be grade appropriate.
Short Conversation	3-option multiple choice or hot spot zone single selection items. Students will listen to a short two-turn conversation. Each conversation stem will lead to 1 - 3 comprehension questions. Answer options may be either pictures or words. Choose one correct response from the options for each question asked.
Long Conversation	2- or 3-option multiple choice single selection, hot spot zone single selection, or match single or multiple selection items. Students will listen to a multi-turn conversation with 5 to 8 turns, divided into three parts. Each conversation will lead to 2 – 4 comprehension questions. The stimulus conversation will be one that students might typically hear from peers and teachers while engaging in grade-appropriate activities. While listening, students will see images of the conversation participants. Answer options may be either pictures or words. Choose one correct response from the options for each question asked.
Read-Aloud Story	3-option single or multiple selection multiple choice or match items or single selection zone items, with 2 to 4 items per set. A narrative is read aloud and supported with images. Answer options may be either pictures or written words with audio support. For the technology-enhanced items (zone and match), students may be asked to drag and drop options into the correct order, such as sequencing events. Students will choose one or more correct responses from the options for each question asked.
Teacher Presentation	3-option multiple choice single selection multiple choice or zone items, or match with single or multiple select items, with 2 to 4 items per set. Students will be presented with a teacher-led presentation or a student avatar discussion about an academic topic in the form of a grade-appropriate academic text about ELA, mathematics, or science. The presentation will be supported with one or more visuals. Answer options may be either pictures or words with audio support. For the technology-enhanced items (zone and match), students may be asked to drag and drop options into the correct order. Students will choose one or more correct responses from the options for each question asked.

See the Kindergarten online sample test for sample listening tasks.

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

Speaking Subclaim	In grade-appropriate contexts...
2S	The English language learner participates in spoken exchanges of information, ideas, and analyses, by orally responding to peer, audience, or reader comments and questions.
3S	The English language learner speaks about complex literary and informational texts and topics.
4S	The English language learner constructs spoken claims and supports them with reasoning and evidence
5S	The English language learner conducts research, evaluating and orally communicating, findings to answer questions or solve problems.
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 and constructed response. The stimulus material and prompt are delivered by computer, and audio responses are digitally captured. The responses are later scored by human raters.

These constructed response items are based on stimuli that include:

- audio content
- illustrations
- video animations
- combinations of the above

The speaking section consists of six task types. The tasks range in complexity. 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 Kindergarten Speaking

Task Type Name	Brief Description
Classroom Tableau	Audio Constructed Response task in which the student is presented with an illustrated tableau depicting a school setting. Audio prompts ask the student to answer a set of questions based on the illustration, practicing oral vocabulary. The student will review the picture and record a response to 5-6 questions included with each task. The questions will ask about various items in the tableau, obligating responses with singular/plural nouns, frequently occurring verbs, and simple sentences. The student can listen to the presentation more than once before recording the responses.
Show and Share Questions	Audio Constructed Response task in which the student is presented with avatars of peer models who present information. The presentation includes a modeled question about the topic. The student will construct two questions that are relevant to the topic that was presented. The student can listen to the presentation more than once before recording the responses.
Show and Share Presentation	Audio Constructed Response task in which the student is presented with a simulated conversation between avatars and the student. The avatar will present two objects for the student to choose from, then ask why the student chose the particular object. Next, the student will be asked to describe the chosen object. The student can listen to the presentation more than once before recording the responses.
Picture Description	Audio Constructed Response task in which the student is presented with an age-appropriate scene that has been made funny or silly by the inclusion of odd or unexpected objects or activities in that scene. The student is asked to describe what is silly about the scene. The student will create 3 to 5 recordings about the scene. The student can listen to the presentation more than once before recording the responses.
Observe and Report	Audio Constructed Response task in which the student is presented with an animated and illustrated video of a science demonstration or other process or procedure in a classroom. The complete process or demonstration is shown, then the student is asked to discuss the end result. The student will be asked to retell what the teacher did first, next, and last. Visual support of each step is provided. The student can listen to the presentation more than once before recording the responses.

See the Kindergarten online sample test 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 Kindergarten

Domain	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced)	Level 5 (Advanced)
Reading	472 or below	473-513	514-591	592-626	627 or above
Writing	496 or below	497-561	562-650	651-672	673 or above
Listening	466 or below	467-506	507-612	613-644	645 or above
Speaking	486 or below	487-534	535-597	598-624	625 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: Kindergarten

