

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

pptb-adad-mar18item01

# California State Board of EducationMarch 2018 AgendaItem #09

## Subject

English Language Proficiency Assessments for California: Approve the Revised Test Blueprints for the Initial English Language Proficiency Assessments for California.

## Type of Action

Action, Information

## Summary of the Issue(s)

In November 2015, the State Board of Education (SBE) approved the test blueprints for the initial English Language Proficiency Assessments for California (ELPAC). Proposed revisions to the initial ELPAC (IA) test blueprints are presented herein for SBE approval. The approval of the test blueprints is required by California *Education Code* (*EC*) Section 60810.

## Recommendation

The California Department of Education (CDE) recommends that the SBE approve the proposed revisions to the IA blueprints for the ELPAC.

## Brief History of Key Issues

### Proposed Revisions for the ELPAC Initial Assessment Blueprints

In August and September 2017, the ELPAC IA field test was administered to over 11,000 students (10,000 English learners [ELs] and about 1,300 kindergarten through grade two English only [EO] students) in 314 local educational agencies (LEAs) throughout the state. There were between 2,000–6,000 students tested in each grade span; these students were a representative sample of the state’s EL population. The field test focused on the administration of the test’s task types and provided specific data to inform the revisions noted in the IA blueprints (Attachment 1).

To ensure the revised blueprints reflect the depth, breadth, and rigor of the 2012 *California English Language Development (ELD) Standards* (California Department of Education [CDE], 2014), the CDE has engaged in discussions with various stakeholder groups including the ELPAC Technical Advisory Group (TAG), Regional Assessment Network, California Association for Bilingual Education (CABE), Californians Together, and other California educators. Subsequent to the 2017 field test, the CDE surveyed more than 300 test examiners to obtain information on the field test administration experience. Furthermore, the CDE requested that the Sacramento County Office of Education (SCOE) host eight in-person focus groups throughout California, in September and October 2017, for the purpose of obtaining field test feedback. One hundred ten (110) test examiners who administered the field test attended these eight meetings and provided feedback.

The CDE is confident that stakeholder review and discussion, field test participant feedback, and standardized statistical analyses all contribute to a robust assessment that: (1) accurately identifies ELs and initial fluent English proficient (IFEP) students; (2) does not overburden students and/or test examiners; and (3) has sufficient items to contribute to valid and reliable test scores without excessive test length.

The attached IA test blueprints identify the proposed number of IA test items and points by task type, as well as the grade or grade span tested. Task types are organized in the order of item difficulty from easiest to most difficult and by the four domains (i.e., listening, speaking, reading, and writing). A guide to the definitions of the task types may be found in Attachment 2.

### Revisions to Task Types

In general, proposed revisions to the task types fall into three categories: (1) administration considerations; (2) appropriate rigor; and (3) task types did not perform as expected and were removed. Following are some examples of the types of revisions that are proposed; the revisions in their entirety are noted in Attachment 1.

* Administration considerations:
	+ - Task type *Listen to Speakers Support Opinions* was revised to reduce the number of speakers to only one in the test item in order to simulate authentic scenarios to which a student would react to another’s position. It was renamed *Listen to a Speaker Support an Opinion*.
			* Task type *Summarize a Presentation* (writing) elicited appropriate information about students’ English-language proficiency at grades six through twelve. However, the amount of time to administer this task type exceeded a practical administration time within a typical classroom period. It was determined that other task types (e.g., *Summarize an Academic Presentation*) could be used to assess the corresponding 2012 ELD Standards.
* Appropriate rigor:
* The number of points in task type *Talk About a Scene* increased by three at all grades/grade spans. The decision was made to make *Talk About a Scene* a set of six questions, worth nine points at all grades and grade spans, in order to gather information about speaking proficiency at the lower performance levels and promote student confidence at the beginning of the speaking administration. This task type performed (discriminated) well on the IA field test across all grades.
* One item in task type *Justify an Opinion* (writing) was added in each of grade spans three through five and six through eight, in order to collect more information about writing proficiency at the mid to upper performance levels.
* The following task types did not perform as expected and were removed:
	+ - Task type *Read and Respond to a Message*—Educators felt strongly that other task types (e.g., *Justify an Opinion*) would be more effective in measuring writing proficiency.
		- Task type *Write and Support an Opinion*:
			* At kindergarten and grade one, students were not developmentally ready to provide written reasons, including EO students.
			* At grade two, it was determined that task type *Support an Opinion*, in the Speaking domain, would be more effective than written opinions.
			* At grades three through five, this task type was replaced with task type *Justify an Opinion* (writing), which requires students to provide more substantial support of their opinion.

