



# ELPAC

English Language Proficiency  
Assessments for California

# 2019–20 English Language Proficiency Assessments for California Information Guide



# Contents

- Introduction .....3
- Section 1: Overview ..... **4**
  - What’s New.....5
  - Program Overview .....6
    - Administering the ELPAC .....6
    - Receiving ELPAC Results .....8
    - Using Initial and Summative Assessment Results .....8
    - Planned Testing and Reporting for 2018–19 and 2019–20 .....8
  - Domains and Task Types.....9
    - Initial ELPAC Domains and Task Types .....9
    - Summative ELPAC Domains and Task Types..... 11
- Section 2: Program Assistance for County, Local Educational Agency, and School Staff ..... **13**
  - Initial Identification of English Learners ..... 14
    - Step 1. Determination of Students’ Primary Language ..... 14
      - American Sign Language ..... 15
    - Step 2. Assessment of English Language Proficiency ..... 15
    - Decision Guide for Placement of English Learners..... 18
  - Assessing Students with Disabilities..... 19
    - Federal Guidance for Learners with Disabilities..... 19
    - Role of the IEP Team ..... 19
    - Selective Mutism ..... 21
  - Guidelines for Reclassification..... 22
    - Reclassification Criteria..... 22
    - Reclassification of ELs with Disabilities..... 24
- Section 3: Reporting and Using Individual Results ..... **27**
  - Reporting and Using Individual Results..... 28
  - Performance Level Descriptors ..... 30
  - Scale Score Ranges for 2018–19 Results..... 32
- Appendix: Resources ..... **35**
  - Glossary of Terms and Acronyms ..... 36
  - Summative ELPAC Crosswalk of Threshold Changes ..... 42
  - Contact Information for ELPAC-Related Questions ..... 44
  - Internet Resources ..... 46

## Introduction

The *2019–20 English Language Proficiency Assessments for California (ELPAC) Information Guide* is designed to provide local educational agencies (LEAs) and schools with the information they need to:

1. Understand the differences between the Initial ELPAC and the Summative ELPAC.
2. Understand the initial identification and reclassification processes for English learners (ELs).
3. Provide information about assessing English learners with disabilities.
4. Prepare teachers to understand and use their students' ELPAC results.
5. Communicate ELPAC results to parents and guardians.

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency (ELP). The legal basis for requiring ELP testing is that all students have the right to an equal and appropriate education, and any English language limitations left unidentified and/or unaddressed could preclude a student from accessing that right.

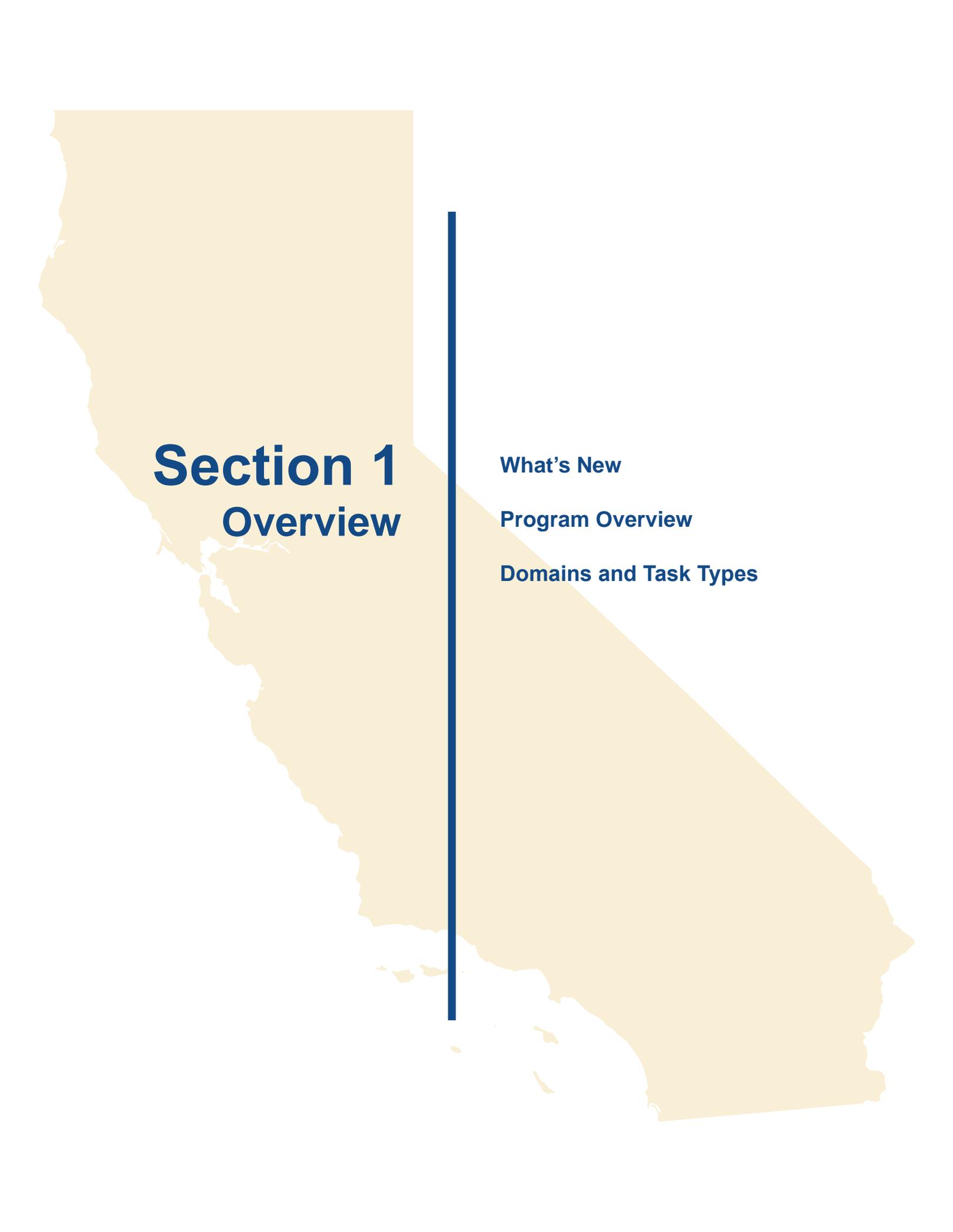
The ELPAC is the state's newly designated test of ELP. It is administered (1) as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey (HLS); and (2) annually as a summative assessment to students who have been previously identified as ELs.

