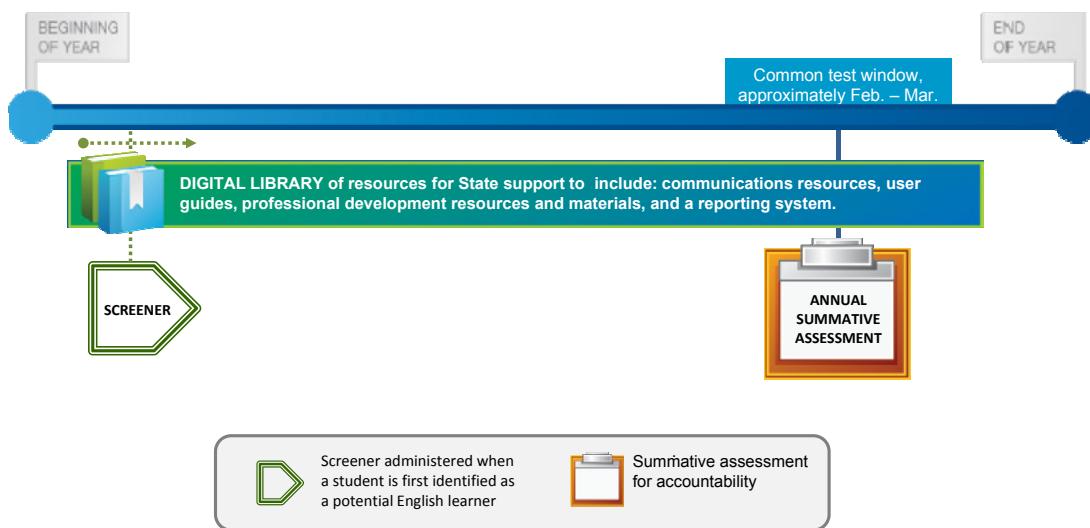


The English Proficiency Assessment for the 21st Century Consortium (ELPA21)



Description of Major ELPA21 Features

Digital Library: This library will contain professional development modules for both ELL teachers and academic content teachers on (1) how to provide a secure and accurate assessment experience, (2) how to best use the assessment results to inform instructional placement, and (3) how to discuss results with students and families. It also will contain formative resources based on learning progressions, administration and accommodation manuals, vetted resources contributed by states, professional development materials, sample test items and tasks, and an online reporting system.

Standards: All components are based on the English Language Arts Proficiency Standards which were developed in 2012–13 and highlight and amplify the language in the Common Core State Standards.

On-Demand Screener: This short assessment will be used to determine whether, and at what level, a student needs ELL services. It will be administered at the time a student enters the school system and may be re-administered as needed. It will still assess across the four language domains. A Consortium-wide common cut score will be used to make initial ELL identification and program placement decisions. Teachers also will have access to the score reports from the screener to inform instruction.

Optional Interim Assessments: Through extended collaboration beyond the grant, ELPA21 will develop a secure item bank from which locally defined interim benchmark assessments can be constructed.

Summative Assessments: The summative assessments will be developed for each of six grade bands (K, 1, 2–3, 4–5, 6–8 and 9–12) and administered near the end of the academic year. Because ELLs arrive in schools with varying levels of English and academic proficiency, each grade band assessment will measure across a wide range of proficiency. Two test forms will be available per grade band each year. These assessments will measure students' level of English proficiency in the four domains of reading, writing, speaking and listening. A composite score will be reported along a continuous K–12 vertical scale to facilitate monitoring of student progress across school years.

Accountability: The summative scores from the ELPA21 assessments may be used to qualify a student for exit from the ELL program as long as other data also provide evidence of ELP. Consortium states will decide how and what combination of evidence will be acceptable.

Implementation: Operational in 2015–2016.

Cost: To Be Determined.