

2016 Assessment and Accountability Information Meeting

Moving Forward with the English Language Proficiency Assessments for California

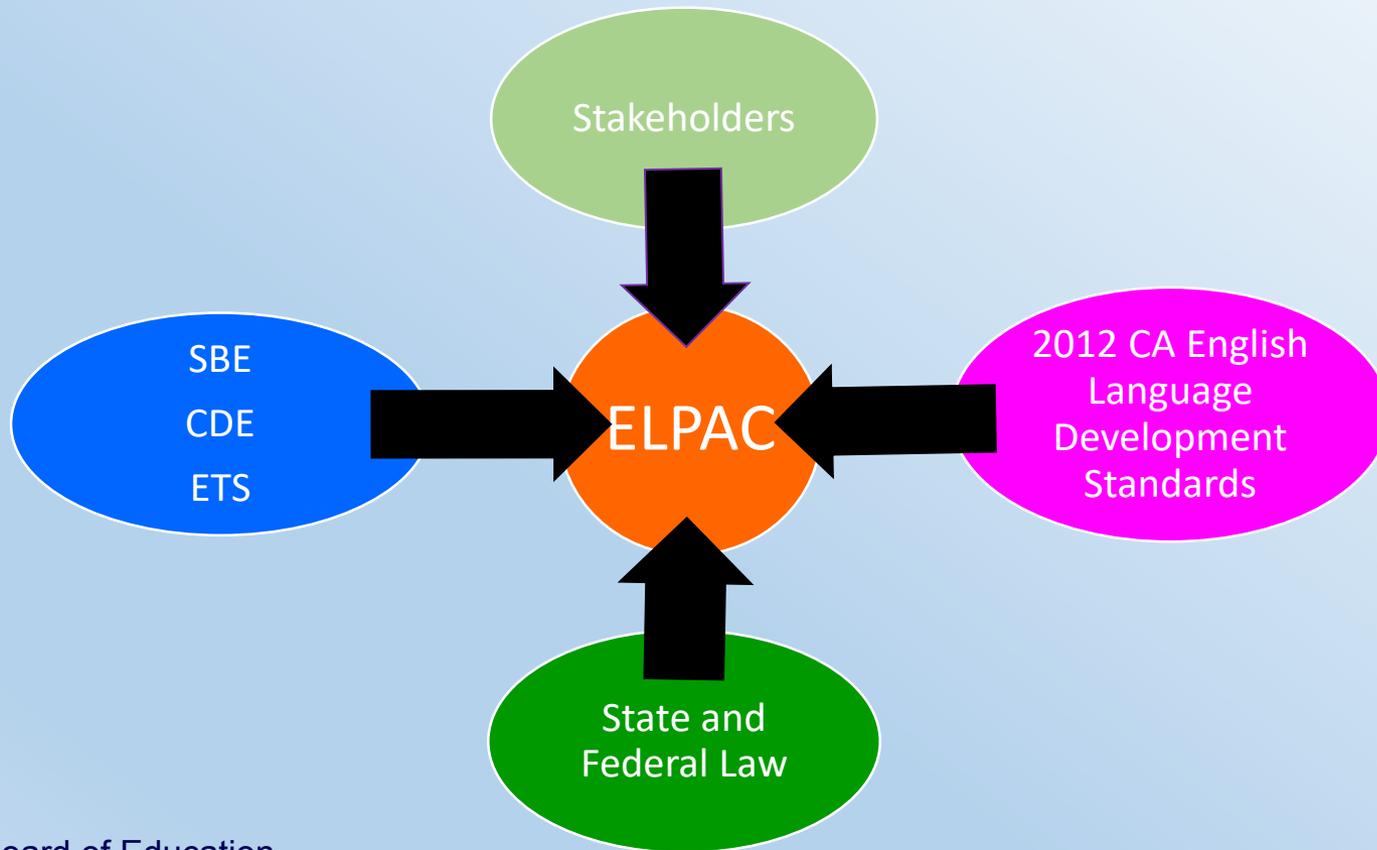
**Traci Albee, Administrator
English Language Proficiency and Spanish Assessments for
California**

Transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC)