In November 2012, the State Board of Education adopted the English Language Development Standards (2012 ELD Standards). The 2012 ELD Standards are aligned with key knowledge, skills, and abilities described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The ELPAC is aligned with the 2012 ELD Standards, which can be found on the California Department of Education (CDE) website at <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

Additional ELPAC resources, along with contact information, are available through links provided on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>. A listing of contact information, by topic, is available on the CDE ELPAC and ELs Contact Information web page at <https://www.cde.ca.gov/sp/el/> and on pages 44 and 45 of this guide.

For more information about the new ELP assessment system, contact the English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov).

**Note:** Material in this publication is not copyrighted and may be reproduced.



# **Section 1**

## **Overview**

**What's New**

**Program Overview**

**Domains and Task Types**

## What's New

Welcome to California's *English Language Proficiency Assessments for California (ELPAC) Information Guide*!

There are minor changes in the Summative ELPAC Domains and Task Types section.

*Matrix Four* will be updated with additional accessibility resources in the coming year as we transition to a computer-based assessment.

Updates have been provided on the reclassification guidelines for English learners (ELs) including ELs with disabilities, and those with the most significant cognitive disabilities. Local educational agencies (LEAs) can use this information to make informed decisions about reclassification.

The 2018–19 Summative ELPAC scale scores that were approved by the State Board of Education (SBE) in November 2018 have been added to the *Information Guide*. In addition, the Initial ELPAC scale score ranges were reported inaccurately in the previous *Information Guide*. These have been updated, and did not affect local scoring.

## Program Overview

State law (California *Education Code* [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English learners (ELs), as a summative assessment. For California’s public school students, this test is the ELPAC.

### **The Initial ELPAC has one purpose:**

- To identify students who are ELs or are initial fluent English proficient (IFEP)

### **The Summative ELPAC has two purposes:**

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten<sup>1</sup> through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the Initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to fluent English proficient (RFEP).

## Administering the ELPAC

### **Initial ELPAC Administration**

The testing window for the Initial ELPAC is July 1 through June 30. Only test examiners who are employees or contractors of the LEA, are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency), have signed a security affidavit, and certify that they have received formal ELPAC training may administer the Initial ELPAC. The Initial ELPAC is an untimed test, but the following times are provided to help schedule testing sessions:

- The Speaking domain is administered individually to all students in K–12. For students in kindergarten and grade one, the Speaking domain takes approximately 5 to 10 minutes to complete. For grades two through twelve, it takes approximately 10 to 15 minutes for each student to complete the Speaking domain.

---

<sup>1</sup> Kindergarten includes year one of a two-year kindergarten program, often referred to as transitional kindergarten.