### Combining Grades Nine and Ten with Grades Eleven and Twelve

The attached revised IA blueprints propose a single test for grades nine through twelve. This proposed change reflects differences between the intended uses for the IA and for the summative assessment (SA).

The purpose of the SA is to measure the progress of an EL in achieving English proficiency, and it may be administered to an EL annually for several years. Therefore, having two separate SA tests at the high school level helps minimize the amount of repeated test items that an EL can see in successive years. The IA, in contrast, is designed to determine if a student is an EL or is IFEP, and will be administered to a student only once over the course of an academic career. Because the IA will be administered to a student only once, and because the 2012 ELD Standards at grades nine and ten, and at eleven and twelve, are very similar, a single test can satisfy the intended use of the IA.

Additionally, using a single IA form for grades nine through twelve offers the following benefits:

* Reduction in test materials that LEAs need to order, handle, and store securely from year to year
	+ - * Reduction in training for test examiners, both in the state sponsored training and at the local level
* Reduction in administrative burden for staff

This proposed change has been vetted with the ELPAC TAG, CABE, Californians Together, and other California educators; the response to the CDE has been positive.

### Next Steps

Preliminary threshold scores will be brought to the SBE in May for approval, with a preceding Information Memorandum in April.

In addition, California teachers will be selected to participate in a threshold score review process during the first administration of the initial ELPAC. More information regarding this process will be forthcoming.

**Summary of Previous State Board of Education Discussion and Action**

In February 2018, an Information Memorandum was provided to the SBE to give an update on the ELPAC IA standard setting process and provide a preliminary review of the revisions to the IA blueprints (insert link).

In January 2018, the SBE approved general performance level descriptors (PLDs) for the ELPAC IA (<https://www.cde.ca.gov/be/ag/ag/yr18/agenda201801.asp>).

In December 2017, an Information Memorandum was provided to the SBE, giving an update on the development of the ELPAC including a detailed timeline (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03.docx>).

In November 2017, the SBE approved the operational SA threshold scores, composite weights, and LEA apportionment rates (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item08.doc>).

In October 2017, an Information Memorandum was provided to the SBE on the standard setting and domain weighting process (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct17item01.doc>).

In September 2017, the SBE approved revisions to the summative ELPAC blueprints, the revised general PLDs, and the reporting hierarchy of the summative and initial ELPAC score reports (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item18.doc>).

In November 2015, the SBE approved the proposed ELPAC task types and test blueprints, which initiated the development and administration of the ELPAC (<http://www.cde.ca.gov/be/ag/ag/yr15/agenda201511.asp>).

## Fiscal Analysis (as appropriate)

The 2017–18 Budget Act includes $13.8 million for contract activities by Educational Testing Service (ETS), which provides sufficient funding for 2017–18 contract activities. The proposed 2018–19 Governor’s Budget allocated approximately $22.9 million for the ELPAC contract, which also provides sufficient funding for the anticipated 1-year contract extension amendment, through December 2019, with ETS.

There are no current plans to transition the IA to a computer-based assessment (CBA); however, should there be a decision to do so, costs to develop the IA CBA will be contingent upon an appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: Proposed Test Blueprints for the Initial English Language Proficiency Assessments for California (15 Pages)
* Attachment 2: Definitions of Initial Assessment Task Types for the English Language Proficiency Assessments for California (11 Pages)



# ATTACHMENT 1: Proposed Test Blueprints for the Initial English Language Proficiency Assessments for California

**January 16, 2018**

Prepared by:

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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 will replace 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 [AB] 899 in 2013) requires the 2012 *California English Language Development Standards, Kindergarten Through Grade 12* (*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 assessment system consists of two separate assessments: the initial assessment for initial identification and the annual summative assessment. The ELPAC initial assessment is a paper-based assessment that is administered to six grades/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 assessment 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 assessment one time only. That is, there is no need to create separate initial 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 assessment is to collect information that contributes to the decision as to whether a student should be classified as an English learner 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 assessment contains fewer items, and fewer task types, than the summative assessment.

