



Test Blueprints for the Initial English Language Proficiency Assessments for California

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Background and Overview

The English Language Proficiency Assessments for California (ELPAC) is an English language development (ELD) assessment system for students in kindergarten through grade twelve (K–12) that replaced the California English Language Development Test (CELDT). The ELPAC must comply with California *Education Code* (EC) sections 60810 et seq. by which the Legislature required the State Superintendent of Public Instruction and the State Board of Education (SBE) to select or develop a test that assesses the ELD of students whose primary language is a language other than English. Beginning with the 2000–01 school year, the new law required the assessment of ELD to be done upon initial enrollment and annually thereafter until the local educational agency (LEA) reclassified the student. State law required the state test of ELD to be aligned with the state-adopted ELD Standards (California *EC*, Section 60810[c][7]). EC Section 60811 (as amended by Assembly Bill 899 in 2013) requires the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 ELD Standards) to be linked with academic content standards for mathematics and science in order to meet state law and federal accountability requirements.

The ELPAC consists of two separate assessments: the Initial ELPAC for initial identification and the annual Summative ELPAC. The Initial ELPAC is a paper-based assessment that is administered to six grades and grade spans: kindergarten (K), one (1), two (2), three through five (3–5), six through eight (6–8), and nine through twelve (9–12). The ELPAC is aligned with the 2012 ELD Standards adopted by the SBE in November 2012. Items also correspond to the Common Core State Standards (CCSS) Mathematical Practices and the Science and Engineering Practices in the California Next Generation Science Standards (CA NGSS). The Initial ELPAC has a single test at grades nine through twelve (9–12) because the 2012 ELD Standards are very similar at grades nine and ten (9–10) and eleven and twelve (11–12) and because students take the Initial ELPAC one time only. That is, there is no need to create separate assessments for grades nine and ten (9–10) and grades eleven and twelve (11–12) to limit a student’s exposure to the same items.

The purpose of the Initial ELPAC is to collect information that contributes to the decision as to whether a student should be classified as an English learner (at the novice or intermediate level) or as initial fluent English proficient (IFEP). A goal of the initial assessment is to collect enough evidence to make this decision while keeping the test as short as possible to support efficient administration and scoring. For this reason, the Initial ELPAC contains fewer items, and fewer task types, than the Summative ELPAC.

The task types used on the Initial ELPAC are a subset of task types appearing on the Summative ELPAC. The following task types appear in the Summative ELPAC but do not appear in the Initial ELPAC:

- Speaking—Present and Discuss Information (Speaking with Reading)
- Reading—Read a Student Essay
- Writing—Write About Academic Information (Writing with Reading)

In November 2015, the SBE approved the *Proposed Test Blueprints for the ELPAC*, which included some task types adapted from CELDT items determined to be aligned with the 2012 ELD Standards. After the SBE approval of the *Proposed Test Blueprints for the ELPAC*, the first pilot of ELPAC items, the standalone sample field test of the Summative ELPAC, and the standalone field test of the Initial ELPAC were administered. Analysis of the pilot and the standalone sample field test results led to modifications of the ELPAC test blueprints. The names of some of the task types were changed, some of the task types were removed, and one task type was added to the test blueprints. In addition, the ELPAC test blueprints for the Initial ELPAC (which are in this document) were separated from the ELPAC test blueprints for the Summative ELPAC (which the SBE approved in September 2017).

The results of this process are the ELPAC test blueprints for the Initial ELPAC, which appear in [Table 1](#) through [Table 4](#) on the following pages. [Table 5](#) provides an overview of items and points on the Initial ELPAC by domain and grade.

In the Aligned Primary ELD Standard(s) column in [Table 1](#), multiple primary standards are listed for those task types with items that align with different standards. These vary by grade. Additional secondary standards may apply to select stem types.

Table 1. Listening: Number of Items and Points by Task Type and Grade

Listening Task Type	Aligned Primary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Listen to a Short Exchange	Part (P)I.A.1, PI.B.5, PII.A.2	Discrete, 1 point	3	3	3	3	3	3	3	3	3	3	3	3
Listen to a Classroom Conversation	PI.A.1, PI.A.3, PI.B.5	Set of 3 items, 3 points per set	0	0	0	0	0	0	3	3	3	3	3	3
Listen to a Story	PI.B.5, PII.A.1	Set of 3 items, 3 points per set	6	6	6	6	6	6	3	3	0	0	0	0

Table 1 (continuation)

Listening Task Type	Aligned Primary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Listen to an Oral Presentation	Grades K–12 PI.B.5 Grades 6–12 PI.B.7, PI.B.8, PII.A.1	Set of 3–4 items, 3–4 points per set	3	3	3	3	3	3	4	4	4	4	4	4
Listen to a Speaker Support an Opinion	PI.A.3, PI.B.5, PI.B.7, PI.B.8, PII.A.1	Set of 4 items, 4 points per set	0	0	0	0	0	0	0	0	4	4	4	4
NA	NA	Totals	12	12	12	12	12	12	13	13	14	14	14	14

In the Aligned Primary ELD Standard(s) column in [Table 2](#), multiple primary standards are listed for those task types with items that align with different standards. These vary by grade.

In the Aligned Secondary ELD Standard(s) column, secondary standards vary based on the stem types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics.