- For students in kindergarten and grade one, the Listening, Reading, and Writing domains are administered individually, and the estimated time required is approximately 15 to 30 minutes per domain.
- For students in grade two, the Listening, Reading, and Writing domains are administered in a small group of up to 10 students. It takes about 30 to 45 minutes to complete the three domains.
- For students in grades three through twelve, the Listening, Reading, and Writing domains are administered in a group of up to 20 students. It takes approximately an hour to complete the three domains.

The testing schedule may be altered to give students sufficient breaks to avoid fatigue. The test may be administered over the course of several days; however, an entire domain should be administered in a single setting.

### **Summative ELPAC Administration**

The testing window for the Summative ELPAC is February 1 through May 31. Only test examiners who are employees or contractors of the LEA, are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency), have signed a security affidavit, and certify that they have received formal ELPAC training may administer the test. The ELPAC is an untimed test, but the following times are provided to help schedule testing sessions:

- The Speaking domain is administered individually to all students in K–12 and takes about 10 to 15 minutes for each student to complete.
- For students in kindergarten and grade one, the Listening, Reading, and Writing domains are administered individually, and the estimated time required is approximately 15 to 30 minutes per domain.
- For students in grade two, the Listening, Reading, and Writing domains are administered in a small group of up to 10 students. It takes about an hour and a half to complete the three domains.
- For students in grades three through twelve, the Listening, Reading, and Writing domains are administered in a group of up to 20 students. It takes about an hour and a half to two hours to complete the three domains.
- In grades three through twelve, the Listening domain is administered via online audio through the Test Operations Management System (TOMS). Also, for those grades, the “Summarize an Academic Presentation,” in the Speaking domain, is played via online audio through TOMS.

As with the Initial ELPAC, the testing schedule for the Summative ELPAC may be altered to give students sufficient breaks to avoid fatigue, and the test may be administered over the course of several days; however, an entire domain should be administered in a single setting.

## Receiving ELPAC Results

The official Initial ELPAC Student Score Reports will be generated through the LST. LEAs will have the ability to print these at the site and district levels. LEAs receive the individual Student Score Reports for the paper-pencil Summative ELPAC approximately eight weeks after the completed tests are sent to the test contractor for scoring. K–2 (which is also paper-based) will receive their results in approximately eight weeks as well. The computer-based Summative ELPAC results will take approximately four weeks to be received. ELPAC results are confidential and individual results are to be shared only with each student’s teacher(s) and parents or guardians. Information about reporting results to parents and guardians is provided on page 28. The reporting of summary results will be available on DataQuest and provided to LEAs within TOMS.

## Using Initial and Summative Assessment Results

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program.

The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be designated as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law. Refer to page 22 for more information on reclassification.

## Planned Testing and Reporting for 2018–19 and 2019–20

<b>July 1, 2019</b>	2019–20 Initial ELPAC testing window opens.
<b>Fall 2019</b>	2018–19 Initial and Summative ELPAC summary results for schools, LEAs, counties, and the state will be posted on the public reporting website.
<b>February 1, 2020</b>	2019–20 computer-based Summative ELPAC testing window opens.
<b>May 31, 2020</b>	2019–20 Summative ELPAC testing window closes.
<b>June 30, 2020</b>	2019–20 Initial ELPAC testing window closes.
<b>July 1, 2020</b>	2019–20 computer-based Initial ELPAC testing window opens.
<b>Fall 2020</b>	2019–20 Initial and Summative ELPAC summary results for schools, LEAs, counties, and the state will be posted on the public reporting website.

## Domains and Task Types

### Initial ELPAC Domains and Task Types

The ELPAC assesses public school students in K–12 in four domains: Listening, Speaking, Reading, and Writing. The task types assessed in each of the Initial ELPAC domains are listed in the tables below.

For more information on the specific task types for the Initial and Summative ELPAC, visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

<b>Listening Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Listen to a Short Exchange	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Classroom Conversation	No	No	No	Yes	Yes	Yes
Listen to a Story	Yes	Yes	Yes	Yes	No	No
Listen to an Oral Presentation	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Speaker Support an Opinion	No	No	No	No	Yes	Yes

<b>Speaking Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Talk About a Scene	Yes	Yes	Yes	Yes	Yes	Yes
Speech Functions	No	No	No	Yes	Yes	Yes
Support an Opinion	Yes	No	No	No	No	No
Retell a Narrative	Yes	Yes	Yes	No	No	No
Summarize an Academic Presentation	No	Yes	Yes	Yes	Yes	Yes