The task types used on the initial assessment are a subset of task types appearing on the summative assessment. The following task types appear in the summative assessment but do not appear in the initial assessment:

* 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 assessment, and the standalone field test of the initial assessment 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 assessment (which are in this document) were separated from the ELPAC test blueprints for the summative assessment (which the SBE approved in September 2017). The result of this process are the ELPAC test blueprints for the initial assessment, which appear in Tables 1–4 on the following pages. Table 5 provides an overview of items and points on the ELPAC initial assessment by domain and grade.

Because SBE members reviewed a previous version of this document in November 2015, the following information appears in brackets for the convenience of SBE reviewers. The bracketed information will be removed when the test blueprints are posted to the ELPAC Web site for public use. The brackets make note of:

* An added task type
* Numbers for items and points that appeared in the November 2015 test blueprints
* Task types removed from the test blueprints after the first pilot of ELPAC items (These task types were removed because the pilot evaluation indicated that they were not efficient at gathering information about student English language proficiency.)
* Standards removed that correspond to removed task types

## Table 1: Proposed Initial Assessment Listening Blueprint: Items and Points by Task Type and Grade

| **Listening Task Type** | **Aligned Primary ELD Standard(s)[[1]](#footnote-1)1** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange [New task type][[2]](#footnote-2) | Part (P)I.A.1,PI.B.5,PII.A.2 | Discrete, 1 point | 3[0][[3]](#footnote-3) | 3[0] | 3[0] | 3[0] | 3[0] | 3[0] | 3[0] | 3[0] | 3[0] | 3[0] | 3[0] | 3[0] |
| Listen to a Classroom Conversation  | PI.A.1,PI.A.3,PI.B.5 | Set of 3 items, 3 points per set[Discrete, 1 point] | 0[4] | 0[4] | 0[4] | 0[4] | 0[4] | 0[4] | 3[4] | 3[4] | 3[4] | 3[4] | 3 | 3 |
| Choose a Reply [Removed][[4]](#footnote-4) | [PI.A.1] | [Discrete, 1 point] | 0[4] | 0[4] | 0[4] | 0[4] | 0[4] | 0[4] | 0[3] | 0[3] | 0[3] | 0[3] | 0[3] | 0[3] |
| Listen to a Story | PI.B.5,PII.A.1 | Set of 3 items, 3 points per set | 6[3] | 6[3] | 6[3] | 6[3] | 6[3] | 6[3] | 3 | 3 | 0[3] | 0[3] | 0 | 0 |
| Listen to an Oral Presentation | Grades K–12PI.B.5Grades 6–12PI.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 |

## Table 1: Proposed Initial Assessment Listening Blueprint: Items and Points by Task Type and Grade (continued)

| **Listening Task Type** | **Aligned Primary ELD Standard(s)[[5]](#footnote-5)** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Speaker Support an Opinion [Listen to Speakers Support Opinions] | 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[0] | 4[0] | 4 | 4 |
| - | - | Totals | 12[14] | 12[14] | 12[14] | 12[14] | 12[14] | 12[14] | 13[14] | 13[14] | 14 | 14 | 14 | 14 |

## Table 2: Proposed Initial Assessment Speaking Blueprint: Items and Points by Task Type and Grade

| **Speaking Task Type** | **Aligned Primary ELD Standard(s)[[6]](#footnote-6)6** | **Aligned Secondary ELD Standard(s)[[7]](#footnote-7)7** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****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[Set of 3 items, 6 points per set] | 6[3][[8]](#footnote-8)8 | 9[6] | 6[3] | 9[6] | 6[3] | 9[6] | 6[3] | 9[6] | 6[3] | 9[6] | 6[3] | 9[6] |
| 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[0] | 2[0] | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## Table 2: Proposed Initial Assessment Speaking Blueprint: Items and Points by Task Type and Grade (continued)

| **Speaking Task Type** | **Aligned Primary ELD Standard(s)[[9]](#footnote-9)9** | **Aligned Secondary ELD Standard(s)[[10]](#footnote-10)10** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Retell a Narrative(Speaking with Listening)[4-Picture Narrative] | 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[1] | 0[4] | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 |
| - | - | - | Totals | 8[5] | 15[14] | 8[5] | 17[14] | 8[5] | 17[14] | 9[6] | 17[14] | 9[6] | 17[14] | 9[6] | 17[14] |

