

English Language Proficiency Assessments for California (ELPAC)

**California State Board of Education
November 2018**

**Michelle Center, Director
Assessment Development and Administration Division**

Timeline (1)



November 2017	State Board of Education (SBE) approved 2017–18 Summative ELPAC threshold scores
February 1, 2018	Summative ELPAC administration window opened
May 31, 2018	Summative ELPAC administration window closed
November 2018	SBE considers the 2018–19 Summative ELPAC threshold scores

Timeline (2)



January 2019	SBE considers the English language proficiency criterion for reclassification
February 1, 2019	Summative ELPAC administration window opens
May 31, 2019	Summative ELPAC administration window closes



ELPAC Threshold Score Validation Study

Dr. Patricia Baron, Educational Testing Service

November 2018

California State Board of Education

Purpose and Method



- Purpose
 - To provide additional validity evidence of the Summative ELPAC threshold scores
- Contrasting Groups Method
 - A method where teachers make judgments about the performance level of their students

Contrasting Groups Study Sample



- 1,521 teachers produced ratings for 11,128 students
- 429 schools in 154 local educational agencies, including independent charter schools across the state

Teacher Rating Comparisons



- For kindergarten and grades one and two, the percent of exact or adjacent agreement between the two methods ranged from 85 to 90 percent.
- For grades three through twelve, the exact or adjacent agreement rate was 90 percent or above.

Report on Supplemental Empirical Analyses of the English Language Proficiency Assessments for California

Robert Linqanti, Min Huang, & Eric Crane
CA Comprehensive Center at WestEd

November 2018

California State Board of Education

Purpose and Methods



- Purpose
 - Examine relationship of EL performance on SBAC ELA to that on ELPAC (grades 3 through 8, 11)
 - Inform policy discussions on establishing an English proficient performance standard on ELPAC
 - ELs at “ELPAC Criterion” have an equal likelihood of scoring at SBAC ELA Level 3, or approximate EO performance
- Multiple Methods (Cook, Linqanti, Chinen, & Jung, 2012)
 - Descriptive box plots, logistic regression, and decision consistency

Data Set



- 2018 SBAC ELA assessment data for **all students** in grades 3 through 8 and 11
 - EL (511,608), EO (1,785,409), IFEP (133,723) and RFEP (705,914)
- 2018 Summative ELPAC assessment data for **all ELs** in grades 3 through 8 and 11 (511,608)

Findings



- ELPAC 2018: In grades 3 through 8 and 11, 24% of ELs attained Overall Performance Level (PL) 4
 - Varies from 11% (grade 3) to 37% (grade 8)
- SBAC ELA Performance of ELs at ELPAC Overall PL 4: Findings converged across methods
 - Grades 4 through 8 and 11: ELs at ELPAC PL 4 did not demonstrate an equal likelihood of attaining Level 3 on SBAC ELA, nor did they approximate EO performance
 - Grade 3: ELs at ELPAC PL 4 exceeded an equal likelihood of reaching Level 3 and outperformed EOs

Following the Studies

Subsequent Discussions (1)



The California Department of Education consulted with:

- The ELPAC Technical Advisory Group
- English language proficiency researchers from two large consortia
 - The English Language Proficiency Assessment for the 21st Century (ELPA21)
 - World-Class Instructional Design and Assessment (WIDA)

Subsequent Discussions (2)



There were further briefings with:

- Bilingual Coordinators Network
- Californians Together
- California Association for Bilingual Education

Grade Span to Grade Level Reporting

2017–18 Grade Span Reporting

3–5

6–8

2018–19 Grade Level Reporting

3, 4, 5

6, 7, 8

Estimated Percent of Students at Each Performance Level (1)

Grade	Level 1 Minimally Developed	Level 2 Somewhat Developed	Level 3 Moderately Developed	Level 4 Well Developed
K	10	33	40	17
1	11	33	42	14
2	8	29	47	16
3	14	34	40	12
4	13	30	43	14
5	13	33	37	17

Estimated Percent of Students at Each Performance Level (2)

Grade	Level 1 Minimally Developed	Level 2 Somewhat Developed	Level 3 Moderately Developed	Level 4 Well Developed
6	15	31	39	15
7	17	33	35	15
8	18	32	36	14
9–10	26	29	29	16
11–12	27	32	27	14

Next Steps (1)

Once approved, the threshold scores

- Will start with the 2018–19 administration

Further supplemental empirical analysis by the California Comprehensive Center will inform

- A proposal for a new English language proficiency criterion for reclassification in January 2019.

Next Steps (2)



Initial ELPAC threshold score validation review process:

- Any changes to the threshold scores are anticipated to be brought to the State Board of Education in March 2019 for incorporation into the 2019–20 administration.