<b>Reading Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Read-Along Word with Scaffolding	Yes	No	No	No	No	No
Read-Along Story with Scaffolding	Yes	Yes	No	No	No	No
Read-Along Information	No	Yes	No	No	No	No
Read and Choose a Word	No	Yes	Yes	No	No	No
Read and Choose a Sentence	No	No	Yes	Yes	Yes	Yes
Read a Short Informational Passage	No	No	Yes	Yes	Yes	Yes
Read a Literary Passage	No	No	Yes	No	No	No
Read an Informational Passage	No	No	No	Yes	Yes	Yes

<b>Writing Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Label a Picture—Word, with Scaffolding	Yes	Yes	No	No	No	No
Write a Story Together with Scaffolding	Yes	Yes	Yes	No	No	No
Describe a Picture	No	No	Yes	Yes	No	No
Write About an Experience	No	No	No	No	Yes	Yes
Justify an Opinion	No	No	No	Yes	Yes	Yes

## Summative ELPAC Domains and Task Types

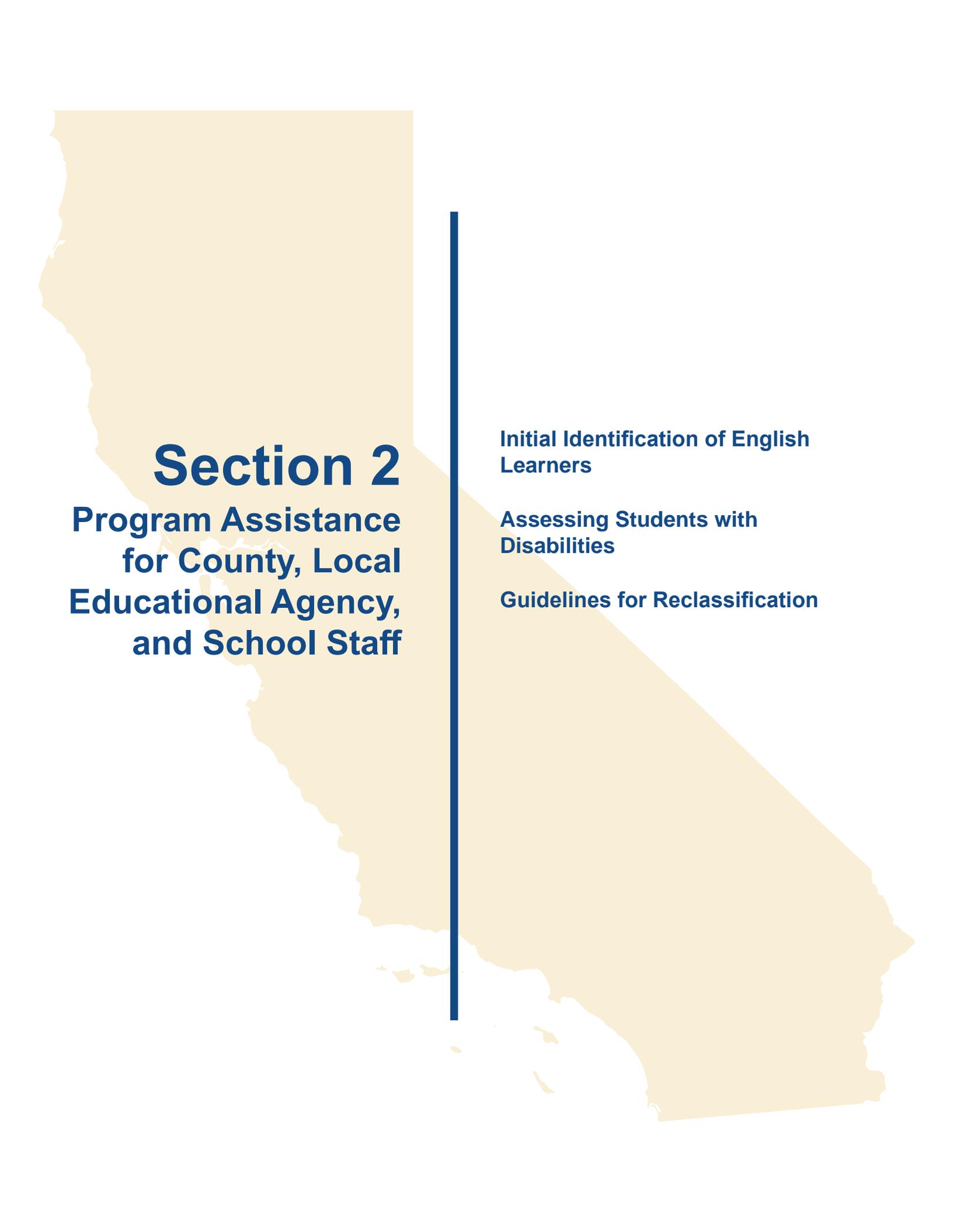
The task types assessed in each of the Summative ELPAC domains are listed below.