## Table 3: Proposed Initial Assessment Reading Blueprint: Items and Points by Task Type and Grade

| **Reading Task Type** | **Aligned Primary ELD Standard(s)[[11]](#footnote-11)11** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Read-Along Word with Scaffolding | Part (P)III[[12]](#footnote-12)12PI.B.6 | Set of 2 items,3 points per set | 4[6][[13]](#footnote-13)13 | 6[3] | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Read-Along Story with Scaffolding | PIIIPI.B.6  | Set of 4 items, 5 points per set | 4[5] | 5 | 4[5] | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Read-Along Sentence[Removed][[14]](#footnote-14)14 | [PI.B.6] | [Discrete, 1 point] | 0[2] | 0[2] | 0[2] | 0[2] | 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[0] | 2[0] | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Read and Choose a Sentence | PI.B.6 | Discrete, 1 point | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

## Table 3: Proposed Initial Assessment Reading Blueprint: Items and Points by Task Type and Grade (continued)

| **Reading Task Type** | **Aligned Primary ELD Standard(s)[[15]](#footnote-15)15** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Read a Short Informational Passage | Grades 2–12PI.B.6Grades 3–12PI.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 |
| 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 |
| - | - | Totals | 8[13] | 11[10] | 9[10] | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |

## Table 4: Proposed Initial Assessment Writing Blueprint: Items and Points by Task Type and Grade

| **Writing Task Type** | **Aligned Primary ELD Standard(s)[[16]](#footnote-16)16** | **Aligned Secondary ELD Standard(s)[[17]](#footnote-17)17** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Label a Picture—Word, with Scaffolding | Part (P)I.C.10 | – | Set of 4 items, 6 points per set | 4 | 6 | 4 | 6 | 0[4][[18]](#footnote-18)18 | 0[6] | 0 | 0 | 0 | 0 | 0 | 0 |
| Write a Story Together with Scaffolding | Grades K–2PI.A.2Grades 1–2PI.C.10 | – | Grade K:Set of 4 items, 6 points per set[7 points per set]; Grades 1, 2: Set of 4 items, 7 points per set | 4 | 6[7] | 4 | 7 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Write an Informational Text Together[Removed][[19]](#footnote-19)19 | [PI.A.2PI.C.10] | – | [Set of 2 items, 5 points per set] | 0 | 0 | 0 | 0 | 0 | 0 | 0[2] | 0[5] | 0 | 0 | 0 | 0 |

## Table 4: Proposed Initial Assessment Writing Blueprint: Items and Points by Task Type and Grade (continued)

| **Writing Task Type** | **Aligned Primary ELD Standard(s)[[20]](#footnote-20)20** | **Aligned Secondary ELD Standard(s)[[21]](#footnote-21)21** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Write and Support an Opinion[Removed][[22]](#footnote-22)22 | [PI.C.11] | [PII.B.3, PII.B.4, PII.B.5, PII.C.6] | [Discrete,Grades K–1:2 points;Grades 2–5:3 points] | 0 | 0 | 0[1] | 0[2] | 0[1] | 0[3] | 0[1] | 0[3] | 0 | 0 | 0 | 0 |
| Describe a Picture(Writing with Reading)[Label a Picture—Sentence] | Grade 2PI.C.10Grades 3–5PI.A.2,PII.C.6 | PII.B.3,PII.B.4, PII.B.5,PII.C.7 | Grade 2: Discrete, 3 points;Grades 3–5:2 sets of 2 items, 4 points per set[Discrete, 3 points] | 0 | 0 | 0 | 0 | 2 | 6 | 4[2] | 8[6] | 0 | 0 | 0 | 0 |