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
Score Range: 472 or below	Score Range: 473-513	Score Range: 514-591	Score Range: 592-626	Score Range: 627 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:
determining the meaning of words and phrases in texts and dialogues; responding to simple yes/no and wh- questions; recognizing the meanings of some frequently occurring words in read-alouds.	identifying key words and phrases from read-alouds of texts and dialogues; responding to yes/no and wh- questions; recognizing the meaning of some frequently occurring and key words in read-alouds.	identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds.	categorizing words and phrases in read-alouds of texts and dialogues; answering questions about key details in a variety of text types; recognizing words and phrases in read-alouds that may have multiple meanings in context.	analyzing details from read-alouds and dialogues on familiar and unfamiliar topics; analyzing information to answer questions about key details in read-alouds; categorizing words; demonstrating comparing and contrasting skills in read-alouds; inferring meaning from words using text and pictures; listening to and following directions from a text.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
Score Range: 496 or below	Score Range: 497-561	Score Range: 562-650	Score Range: 651-672	Score Range: 673 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:
recognizing and using a small number of frequently occurring nouns and verbs in writing; creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs in written text; responding to simple questions about familiar topics.	recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics	recognizing and using frequently occurring nouns, verbs, and short phrases in writing; writing and completing words with missing letters; using question words to create simple questions; expressing an opinion or preference; creating complete simple sentences by placing words in the correct order.	recognizing and using frequently occurring regular plural nouns, verbs and prepositions in writing; writing common grade level words, writing sentences with few errors; expressing an opinion with a reason; creating complete sentences by placing words in the correct order.	recognizing and using frequently occurring regular plural nouns, verbs, prepositions, and question words in writing; writing common words and accurate grade-level sentences; expressing an opinion or a preference, including a reason for that opinion; creating complete sentences by placing words in the correct order.

ELPA Achievement Level Descriptors (ALDs)

Grade: Kindergarten

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
Score Range: 466 or below	Score Range: 467-506	Score Range: 507-612	Score Range: 613-644	Score Range: 645 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:
responding to short conversations; recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; responding to simple yes/no and wh- questions; following simple directions.	responding to short conversations; recognizing and identifying the meaning of some key words and phrases from read-alouds and oral presentations; responding to yes/no and wh- questions; following simple and some multi-step directions without picture support; discriminating some details in longer conversations.	responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.	responding to conversations and identifying key words, phrases, and details from long stories and presentations; answering questions and evaluating key vocabulary using details from long stories and conversations; demonstrating multiple-step thinking.	responding to conversations and identifying key words, phrases, and details from longer stories and informational presentations; answering questions and evaluating key details from long informational presentations; demonstrating multiple step thinking.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
Score Range: 486 or below	Score Range: 487-534	Score Range: 535-597	Score Range: 598-624	Score Range: 625 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic.	responding to conversations and questions, following commands; describing actions and objects using frequently occurring nouns, verbs and short phrases; communicating simple information; retelling and sequencing a story; using prepositional phrases to describe location; categorizing vocabulary; forming questions related to prompts.	responding to conversations, questions and commands by describing details and actions using nouns, verbs, and prepositions; communicating information and expressing an opinion about a familiar topic; making inferences to answer questions; retelling and sequencing an oral presentation.	responding to conversations, questions and prompts by identifying multiple items and explaining choices; answering questions about a variety of topics using supporting details; expressing an opinion about a variety of topics; demonstrating correct use of prepositions; describing an object's location; retelling and sequencing an oral presentation.	responding to conversations, questions and prompts on a variety of topics by identifying items and explaining choices; answering questions about key details on a variety of topics; expressing an opinion or a preference about a variety of topics; retelling stories and multiple step directions in an event using sequencing.

ELPA RUBRICS FOR HAND-SCORED ITEMS – SPEAKING

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.

Speaking Rubric - Classroom Tableau – Kindergarten

Score	Descriptors
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear. • The student successfully answers the prompt and the response is consistent with the stimulus.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. • The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> • Only in a language other than English • Refusal • Off Task/Topic • Unintelligible

Speaking Rubric – Show and Share Questions – Kindergarten

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. • The student successfully addresses the prompt.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. • The student partially addresses the prompt, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions and/or omissions.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. • The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> • Only in a language other than English • Refusal • Off Task/Topic • Unintelligible

Speaking Rubric - Observe and Report – Kindergarten

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. • When prompted, the student retells the sequence of events accurately, using information from the stimulus.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. • When prompted, the student retells the sequence of events, though some information may be incomplete, or missing, or out of order.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. • The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> • Only in a language other than English • Refusal • Off Task/Topic • Unintelligible

Speaking Rubric – Show and Share Presentation – Kindergarten

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. • The student successfully addresses the prompt.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. • The student partially addresses the prompt, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions and/or omissions.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. • The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> • Only in a language other than English • Refusal • Off Task/Topic • Unintelligible

Speaking Rubric - Picture Description – Kindergarten

Score	Descriptors
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none">• The student effectively uses appropriate vocabulary that is relevant to the picture and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning.• The student successfully describes the main feature(s) of the picture.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none">• The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning.• The student partially describes some main feature(s) of the picture, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions and/or omissions.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none">• The response may include words and phrases connected to the picture, but limitations in grammar and vocabulary may significantly interfere with comprehension.• The response consists of a few isolated English words that may be related to the prompt or stimulus.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none">• Only in a language other than English• Refusal• Off Task/Topic• Unintelligible

ELPA RUBRICS FOR HAND-SCORED ITEMS – WRITING

Oregon has eliminated the paper/pencil writing supplement for the ELPA.

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 9.8** for this year's ELPA Data Delivery Schedule.

Oregon Department of Education

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