<b>Listening Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Listen to a Short Exchange	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Classroom Conversation	No	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Story	Yes	Yes	Yes	Yes	No	No	No
Listen to an Oral Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Speaker Support an Opinion	No	No	No	No	Yes	Yes	Yes

<b>Speaking Tasks</b>	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Talk About a Scene	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Speech Functions	No	No	Yes	Yes	Yes	Yes	Yes
Support an Opinion	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Retell a Narrative	Yes	Yes	Yes	Yes	No	No	No
Present and Discuss Information	No	No	No	No	Yes	Yes	Yes
Summarize an Academic Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Reading Tasks	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Read-Along Word with Scaffolding	Yes	No	No	No	No	No	No
Read-Along Story with Scaffolding	Yes	No	No	No	No	No	No
Read-Along Information	Yes	No	No	No	No	No	No
Read and Choose a Word	No	Yes	No	No	No	No	No
Read and Choose a Sentence	No	Yes	Yes	Yes	No	No	No
Read a Short Informational Passage	No	Yes	Yes	Yes	Yes	Yes	Yes
Read a Student Essay	No	No	No	Yes	Yes	Yes	Yes
Read a Literary Passage	No	Yes	Yes	Yes	Yes	Yes	Yes
Read an Informational Passage	No	Yes	Yes	Yes	Yes	Yes	Yes

Writing Tasks	K	Grade 1	Grade 2	Grades 3–5	Grades 6–8	Grades 9&10	Grades 11&12
Label a Picture—Word, with Scaffolding	Yes	No	No	No	No	No	No
Write a Story Together with Scaffolding	Yes	Yes	Yes	No	No	No	No
Write an Informational Text Together	No	Yes	Yes	No	No	No	No
Describe a Picture	No	Yes	Yes	Yes	Yes	Yes	Yes
Write About an Experience	No	Yes	Yes	Yes	Yes	Yes	Yes
Write About Academic Information	No	No	No	Yes	Yes	Yes	Yes
Justify an Opinion	No	No	No	Yes	Yes	Yes	Yes



# **Section 2**

**Program Assistance  
for County, Local  
Educational Agency,  
and School Staff**

**Initial Identification of English  
Learners**

**Assessing Students with  
Disabilities**

**Guidelines for Reclassification**

# Initial Identification of English Learners

## Step 1. Determination of Students' Primary Language

In accordance with *EC* Section 60810(d), one of the purposes of the ELPAC is to identify students who are ELs. The term “English learner,” when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society. (ESEA Section 8101[20])

For all students in K–12, upon first enrollment in a California public school, the LEA uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is **initially** enrolled in a California public school. The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA.

If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification.

A sample HLS is available on the CDE English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/elforms.asp>. The State Board of Education (SBE) approved the following guidelines for interpreting the sample survey:

- If a language other than English is indicated on any of the first three questions, the student should be tested with the Initial ELPAC.
- If a language other than English is indicated on the fourth question, the student may be tested at the LEA's discretion.

## American Sign Language

For purposes of ELPAC testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a “language other than English,” according to the US Department of Education (ED). Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing. For a student who uses ASL for communication because of deafness or hearing impairment, and for whom there is another primary language other than English indicated on the student's HLS, the individualized education program (IEP) team should consider (1) ELPAC testing with appropriate universal tools, designated supports, and accommodations; or (2) alternate assessment(s).

Hearing students of deaf parents who use ASL as the primary means to communicate upon entering school and who have been exposed to a language other than English by another adult, such as a grandparent or a caregiver, may be considered for ELPAC testing. The LEA may consider ELPAC testing in addition to other appropriate language assessments to determine whether the child may benefit educationally from English language development (ELD) instruction. The LEA should base its decision to administer the ELPAC on whether the student has been exposed to another language other than English, not on the basis of whether the hearing student of deaf parents uses ASL in the home.

## Step 2. Assessment of English Language Proficiency

### Kindergarten through Grade Twelve

LEAs will use the LST, found in TOMS, to calculate the official Initial ELPAC score.

The Initial ELPAC has three performance level descriptors. Please refer to page 30 for the full descriptions of the performance levels.

- IFEP
- Intermediate EL
- Novice EL

Students in K–12 are considered to have met the ELPAC criterion for English proficiency when the Overall score is in the IFEP range.