## Table 4: Proposed Initial Assessment Writing Blueprint: Items and Points by Task Type and Grade (continued)

| **Writing Task Type** | **Aligned Primary ELD Standard(s)[[23]](#footnote-23)23** | **Aligned Secondary ELD Standard(s)[[24]](#footnote-24)24** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Read and Respond to a Message[Removed][[25]](#footnote-25)25 | [PI.C.10] | [PI.B.6, PII.B.3, PII.B.4, PII.B.5, PII.C.6] | [Discrete,3 points] | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0[1] | 0[3] | 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[0] | 4[0] |
| 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[0] | 4[0] | 1[0] | 4[0] | 1 | 4 |

## Table 4: Proposed Initial Assessment Writing Blueprint: Items and Points by Task Type and Grade (continued)

| **Writing Task Type** | **Aligned Primary ELD Standard(s)[[26]](#footnote-26)26** | **Aligned Secondary ELD Standard(s)[[27]](#footnote-27)27** | **Discrete/Set, Point Value** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summarize a Presentation(Writing with Listening)[Removed][[28]](#footnote-28)28 | [PI.C.10] | [PI.B.5,PII.B.3, PII.B.4, PII.B.5, PII.C.6] | [Discrete,4 points] | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0[1] | 0[4] |
| - | - | - | Totals | 8 | 12[13] | 8[9] | 13[15] | 6[11] | 13[22] | 5 | 12[14] | 2 | 8[7] | 2 | 8 |

## Table 5: Overview of Initial Assessment Items and Points by Domain and Grade

| **Domain** | **K****Items** | **K****Points** | **1****Items** | **1****Points** | **2****Items** | **2****Points** | **3–5****Items** | **3–5****Points** | **6–8****Items** | **6–8****Points** | **9–12****Items** | **9–12****Points** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Listening | 12[14][[29]](#footnote-29)29 | 12[14] | 12[14] | 12[14] | 12[14] | 12[14] | 13[14] | 13[14] | 14 | 14 | 14 | 14 |
| Speaking | 8[5] | 15[14] | 8[5] | 17[14] | 8[5] | 17[14] | 9[6] | 17[14] | 9[6] | 17[14] | 9[6] | 17[14] |
| Reading | 8[13] | 11[10] | 9[10] | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Writing | 8 | 12[13] | 8[9] | 13[15] | 6[11] | 13[22] | 5 | 12[14] | 2 | 8[7] | 2 | 8 |
| Totals | 36[40] | 50[51] | 37[38] | 52[53] | 36[40] | 52[60] | 37[35] | 52 | 35[32] | 49[45] | 35[32] | 49[46] |

# Attachment 2: Definitions of Initial Assessment Task Types for the English Language Proficiency Assessments for California

**November 6, 2017**

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This document is intended to provide context for the Proposed Test Blueprints for the Initial English Language Proficiency Assessments for California (ELPAC). It provides of a definition of each task type in each of the four language domains—listening, speaking, reading, and writing—with the accompanying ELPAC grades and grade spans.

The initial ELPAC consists of six grades and grade spans, as referenced below: kindergarten (K); grade one (1); grade two (2); grades three through five (3–5); grades six through eight (6–8); and grades nine through twelve (9–12).

## Listening

All listening items are multiple choice comprehension questions. At K and grades 1 and 2, the test examiner reads all questions and options aloud. At grades three through twelve (3–12), students listen to an audio recording. The test examiner enters responses for K through grade 1 (K–1) students. Students in grades two through twelve (2–12) mark their own responses in the Answer Book.

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Listen to a Short Exchange**Communicative Context: The test taker shows the ability to listen to a short exchange between two speakers attentively by answering one question.Stimulus: The test taker listens to a short exchange between two speakers in a school context. | All grades/grade spans |
| **Listen to a Classroom Conversation**Communicative Context: The test taker shows the ability to listen to a conversation attentively by answering questions.Stimulus: The test taker listens to a conversation between two students or a student and a teacher. | 3–5, 6–8, 9–12 |