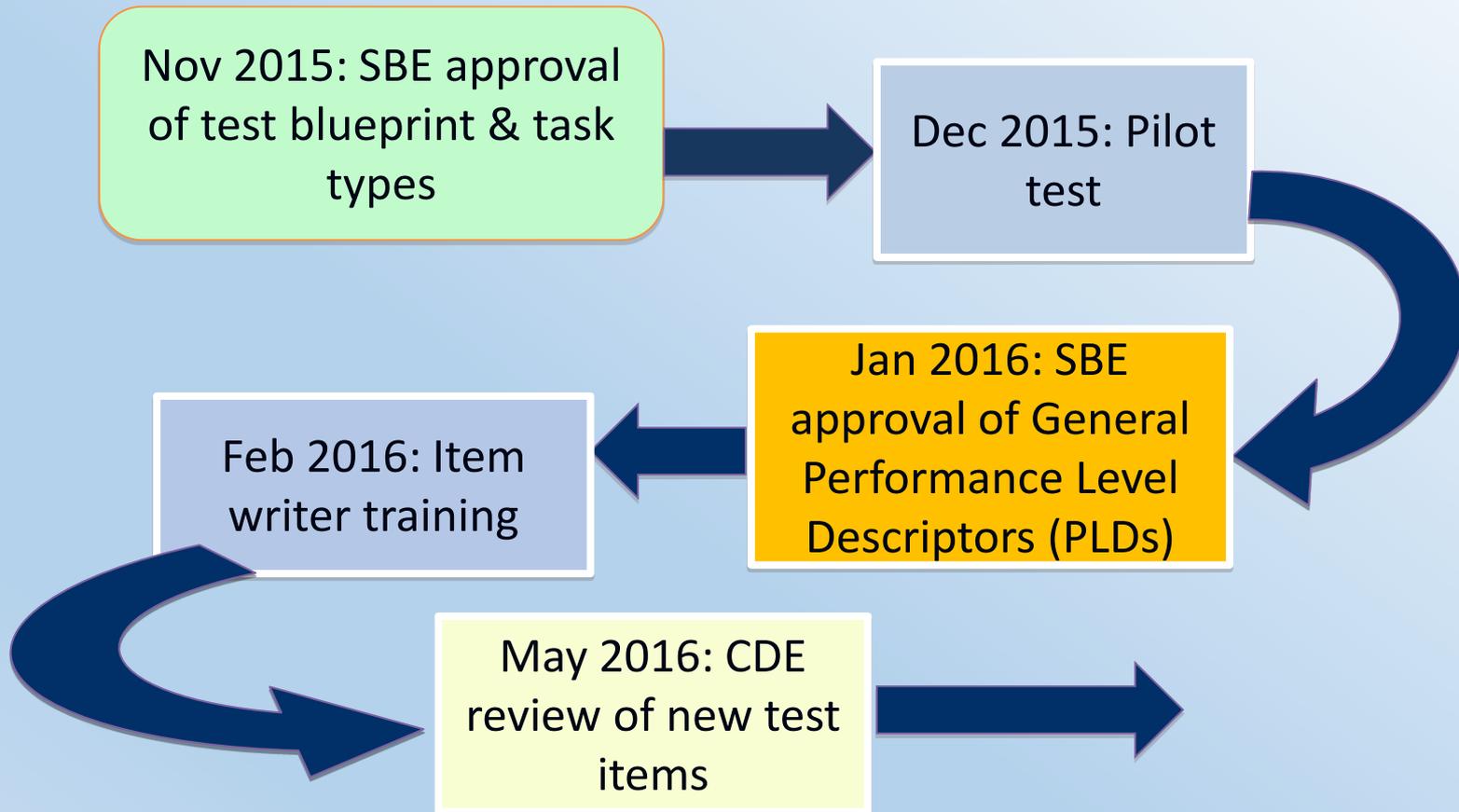
	2015–16	2016–17	2017–18		2018–19
ELPAC Pilot Testing	December 2015				
Field Test Administrations (No scores reported)		ELPAC Summative (Spring 2017)	ELPAC Initial (Fall 2017)		
Operational Administrations (Scores reported)	CELDT	CELDT	CELDT Initial only	ELPAC Summative (Spring 2018)	ELPAC Initial (July 1, 2018) Summative (Spring 2019 and beyond)