### Correction of Classification Errors

In *California Code of Regulations*, Title 5 (5 CCR) Section 11518.20, there are three scenarios in which a correction process may take place. The scenarios are as follows:

1. If a student is classified as English only but the LEA has an indication that the student's primary or native language is not English and the student is unable to perform ordinary classroom work in English, the LEA may collect and review evidence. Based on this review, the LEA shall determine whether the student shall be administered the Initial ELPAC in order to determine the student's classification. At least 10 calendar days prior to administration of the Initial ELPAC, the LEA shall notify the student's parent or guardian, in writing, that the student will be assessed. If the Initial ELPAC is administered and the student does not meet the Initial ELPAC criterion for proficiency, the LEA shall classify the student as EL. The LEA shall notify the student's parent or guardian, in writing, of the results of the review, including the evidence that led to the determination and the results of the Initial ELPAC, within 14 calendar days of its determination.
2. If an LEA administers the Initial ELPAC to a student who is not eligible for the assessment, the student's classification shall remain unchanged regardless of the assessment results, and the LEA shall not maintain any such results as student records, including in the California Longitudinal Pupil Achievement Data System.
3. After the administration of the Initial ELPAC to a student—but before the student takes the Summative ELPAC and at the request of the student's parent or guardian or a certificated employee of the LEA—the LEA shall collect and review evidence about the student's ELP. Based on the results of the review, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results within 14 calendar days of its determination. This review shall occur only once over the course of the student's enrollment in the California public school system.

Evidence regarding the ELP of a student shall include, but is not limited to, the following:

- Results of the HLS
- Results of the assessment of the student's proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC
- Parent or guardian opinion and consultation results
- Evidence of the student's performance in the LEA's adopted course of study and the student's ELD, as applicable, obtained from the student's classroom teacher and certificated staff with direct responsibility for teacher or placement decisions

During the time evidence is being collected and reviewed, the student shall retain his or her original classification.

Specific regulatory language regarding the correction of classification errors can be found in the ELPAC regulations, 5 CCR Section 11518.20, on the CDE website at <https://bit.ly/2BaCcTI>.

## Decision Guide for Placement of English Learners

LEAs administer an HLS to all students enrolled for the first time in a California public school.

- If the survey results indicate English as the primary language, no further testing is required. A regular instructional program is implemented.
  - If the student struggles to perform in the classroom later in the student's educational career, a correction process can be initiated as laid out on page 16.
- If the survey results indicate a primary language other than English, an Initial ELPAC administration is required.
- If a parent/guardian disagrees with the results of the HLS, a correction of the HLS can be pursued prior to the administration of the Initial ELPAC assessment.

The Initial ELPAC is administered for the purpose of classifying students, resulting in one of two general classifications: IFEP or EL.

- In the event of IFEP classification, the student is considered to have met the ELPAC criterion for English proficiency, and no further testing is required. A regular instructional program is implemented.
  - If the student struggles to perform in the classroom later in the student's educational career or if the LEA receives a contradictory score as part of the Rotating Score Validation Process and determines that the student should be classified as an EL, the LEA can use this as part of evidence for a correction process to be initiated.
- In the event of EL classification, an appropriate EL program is implemented. The student's progress is assessed annually with the Summative ELPAC.
  - A correction of classification can occur if the student was timid during the Initial ELPAC administration and is classified as an EL, but further evidence is collected that demonstrates the student's ability to listen, speak, read, and write in English in the classroom. This correction of classification process must be completed before the administration of the Summative ELPAC.
- If the Initial ELPAC is administered to the incorrect student, a correction process is initiated, and no record of scores shall be maintained.
- If a parent/guardian or a certificated employee of the LEA disagrees with the results of the Initial ELPAC, a review of the classification can be pursued prior to the administration of the Summative ELPAC assessment (if applicable).

The Summative ELPAC is administered to ELs annually until reclassification criteria are met and the student is classified as RFEP.

- In the event of RFEP classification, a regular instructional program is implemented, and the student's progress is monitored for four years following reclassification.

# Assessing Students with Disabilities

## Federal Guidance for Learners with Disabilities

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state’s ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state’s ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

## Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment.

In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student’s IEP, including whether a student must take a regular state assessment (in this case, the ELP assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELP assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child’s parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in *Code of Federal Regulations*, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child’s IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs’ parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child’s participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging

for an interpreter (34 *CFR* Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).

- Ensuring that all ELs, including those with disabilities, participate in the annual state ELP assessment, with or without universal tools, designated supports, and accommodations or take an appropriate, locally determined alternate assessment, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7). However, IEP teams can make the determination, on a student-by-student basis, that an alternate assessment to the ELP be administered.