## Listening (continued)

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Listen to a Story (Similar to California English Language Development Test [CELDT] Listening—Extended Listening Comprehension)**Communicative Context: The test taker demonstrates active listening to a story by answering detailed questions.Stimulus: The test taker listens to a story. The story includes a conversation, which is provided using direct speech and/or indirect speech. | K, 1, 2, 3–5 |
| **Listen to an Oral Presentation (Similar to CELDT Listening—Extended Listening Comprehension)**Communicative Context: The test taker demonstrates active listening to an oral presentation by answering detailed questions.Stimulus: The test taker listens to a teacher give a presentation. | All grades/grade spans |
| **Listen to a Speaker Support an Opinion**Communicative Context: The test taker answers detailed questions to demonstrate active listening to a speaker who is supporting an opinion.Stimulus: The test taker listens to an extended conversation between two speakers in a school context. In the conversation, one classmate provides support for an opinion. | 6–8, 9–12 |

## Speaking

All speaking items are constructed-response items. The test examiner scores each student’s response in real time based on speaking rubrics.

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Talk about a Scene**Communicative Context: The test taker describes a common scene to a teacher.Stimulus: The test taker views a scene from a school or a familiar place that shows a number of people doing common activities.Prompt: The test examiner asks a number of questions about the scene.Response: The test taker responds by answering questions about the scene. | All grades/grade spans |
| **Speech Functions (Same as CELDT Speaking—Speech Functions)**Communicative Context: The test taker uses language to inform, persuade, make a request, etc. in an appropriate manner to a student or a teacher.Stimulus: The test examiner describes a situation.Prompt: The test examiner asks what the test taker would say or ask in the situation.Response: The test taker provides an appropriate response for the situation. | 3–5, 6–8, 9–12 |
| **Support an Opinion**Communicative Context: The test taker shares his/her opinion and support for the opinion expressed.Stimulus: A common topic is introduced. The test taker has a choice between two objects, activities, etc. Prompt: The test examiner asks the test taker to provide his/her opinion along with appropriate support. Response: The test taker provides his/her opinion along with support. | K |

## Speaking (continued)

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Retell a Narrative (Integrated Skills: Speaking with Listening)**Communicative Context: The test taker retells a story that includes a series of events.Stimulus: The test taker views a series of pictures while listening to the test examiner read a story aloud. Prompt: The test examiner asks the test taker to retell the story using the pictures.Response: The test taker uses the pictures to retell the story. | K, 1, 2 |
| **Summarize an Academic Presentation (Integrated Skills: Speaking with Listening)**Communicative Context: The test taker summarizes a presentation that was given by a teacher. Stimulus: The test taker listens to a presentation while viewing images that go along with the presentation.Prompt: The test taker is prompted to retell the main points of the presentation with the help of the visuals that were provided during the presentation.Response: The test taker summarizes the main points of the presentation. | 1, 2, 3–5, 6–8, 9–12 |

## Reading

All reading items are multiple choice comprehension questions; kindergarten also includes foundational literacy items with select task types. The test examiner enters responses for K–1 students. Students in grades 2–12 mark their own responses in the Answer Book.

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Read-Along Word with Scaffolding**Communicative Context: The test taker and a teacher are reading together.Stimulus: The test taker listens to a word and reads along while looking at three picture options in the Answer Book. This is preceded by a foundational literacy skills item, in which the test examiner supports the test taker in decoding the word.Prompt: The test taker is asked to decode a word. The test taker is then asked which picture matches the word.Response: The test taker provides spoken responses to the first question about the names of the letters in a word, the sound of the initial letter, and the test taker’s ability to read the word. For the second question, the test taker points to the picture that represents the word. | K |
| **Read-Along Story with Scaffolding**Communicative Context: The test taker reads a story together with the teacher.Stimulus: The test taker listens to a story and reads along. The test examiner sweeps his or her finger under the text while reading the story aloud. This is preceded by a foundational literacy item in which the test examiner supports the test taker in demonstrating print concepts.Response: The test taker provides spoken responses to the first question about the pre-reading skills of where to begin reading and the direction of reading. For the remaining three comprehension questions, the test taker chooses the correct answer from a set of three written and spoken or picture options. | K, 1 |

