

Proposed Test Blueprints for the English Language Proficiency Assessments for California

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The following draft test blueprints are for the English Language Proficiency Assessments for California (ELPAC). The test blueprints provide the proposed numbers of items and points for each task type to be included in an operational assessment. The proposed task types and numbers of items and points are subject to revision in response to a qualitative evaluation of the items after the first pilot test and in response to statistical analyses of the first field test.

All 32 of the ELPAC task types in the test blueprints are designed to be aligned with the California 2012 English Language Development Standards (hereafter the 2012 ELD Standards), which were developed to correspond to the 2010 *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Seven of the 32 task types are adapted from components of the California English Language Development Test (CELDT) that were found to be aligned with the 2012 ELD Standards. The following chart shows the CELDT components that are aligned with the 2012 ELD Standards (as described in the *CELDT Item Alignment to the 2012 English Language Development Standards Report* at <http://www.cde.ca.gov/ta/tg/el/>), along with the ELPAC task types that are adapted from those components.

CELDT Component Aligned with the 2012 ELD Standards	ELPAC Task Types Adapted from CELDT Components
Listening—Extended Listening Comprehension	Listening—Listen to a Story Listening—Listen to an Oral Presentation
Speaking—Speech Functions (Grades 2–12)	Speaking—Speech Functions (Grades 2–12)
Speaking—4-Picture Narrative (Grades K–5)	Speaking—4-Picture Narrative (Grades K–5)
Reading—Reading Comprehension	Reading—Read a Literary Passage Reading—Read an Informational Passage
Writing—Short Compositions	Writing—Write about an Experience

All task types to be used on the ELPAC have been customized to assess English language knowledge, skills, and abilities described in the 2012 ELD Standards. For instance, the listening and reading task types that were adapted from CELDT components will include new types of questions that are designed to assess features of the 2012 ELD Standards. The other 25 ELPAC task types that do not appear on the above chart were specially designed to assess the 2012 ELD Standards.

Four of the task types assess Foundational Literacy Skills (FLS) in addition to the 2012 ELD Standards. Two of the reading and two of the writing task types assess certain FLS in addition to the 2012 ELD Standards. The two reading task types are Read-Along Word with Scaffolding and Read-Along Story with Scaffolding. The two writing task types are Label a Picture—Word with Scaffolding and Write a Story Together with Scaffolding. In each of these task types, the approach is to present a series of questions that lead from relatively easy questions that assess FLS to relatively difficult questions that assess the 2012 ELD Standards. The FLS questions serve as scaffolding that lead up to the final questions that assess the 2012 ELD Standards. For kindergarten and grade one (K–1), the 2012 ELD Standards call for English learners to be supported during instruction (with substantial, moderate, or light support). Significant time in K–1 is devoted to instruction in FLS. Including questions that assess FLS will ensure that the ELPAC is not more difficult for English learners than their English-only peers. Including questions that assess FLS allows students to build confidence and provides information regarding student command of FLS.

In general, the task types in the test blueprints are presented in the expected order of item difficulty from easiest to most difficult. Some of the relatively difficult task types include assessment of integrated tasks (e.g., writing in response to a reading passage, speaking in response to a listening stimulus). Integrated tasks are included in the ELPAC for two reasons: (1) the 2012 ELD Standards call for students to develop language skills that involve integrated tasks, and (2) communication frequently involves integration of language skills in real life. Scores for integrated task types are allocated to the area of student production (i.e., speaking, writing) that is used to provide the response. Scoring in this manner increases reliability. For instance, if a student reads a letter and then writes a response, it is more reliable to use holistic scoring rubrics to assign a single writing score than it would be to assign separate reading and writing scores. Thus, integrated task types that involve reading and writing contribute to writing scores, and those that involve listening and speaking contribute to speaking scores.

The test blueprints are organized by the four domains, referred to as score reporting categories, specified in federal Title III reporting requirements: listening, speaking, reading, and writing. (Title III also calls for a comprehension score, which will be obtained by combining listening and reading.) The first column provides the task type, and the second column describes whether the task type is comprised of a single discrete item or a set of items, which may go along with a listening stimulus or a reading passage. The second column also shows the number of points that a single discrete item or a full set of items will yield in an operational assessment. The remainder of the columns provide the number of points for the given task type at each ELPAC grade/grade span.

Future changes to be made to the test blueprints:

- Point values may be adjusted further during several stages of the ELPAC design and development effort: the evaluation of pilot test results, analyses of field test statistics, and review of testing times.
- Task type definitions will be added to the beginning of the document (either via hyperlink or by inserting definitions into this document before the blueprint tables).
- Separate tables will be created for the Initial assessment (IA) and Summative assessment (SA).
- The tables in the current version show point values only. When a task type is not being assessed at that grade or grade span, a zero in a cell represents a zero point value. When separate IA and SA tables are created, they will have the following headers showing both the number of items and number of points:

Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Items	Points	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points

Blueprint for Listening

Listening Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.
Listen to a Classroom Conversation	Discrete, 1 point	4	4	4	4	4	6	4	6	4	3	3	3	3	3
Choose a Reply	Discrete, 1 point	4	6	4	6	4	6	3	6	3	3	3	3	3	3
Listen to a Story	Set of 3 items, 3 points per set	3	6	3	6	3	6	3	6	3	0	0	0	0	0
Listen to an Oral Presentation	Set of 3–4 items, 3–4 points	3	6	3	6	3	4	4	4	4	8	4	8	4	8