The ELPAC Paradigm

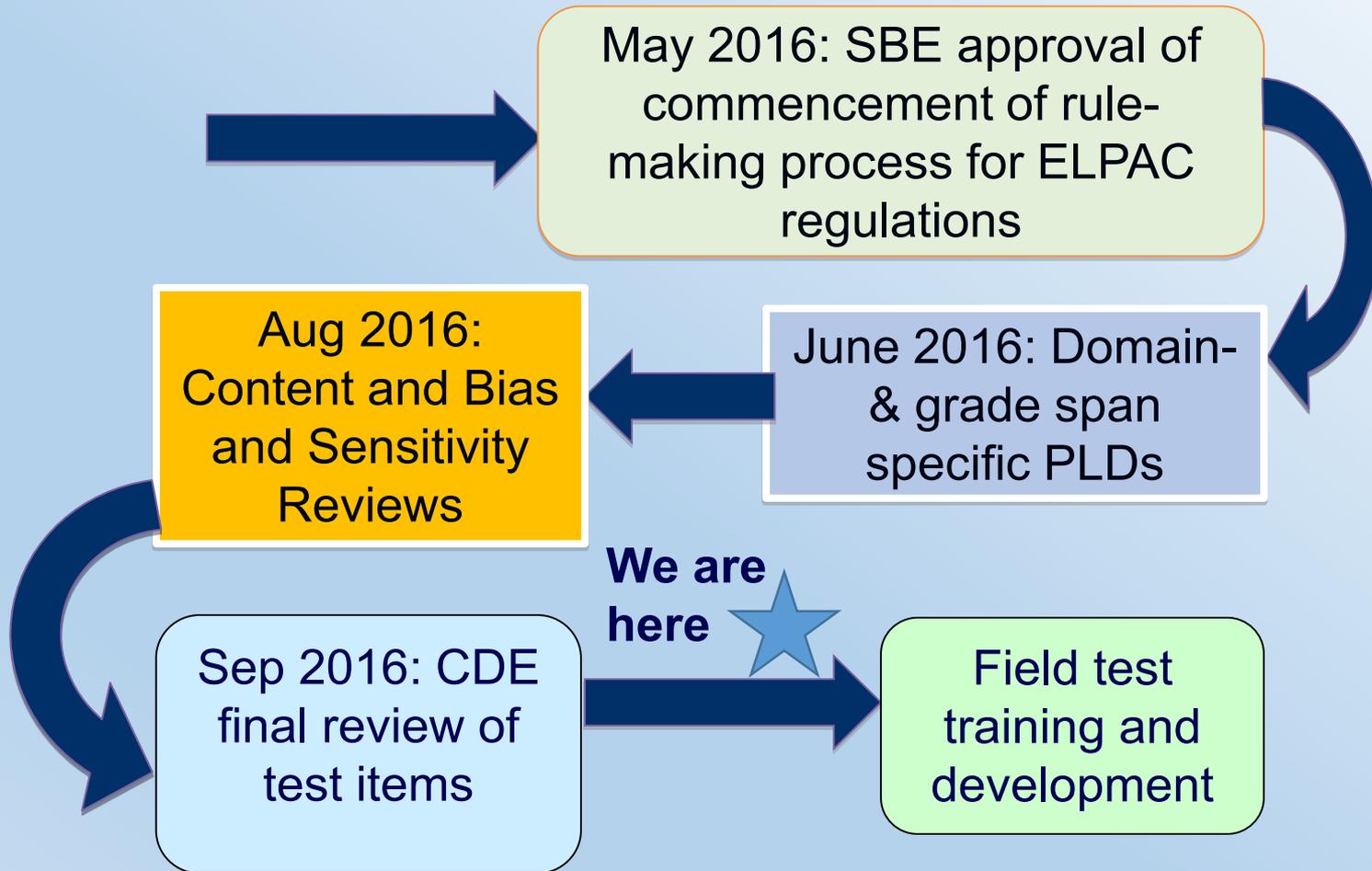


- SBE-State Board of Education
- CDE-California Department of Education
- ETS-Educational Testing Service

ELPAC Development Process



ELPAC Development Process (cont.)



Purpose of the ELPAC Test Blueprints



To provide and illustrate:

- Proposed number of test items
- Proposed number of points for each task type
- Alignment of the test items/task types with the 2012 California English Language Development Standards and its correspondence to the 2010 Common Core State Standards in Mathematics and Science

ELPAC Pilot Test



- Tested new task types
- Gathered information about how effectively the task types function
- Piloted 27 new task types

Pilot Test: Listening Domain via Audio

As a result of the pilot test:

- Listening items in grade K–2 would be delivered by the examiner.
- Listening items in grades 3–12 are planned to be delivered via audio recordings.
 - Benefits include:
 - Standardized delivery of listening stimuli
 - Realistic presentation of conversation



ELPAC General PLDs

Level	Description
4	English learners at this level have fully functional receptive and productive skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have moderately functional receptive and productive skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive and productive skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited to no functional receptive and productive English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Educator Item Writer Training