## Reading (continued)

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Read-Along Information**Communicative Context: The test taker and a teacher read an informational text together.Stimulus: The test taker listens to informational text and reads along. The test examiner sweeps his or her finger under the text while reading the information aloud.Response: The test taker chooses the correct answer from a set of three written and spoken or picture options.  | 1 |
| **Read and Choose a Word**Communicative Context: The test taker is reading grade-level words independently.Stimulus: The test taker looks at a picture.Prompt: The test taker is asked to choose the word that represents the picture.Response: The test taker reads three words and chooses the word that matches the picture.  | 1, 2 |
| **Read and Choose a Sentence**Communicative Context: The test taker is reading independently.Stimulus: The test taker looks at a picture.Prompt: The test taker is asked to choose the sentence that represents the picture.Response: The test taker reads three sentences and chooses the sentence that describes the picture.  | 2, 3–5, 6–8, 9–12 |
| **Read a Short Informational Passage**Communicative Context: The test taker reads a short informational passage about a topic from science or the social sciences.Stimulus: The test taker reads an informational passage. Response: The test taker answers questions about the passage. | 2, 3–5, 6–8, 9–12 |

## Reading (continued)

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Read a Literary Passage (Similar to CELDT Reading—Reading Comprehension)**Communicative Context: The test taker reads a literary passage that would be presented in an English language arts class.Stimulus: The test taker reads a literary passage.Response: The test taker answers a set of multiple choice questions. Questions include comprehension of main idea and details as well as questions concerning language use and word choice. | 2 |
| **Read an Informational Passage** **(Similar to CELDT Reading—Reading Comprehension)**Communicative Context: The test taker reads an informational passage that would be presented in an English language arts or a history, science, or social studies class.Stimulus: The test taker reads an informational passage.Response: The test taker answers a set of multiple choice questions. Questions include comprehension of main idea and details as well as questions concerning language use and word choice. | 3–5, 6–8, 9–12 |

## Writing

All writing items are constructed-response items. After the test administration, raters score student responses based on writing rubrics.

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Label a Picture—Word, with Scaffolding**Communicative Context: The test taker is collaborating with a teacher to write about a picture for a classroom display.Stimulus: The test taker looks at a picture. Prompts: The test taker is prompted to write labels for a picture. The test examiner supports the test taker by prompting for letter-level responses before prompting for full words.Responses: The test taker writes letters and words for items in the picture. | K, 1 |
| **Write a Story Together with Scaffolding**Communicative Context: The test taker is collaborating with a teacher to jointly compose a short literary text. Stimulus: The test taker sees a picture and is provided the initial sentence of the story followed by a sentence frame. The test examiner supports the test taker by prompting for letter level output, then word level, and finally one sentence (at grades 1 and 2).Prompts 1–2: The test taker hears the title and writes the missing (initial) letters.Prompt 3: The test taker hears a sentence and writes the missing word. (At kindergarten, there are two word-level prompts.)Prompt 4: The test taker composes and writes an original sentence to complete the story (at grades 1 and 2).Responses: The test taker writes letters, a word, and a sentence in the blank spaces. | K, 1, 2 |

## Writing (continued)

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Describe a Picture (Grade 2)**Communicative Context: The test taker looks at a picture and writes a brief description about what is happening.Stimulus: The stimulus consists of an image. The image shows an easily depicted, common action. Context, contents, and expected vocabulary are grade appropriate.Prompt: The test taker is instructed to write a sentence describing the picture. Response: The test taker writes a sentence(s) to describe the picture. | 2 |
| **Describe a Picture (Integrated Skills: Writing with Reading) (Grades 3–5)**Communicative Context: The test taker is working with a classmate to write a paragraph about a picture.Stimulus: The stimulus consists of an image and a short paragraph about the image. The image shows an easily depicted, common action. Context, contents, and expected vocabulary are grade appropriate. The paragraph may have errors.The test taker answers two of the following prompts:Prompt 1: The test taker is asked to rewrite a sentence with more details.Prompt 2: The test taker is asked to correct two errors in a sentence.Prompt 3: The test taker is asked to combine and condense two sentences.Prompt 4: The test taker is asked to write a new sentence to describe what might happen next. Response: The test taker writes a sentence in response to each prompt.  | 3–5 |