Table 2. Speaking: Number of Items and Points by Task Type and Grade

Speaking Task Type	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 11–12 Items	Grades 11–12 Points
Talk About a Scene	Part (P)I.A.1	PII.B.3, PII.B.4, PII.B.5	Set of 6 items, 9 points per set	6	9	6	9	6	9	6	9	6	9	6	9
Speech Functions	PI.A.4	PII.B.3, PII.B.4, PII.B.5	Discrete, 2 points	0	0	0	0	0	0	2	4	2	4	2	4
Support an Opinion	PI.C.11	PII.B.3, PII.B.4, PII.B.5, PII.C.6	Discrete, 2 points	1	2	0	0	0	0	0	0	0	0	0	0

Table 2 (continuation)

Speaking Task Type	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 11–12 Items	Grades 11–12 Points
Retell a Narrative (Speaking with Listening)	PI.C.9	PI.B.5, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6	Discrete, 4 points	1	4	1	4	1	4	0	0	0	0	0	0
Summarize an Academic Presentation (Speaking with Listening)	PI.C.9	PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7	Discrete, 4 points	0	0	1	4	1	4	1	4	1	4	1	4
NA	NA	NA	Totals	8	15	8	17	8	17	9	17	9	17	9	17

In the Aligned Primary ELD Standard(s) column in [Table 3](#), multiple primary standards are listed for those task types with items that align with different standards. These vary by grade. Additional secondary standards may apply to select stem types.

Table 3. Reading: Number of Items and Points by Task Type and Grade

Reading Task Type	Aligned Primary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Read-Along Word with Scaffolding	Part (P)III ¹ , PI.B.6	Set of 2 items, 3 points per set	4	6	0	0	0	0	0	0	0	0	0	0
Read-Along Story with Scaffolding	PIII ¹ , PI.B.6	Set of 4 items, 5 points per set	4	5	4	5	0	0	0	0	0	0	0	0
Read-Along Information	PI.B.6	Set of 3 items, 3 points per set	0	0	3	3	0	0	0	0	0	0	0	0
Read and Choose a Word	PI.B.6	Discrete, 1 point	0	0	2	2	2	2	0	0	0	0	0	0

¹ PIII foundational literacy skills may not be expressly considered standards.

Table 3 (continuation one)

Reading Task Type	Aligned Primary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Read and Choose a Sentence	PI.B.6	Discrete, 1 point	0	0	0	0	2	2	2	2	2	2	2	2
Read a Short Informational Passage	Grades 2–12 PI.B.6 Grades 3–12 PI.B.7, PI.B.8, PII.A.1, PII.A.2	Set of 2–3 items, 1 point per item	0	0	0	0	3	3	2–3	2–3	2–3	2–3	2–3	2–3
Read a Literary Passage	PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2	Set of 3 items, 1 point per item	0	0	0	0	3	3	0	0	0	0	0	0

Table 3 (continuation two)

Reading Task Type	Aligned Primary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Read an Informational Passage	PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2	Grades 3–12: Set of 5–6 items, 1 point per item	0	0	0	0	0	0	5–6	5–6	5–6	5–6	5–6	5–6
NA	NA	Totals	8	11	9	10	10	10	10	10	10	10	10	10

In the Aligned Primary ELD Standard(s) column in [Table 4](#), multiple primary standards are listed for those task types with items that align with different standards. These vary by grade.

In the Aligned Secondary ELD Standard(s) column, secondary standards vary based on the stem types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics.

Table 4. Writing: Number of Items and Points by Task Type and Grade

Writing Task Type	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Label a Picture—Word, with Scaffolding	PI.C.10	NA	Set of 4 items, 6 points per set	4	6	4	6	0	0	0	0	0	0	0	0
Write a Story Together with Scaffolding	Grades K–2 PI.A.2 Grades 1–2 PI.C.10	NA	K: Set of 4 items, 6 points per set Grades 1, 2: Set of 4 items, 7 points per set	4	6	4	7	4	7	0	0	0	0	0	0

Table 4 (continuation)

Writing Task Type	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Discrete/Set, Point Value	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Describe a Picture (Writing with Reading)	Grade 2 PI.C.10 Grades 3–5 PI.A.2, PII.C.7	PII.B.3, PII.B.4, PII.B.5, PII.C.6	Grade 2: Discrete, 3 points Grades 3–5: 2 sets of 2 items, 4 points per set	0	0	0	0	2	6	4	8	0	0	0	0
Write About an Experience	PI.C.10	PII.B.3, PII.B.4, PII.B.5, PII.C.6	Discrete, 4 points	0	0	0	0	0	0	0	0	1	4	1	4
Justify an Opinion	PI.C.11	PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6	Discrete, 4 points	0	0	0	0	0	0	1	4	1	4	1	4
NA	NA	NA	Totals	8	12	8	13	6	13	5	12	2	8	2	8

Table 5. Overview of Items and Points by Domain and Grade

Domain	K Items	K Points	Grade 1 Items	Grade 1 Points	Grade 2 Items	Grade 2 Points	Grades 3–5 Items	Grades 3–5 Points	Grades 6–8 Items	Grades 6–8 Points	Grades 9–12 Items	Grades 9–12 Points
Listening	12	12	12	12	12	12	13	13	14	14	14	14
Speaking	8	15	8	17	8	17	9	17	9	17	9	17
Reading	8	11	9	10	10	10	10	10	10	10	10	10
Writing	8	12	8	13	6	13	5	12	2	8	2	8
Totals	36	50	37	52	36	52	37	52	35	49	35	49