Listening Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.
	per set														
Listen to Speakers Support Opinions	Set of 4 items, 4 points per set	0	0	0	0	0	0	0	0	0	8	4	8	4	8
Total Number of Task Types		4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total Number of Items		14	22	14	22	14	22	14	22	14	22	14	22	14	22
Total Number of Points		14	22	14	22	14	22	14	22	14	22	14	22	14	22

Blueprint for Speaking

Speaking Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.
Talk about a Scene	Set of 3 or 6 items, 6 or 12 points per set	6	12	6	12	6	6	6	6	6	6	6	6	6	6
Answer and Ask Questions (Speaking with Listening)	Set of 3 items, 3 points per set	0	3	0	3	0	0	0	0	0	0	0	0	0	0
Speech Functions	Discrete, 2 points	0	0	0	0	0	6	4	6	4	4	4	4	4	4
Speaking—Support an Opinion	Discrete, 2 points (Grades K–1); 4 points (Grades 2–12)	0	2	0	2	0	4	0	4	0	4	0	4	0	4

Reading Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.
	set														
Read-Along Sentence	Discrete, 1 point	2	4	2	0	0	0	0	0	0	0	0	0	0	0
Read-Along Information	Set of 3 items, 3 points per set	0	3	3	0	0	0	0	0	0	0	0	0	0	0
Read and Choose a Word	Discrete, 1 point	0	0	0	6	2	6	0	0	0	0	0	0	0	0
Read and Choose a Sentence	Discrete, 1 point	0	0	0	5	2	6	2	6	2	0	2	0	2	0
Read a Short Informational Passage	Set of 2–3 items, 1 point per item	0	0	0	3	3	5	2–3	8	2–3	6	2–3	6	2–3	6
Read a Literary Passage	Set of 3–6 items, 1 point per item	0	0	0	3	3	6	0	6	0	7	0	7	0	7
Read an Informational Passage	Set of 3–6 items, 1 point per item	0	0	0	3	0	3	5–6	6	5–6	7	5–6	7	5–6	7
Read a Student Essay	Set of 6 items, 1 point per item	0	0	0	0	0	0	0	0	0	8	0	8	0	8
Total Number of Task Types		3	4	3	5	4	5	3	4	3	4	3	4	3	4
Total Number of Items		13	24	10	20	10	26	10	26	10	28	10	28	10	28

Reading Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.
Total Number of Points		10	18	10	20	10	26	10	26	10	28	10	28	10	28

Blueprint for Writing

Writing Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.
Label a Picture— Word with Scaffolding	Set of 3–4 items, 6 points per set	6	6	6	6	6	6	0	0	0	0	0	0	0	0
Write a Story Together with Scaffolding	Set of 4 items, 7 points per set	7	7	7	7	7	7	0	0	0	0	0	0	0	0
Write an Informational Text Together	Set of 2 items, 5 points per set	0	0	0	5	0	5	5	0	0	0	0	0	0	0
Write and Support an Opinion	Discrete, 2 points (Grades K– 1); 3 points (Grades 2–5)	0	2	2	2	3	3	3	6	0	0	0	0	0	0
Label a Picture— Sentence	Discrete, 3 points	0	0	0	6	6	6	6	9	0	0	0	0	0	0
Read and Respond to a Message	Discrete, 3 points	0	0	0	0	0	0	0	3	3	3	0	3	0	3
Write about an	Discrete,	0	0	0	0	0	0	0	4	4	4	0	4	0	4

Writing Task Type	Discrete/Set, Point Value	K		1		2		3–5		6–8		9–10		11–12	
		Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.	Initial	Sum.
Experience	4 points														
Write about Academic Information (Writing with Reading)	Set of 2 items, 6 points per set	0	0	0	0	0	0	0	0	0	6	0	6	0	6
Justify an Opinion	Discrete, 4 points	0	0	0	0	0	0	0	0	0	4	4	4	4	4
Summarize a Presentation (Writing with Listening)	Discrete, 4 points	0	0	0	0	0	0	0	0	0	4	4	4	4	4
Total Number of Task Types		2	3	3	5	4	5	3	4	2	5	2	5	2	5
Total Number of Items		8	9	9	13	11	13	5	7	2	6	2	6	2	6
Total Number of Points		13	15	15	26	22	27	14	22	7	21	8	21	8	21

ELPAC Initial Assessment—Number of Items and Points by Domain and Grade

Domain	K		1		2		3–5		6–8		9–10		11–12	
	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points
Listening	14	14	14	14	14	14	14	14	14	14	14	14	14	14
Speaking	5	14	5	14	5	14	6	14	6	14	6	14	6	14
Reading	13	10	10	10	10	10	10	10	10	10	10	10	10	10
Writing	8	13	9	15	11	22	5	14	2	7	2	8	2	8
Totals	40	51	38	53	40	60	35	52	32	45	32	46	32	46

ELPAC Summative Assessment—Number of Items and Points by Domain and Grade

Domain	K		1		2		3–5		6–8		9–10		11–12	
	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points	Items	Points
Listening	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Speaking	12	25	12	25	9	24	9	24	9	26	9	26	9	26
Reading	24	18	20	20	26	26	26	26	28	28	28	28	28	28
Writing	9	15	13	26	13	27	7	22	6	21	6	21	6	21
Totals	67	80	67	93	70	99	64	94	65	97	65	97	65	97