## Writing (continued)

| **Task Type** | **Grades/Grade Spans** |
| --- | --- |
| **Write About an Experience**Communicative Context: The test taker is provided with a common topic, such as a favorite celebration or a memorable trip. The test taker is prompted to write about the topic from his or her own personal experience.Stimulus: The test taker is provided with a common topic, such as a favorite celebration or a memorable trip.Prompt: The test taker is prompted to write about the topic.Response: The test taker writes a paragraph about a personal experience. | 6–8, 9–12 |
| **Justify an Opinion**Communicative Context: The test taker writes an essay about a school-related issues as if the essay will be given to the school principal.Stimulus: A common topic (e.g., wearing school uniforms, best type of exercise) is introduced.Prompt: The test examiner asks the test taker to provide his/her opinion along with appropriate support.Response: The test taker writes a paragraph containing his/her opinion along with support. | 3–5, 6–8, 9–12 |

1. 1 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. Additional secondary standards may apply to select item types. [↑](#footnote-ref-1)
2. Listen to a Short Exchange is a new task type that was added to the test blueprint after the first pilot of ELPAC items. [↑](#footnote-ref-2)
3. Numbers in square brackets are numbers that appeared in the version of the test blueprints that the SBE approved in November 2015. [↑](#footnote-ref-3)
4. “[Removed]” appears under task types that appeared in the November 2015 version of the test blueprints but were removed after the pilot. [↑](#footnote-ref-4)
5. Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. Additional secondary standards may apply to select item types. [↑](#footnote-ref-5)
6. 6 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. [↑](#footnote-ref-6)
7. 7 Secondary standards vary based on the item types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics. [↑](#footnote-ref-7)
8. 8 Numbers in square brackets are numbers that appeared in the version of the test blueprints that the SBE approved in November 2015. [↑](#footnote-ref-8)
9. 9 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. [↑](#footnote-ref-9)
10. 10 Secondary standards vary based on the item types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics. [↑](#footnote-ref-10)
11. 11 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. Additional secondary standards may apply to select item types. [↑](#footnote-ref-11)
12. 12 PIII foundational literacy skills may not be expressly considered standards. [↑](#footnote-ref-12)
13. 13 Numbers in square brackets are numbers that appeared in the version of the test blueprints that the SBE approved in November 2015. [↑](#footnote-ref-13)
14. 14 “[Removed]” appears under task types that appeared in the November 2015 version of the test blueprints but were removed after the pilot. [↑](#footnote-ref-14)
15. 15 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. Additional secondary standards may apply to select item types. [↑](#footnote-ref-15)
16. 16 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. [↑](#footnote-ref-16)
17. 17 Secondary standards vary based on the item types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics. [↑](#footnote-ref-17)
18. 18 Numbers in square brackets are numbers that appeared in the version of the test blueprints that the SBE approved in November 2015. [↑](#footnote-ref-18)
19. 19 “[Removed]” appears under task types that appeared in the November 2015 version of the test blueprints but were removed after the pilot. [↑](#footnote-ref-19)
20. 20 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. [↑](#footnote-ref-20)
21. 21 Secondary standards vary based on the item types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics. [↑](#footnote-ref-21)
22. 22 “[Removed]” appears under task types that appeared in the November 2015 version of the test blueprints but were removed after the pilot. [↑](#footnote-ref-22)
23. 23 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. [↑](#footnote-ref-23)
24. 24 Secondary standards vary based on the item types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics. [↑](#footnote-ref-24)
25. 25 “[Removed]” appears under task types that appeared in the November 2015 version of the test blueprints but were removed after the pilot. [↑](#footnote-ref-25)
26. 26 Multiple primary standards are listed for those task types with items that align with different standards. These may vary by grade. [↑](#footnote-ref-26)
27. 27 Secondary standards vary based on the item types. These secondary standards are used in service of the PI Standards and are implicitly accounted for in the constructed-response rubrics. [↑](#footnote-ref-27)
28. 28 “[Removed]” appears under task types that appeared in the November 2015 version of the test blueprints but were removed after the pilot. [↑](#footnote-ref-28)
29. 29 Numbers in square brackets are numbers that appeared in the version of the test blueprints that the SBE approved in November 2015. [↑](#footnote-ref-29)