According to 5 *CCR* sections 11511 and 11516 through 11516.7 (Division 1, Chapter 11, Subchapter 7.5) as well as *EC* Section 313, the initial and summative administration of the ELPAC are the responsibilities of the LEA. Most students with disabilities are able to participate effectively on the ELPAC. For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend accommodations or an alternate assessment (see *EC* Section 56385, 5 *CCR* 11516.5 through 11516.7). Approved universal tools, designated supports, and accommodations are listed in *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC*, which is found on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>. *Matrix Four* will be updated with additional accessibility resources in the coming year as we transition to a computer-based assessment.

In accordance with 34 *CFR* sections 300.304 through 300.305, initial identification for determining whether a student is a student with a disability takes into consideration existing data, which includes LEA and statewide assessments. For those who participate in programs for students with disabilities, the LEA may be a school district, an independent charter school, the county office of education, or a state special school.

When an EL with disabilities is not able to take the ELPAC (the entire test or any portion of it), that information is shared at the IEP team meeting. IEP team members may determine that alternate assessments are appropriate and necessary. Per the ED, the alternate assessment must be aligned with the ELD Standards. The results of alternate assessments and/or the ELPAC are part of the current levels of performance in the IEP. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals (*EC* sections 56341.1[b] and 56345[b][2]).

Because such alternate means of assessments fundamentally alter what the ELPAC measures, students receive the lowest obtainable scale score (LOSS) on each domain affected. Caution should be used when interpreting results because the LOSS on one or more domains may lower the Overall performance level on the ELPAC. The LOSS on the ELPAC will be used to calculate the ELPI for Title I accountability purposes. If the student is not reclassified, the LOSS will be entered as the “Most Recent Previous Scale Score(s)” at the next year’s administration of the ELPAC.

Because of the unique nature of individual students' disabilities, the CDE does not make specific recommendations as to which alternate assessment instruments to use. However, the appropriate alternate assessment must be identified annually in a student's IEP. The LEA must ensure that the IEP team includes an individual who can interpret the instructional implications of evaluation results (e.g., an ELD specialist to interpret ELPAC results) (34 *CFR* Section 300.321[a][5]). Identified ELs with disabilities must take the ELPAC with any accommodations specified in their IEP or take appropriate alternate assessments, as documented in their IEP, every year until they are reclassified.

When a student's IEP or Section 504 plan specifies that the student has a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student, per 34 *CFR* Section 200.6. A student may be assigned an overall score only if assessed in both oral and written language. To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing.

## Selective Mutism

Although the CDE does not make specific recommendations about accommodations or alternate assessments, an increased number of inquiries have been received regarding students identified as selectively mute. Therefore, additional information is being provided below for local consideration.

Selective mutism (SM) is an anxiety disorder that is classified under "mental disorders" in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders*, (*DSM-5*). Because of its classification, SM meets the eligibility criteria for necessary accommodations through a Section 504 plan.

A student with SM consistently fails to speak in certain situations (e.g., at school); however, the student speaks at other times (e.g., at home or with friends). SM may cause significant interference with educational or communicative functioning. Studies have demonstrated that immigrant and language-minority students are at a higher risk of developing SM than native-born students. This diagnosis excludes students who may be uncomfortable with a new language and may select not to speak in specific environments. A nonverbal period (silent period) of time is to be expected in students acquiring a new language and should, therefore, not be mistaken as SM.

Additional information regarding SM can be found on the National Center for Biotechnology Information website at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538870/> and on the American Speech-Language-Hearing Association website at <http://www.asha.org/public/speech/disorders/selectivemutism/>.

## Guidelines for Reclassification

The Summative English Language Proficiency Assessments for California (ELPAC) became operational on February 1, 2018. At that time, the California Department of Education (CDE) provided interim reclassification guidance, using the preliminary threshold scores for the ELPAC approved by the California State Board of Education (SBE) in November 2017.

In November 2018, the SBE approved new Summative ELPAC threshold scores, by grade level for kindergarten through grade eight and by grade span for grades nine and ten and for grades eleven and twelve. These new threshold scores, which are reported on a four performance level scale, will be used by local educational agencies (LEAs) to determine the level designation for English language proficiency (ELP) beginning with the 2018–19 Summative ELPAC administration. The scale score ranges for that administration are available on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/documents/selpacscores.pdf>.

In January 2019, on the basis of the new 2018–19 Summative ELPAC threshold scores, the SBE approved the use of ELPAC overall performance level (PL) 4 as the statewide standardized ELP criterion (Criterion 1) for reclassification beginning with the 2018–19 Summative ELPAC administration for kindergarten through grade twelve. Criterion 1 is now standardized and will no longer be locally determined. Criteria 2, 3, and 4 continue to be locally determined. For further information, please see “Updated Reclassification Guidance for 2018–19” on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>.