- Occurred in February 2016
- 24 elementary and 18 secondary educators participated
- Trained to write test items aligned with the ELPAC test blueprints



ELPAC Regulations

- Establishes consistent statewide administration
- Establishes a new testing window
- Describes accommodations and additional resources
- Currently in the rule-making process



Content Review Panel (CRP) and Bias and Sensitivity Review Panel (BSRP)



- Reviewed new ELPAC items for appropriate grade-level content, language, and pictures.
- Occurred August 1–5, 2016
- Broad representation of California educators
- Recommended changes to the CDE for review and potential approval

California Educator Reflections



“Authentic California voices are valued and heard...”
Adriana Vazquez,
Val Verde Unified
School District (USD)

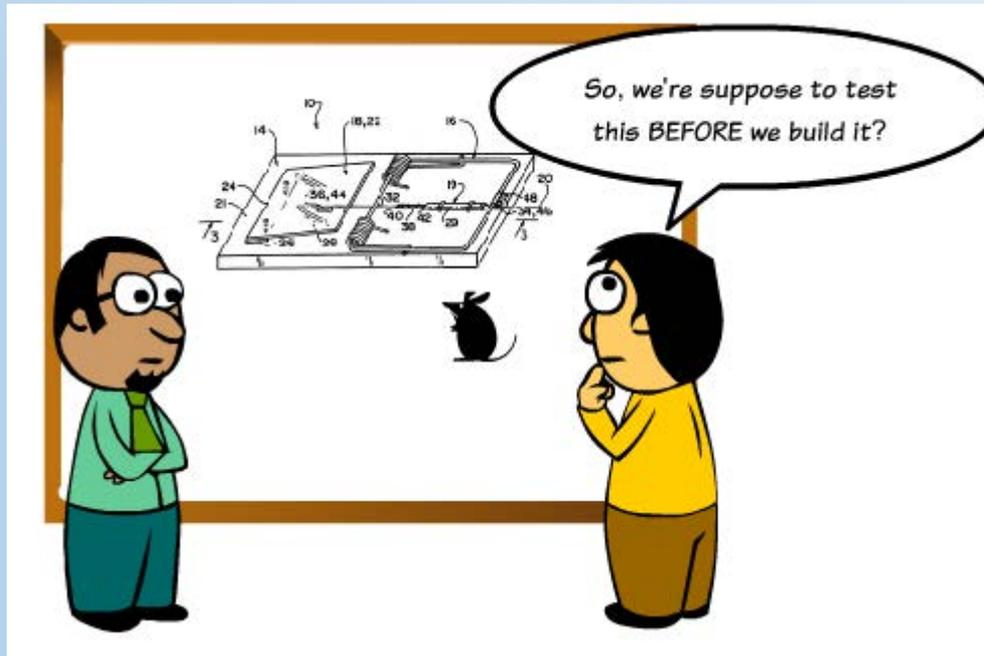


The ELPAC includes much more academic writing and information that is interesting to children...”
Laura Gotz,
Los Angeles USD

“The ELPAC emphasizes the importance of having students engage routinely in meaningful interactions...”
Leisa Machado,
Turlock USD

“[The ELPAC] is richer in its representation of different people and experiences...it allows students to feel more included as they may see themselves in the assessment questions.”
Graciela Camacho, Santa Ana USD

ELPAC Field Tests



ELPAC Field Tests



- Summative assessment field test: Spring 2017
- Initial assessment field test: Fall 2017
- Includes English-only and reclassified fluent-English proficient students
- Sample field tests, not census
- Participation by invitation
- District representatives must attend a full day of training in February 2017.

Upcoming Educator Opportunities

- April/May 2017-Speaking Range Finding
(Application Deadline January 6, 2017)
- May/June 2017-Writing Range Finding
(Application Deadline January 6, 2017)
- Fall 2017-Standard Setting
(Application Deadline March 10, 2017)



Submit application at:

<https://www.surveymonkey.com/r/ELPACApp2016>

Contact Information



English Language Proficiency and Spanish Language Assessments Office

Phone: 916-319-0784

CELDT e-mail: celdt@cde.ca.gov

ELPAC e-mail: elpac@cde.ca.gov

CELDT Web page: <http://www.cde.ca.gov/ta/tg/el/>

ELPAC Web page: <http://www.cde.ca.gov/ta/tg/ep/>

Join the CDE's ELPAC e-mail list by sending a blank e-mail to: subscribe-elpac@mlist.cde.ca.gov.