



The English Language Proficiency Assessment for the 21st Century, [ELPA21](#), is a consortium of states committed to supporting educators, member states, and members of the public as they adopt and implement the [English Language Proficiency \(ELP\) Standards](#) and college- and career-ready standards.

The consortium is developing an assessment system based on the ELP Standards that will inform instruction so that all English language learners (ELLs) leave high school prepared for college and career success.

The ELP Standards

The 10 ELP Standards define what English language skills students should have at particular grade levels. They are designed for collaborative use by both ESL and content-area teachers and address the language demands needed to be successful in English language arts, mathematics, and science classrooms. The ELP Standards are shaped by guiding principles that recognize that ELLs have the same potential as native speakers to excel in learning, and that instruction that builds on their varied backgrounds is more likely to help students master their use of the English language.

The ELPA21 Assessment System

The ELPA21 assessment system measures and reports on proficiency of the English language overall, as well as in reading, writing, speaking, listening, and comprehension.

The ELPA21 consortium is developing two tests: a screener and a summative assessment. Both tests will be developed for each of six “grade bands” (K, 1, 2–3, 4–5, 6–8, and 9–12). The screener will be administered to assess baseline English language proficiency of incoming ELL students and will be used to guide placement of each student and make decisions about his or her instruction. The summative assessment, to be administered near the end of the academic year, will include two fixed forms per grade band. Test item security is an important component of the ELPA21 system; students will not have access to an item until they take the actual computer-based assessment.

The assessment system will incorporate technology-enhanced items that allow students to indicate their responses in ways other than traditional item types (e.g., multiple choice). The assessment system will include item styles that are more interactive, especially for speaking and listening tests; reduce turnaround time on reporting results; improve efficiency of data collection and management; increase security of test content; and reduce administrative burdens on school and district staff.

The ELPA21 Consortium

States participating in ELPA21 represent multiple regions of the United States and are also diverse politically and demographically. There is also variety in how they assess students: Some ELPA21 states have independent content assessments, and others participate in PARCC or the Smarter Balanced Assessment Consortium. ELPA21 is collaborating with partners from the Understanding Language Initiative of Stanford University; the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) of the University of California, Los Angeles; the National Center on Educational Outcomes of the University of Minnesota; and the Council of Chief State School Officers (CCSSO). The Oregon Department of Education is the lead state agency, and CCSSO is the project management partner. Visit [ELPA21.org](#) for more information.

ELPA21's governance structure is outlined below and the assessment system structure is under development in accordance with the terms of the grant awarded to the consortium by the U.S. Department of Education. Please find a summary of [ELPA21's governance structure](#) and a timeline of deliverables below.

Executive Board: The Executive Board (EB) makes overarching policy decisions. Members of the EB were elected by the Consortium Council (CC). The members of the EB, including the EB chair, are as follows:

- Iowa *Jobi Lawrence, Title III Coordinator and ELPA21 EB Chair*
- Kansas *Phyllis Farrar, World Languages Consultant for World Languages as ESOL*
- Nebraska *Terri Schuster, Director, Title III*
- Ohio *Paula Mahaley, Assistant Director, Office of Curriculum and Assessment*
- Oregon *Doug Kosty, Assistant Superintendent, Office of Learning, Ex Officio EB Member*
- Washington *Kara Todd, Science Assessment Specialist*

Consortium Council: The CC oversees the development of the assessment system, and responds to operational issues and decisions. One state education agency (SEA) representative per consortium state has been appointed:

- Arkansas *Alan Lytle, Public School Program Advisor, ELL Assessment Specialist*
- Iowa *Colleen Anderson, Student Assessment Consultant*
- Kansas *Lee Jones, Education Program Consultant, Assessment*
- Louisiana *Bernell Cook, Director, Federal Reporting*
- Nebraska *Terri Schuster, Director, Title III*
- Ohio *Abdinur (Abdi) Mohamud, ELP Consultant*
- Oregon *Martha Martinez, Education Specialist*
- South Carolina *Amelia Brailsford, Coordinator, Test Development, Office of Assessment*
- Washington *Michael Middleton, Director, Select Assessments and Business Enterprises*
- West Virginia *Robert Crawford, Assistant Director, Office of Federal Programs*

Task Management Teams: Task Management Teams (TMTs) guide, design, and approve the work under their purview. TMTs are led by experts with industry-leading experience, and each team includes SEA members nominated by the ELPA21 consortium states. TMTs and their advisors are listed below:

- Accessibility, Accommodations, and Administration: *Martha Thurlow, National Center on Educational Outcomes*
- Assessment Design and Scaling: *Bill Auty, Measurement Consulting*
- Field Testing and Technology: *Wes Bruce, Technology Readiness Consultant*
- Item Acquisition and Development: *Phoebe Winter, Assessment Research and Development Consultant*
- Performance Standard Setting, Data, and Reporting: *Mary Seburn, Quantiful, LLC*

Project Advisory and Timeline

ELPA21's governance structure includes oversight of qualitative and quantitative aspects of the assessment system design, development, and implementation. Kenji Hakuta of the Understanding Language Initiative of Stanford University serves as principal investigator, and CRESST is building the validity plan and overseeing its execution. A timeline of major deliverables has been ratified by the CC and presented to the U.S. Department of Education.

Item Development	January–October 2014
Platform and System Trial	January 6–14, 2015
Field Test	February 2–March 31, 2015
Operational Summative	School Year 2015–2016
Operational Screener	School Year 2016–2017

For more information on ELPA21, contact Communications Director Kara Schlosser at 202.336.7055 or communications@elpa21.org, and visit ELPA21.org.