### Reclassification Criteria

The reclassification criteria set forth in California *Education Code (EC)* Section 313 and *California Code of Regulations*, Title 5 (5 *CCR*), Section 11303 remain unchanged. Pursuant to 5 *CCR* Section 11308 (c)(6), any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for English learners (ELs). LEAs should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of ELP (using an objective assessment instrument, including, but not limited to, the state test of English language development [ELD])
2. Teacher evaluation (including, but not limited to, a review of the student’s curriculum mastery)
3. Parent opinion and consultation
4. Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age)

The CDE has provided guidance to LEAs for using Smarter Balanced Summative Assessment results as a local measure of Criterion 4. LEAs also have been advised that local assessments can be used to identify ELs who meet academic measures indicating they are ready to be reclassified. This guidance can be found in “Updated Reclassification Guidance for 2018–19,” on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>.

The actions to take when applying the four criteria to reclassification policies regarding ELs are as follows:

■ ***For Criterion 1, Assessment of ELP***

- Use the Summative ELPAC results as the primary assessment of ELP. LEAs shall use overall PL 4 as the determination that a student has met the ELP assessment criterion.

■ ***For Criterion 2, Teacher Evaluation***

- Use the student’s academic performance as evidence of curriculum mastery. (Note that incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.)

■ ***For Criterion 3, Parent Opinion and Consultation***

- Provide notice to parents/guardians of their right to consult with the LEA regarding their child’s ELP status and encourage them to participate in the reclassification process. Offer opportunities for in-person meetings with parents/guardians, as needed.

■ ***For Criterion 4, Comparison of Performance in Basic Skills***

- Identify local or state assessments that the LEA will use to determine whether ELs are meeting academic measures that indicate they are ready for reclassification.

EC Section 313(f)(4) calls for a comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. The following definitions of related terms may be helpful:

- **performance in basic skills.** The score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
- **range of performance in basic skills.** A range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
- **students of the same age.** English-proficient students who are enrolled in the same grade as the student who is being considered for reclassification.

For 2018–19, LEAs should identify cut scores, or a range of scores, on the selected assessment instrument to determine the skill levels comparable to English-proficient students. Keep the following in mind:

- Students with scores at or above the cut point selected by LEAs should be considered for reclassification.
- For students scoring below the cut point, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student.
- LEAs must monitor student performance for four years after reclassification, in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

Also keep in mind that California regulations—5 *CCR* sections 11303 (Reclassification) and 11308 [c][6] (Advisory Committee)—specify that any local reclassification criteria must be reviewed by the school district committee on programs and services for ELs.

If you have questions regarding the reclassification policy, please contact the CDE Language Policy and Leadership Office by phone at 916-319-0845.

## Reclassification of ELs with Disabilities

Students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities. Local individualized education program (IEP) teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (*EC* Section 313[f]).

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in *EC* Section 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student. Additional information about assessing students with disabilities is available on page 19.

To apply the four criteria in *EC* Section 313(f) to reclassification policies regarding ELs with disabilities, the following suggestions are given:

- **Criterion 1: Assessment of ELP Using an Objective Assessment Instrument**
  - Assessment of ELP using an objective assessment, including, but not limited to, the ELPAC is the first of four criteria in state law per *EC* Section 313(f) to be used by LEAs in determining whether an EL should

be reclassified as fluent English proficient (RFEP). The IEP team can use the scores from an alternate assessment aligned with the state 2012 ELD Standards for reclassification purposes if the alternate assessment has been specified in the student's IEP (see "Assessing Students with Disabilities," on page 19 of the ELPAC Information Guide at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide.pdf>).

- An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC. For further information, please see the addendum to "September 23, 2016 Non-Regulatory Guidance: English Learners and Title III of the ESEA, as amended by the Every Student Succeeds Act" at <https://www2.ed.gov/policy/elsec/leg/essa/elandiitleiiiaddendum1219.pdf>.
- For purposes of Title I accountability requirements, a student assessed with an alternate assessment will receive the lowest obtainable scale score on the ELPAC for each domain tested with an alternate assessment. The IEP team, however, may use results from the alternate assessment or ELPAC administration with accommodations in conjunction with the other required criteria (i.e., teacher evaluation, parent/guardian opinion and consultation, and the student's scores on an assessment of basic skills) to determine a student's eligibility for reclassification. Although the alternate assessment tests the student's ELP in accordance with the student's IEP, the alternate assessment results are not comparable to ELPAC results, in general, and are not for the purpose of Title I accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.

■ **Criterion 2: Teacher Evaluation**

- Use the student's classroom performance information that is based on the student's IEP goals for academic performance and ELD per *EC* Section 56345(a)(2) and *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 300.160(a).

■ **Criterion 3: Parent Opinion and Consultation**

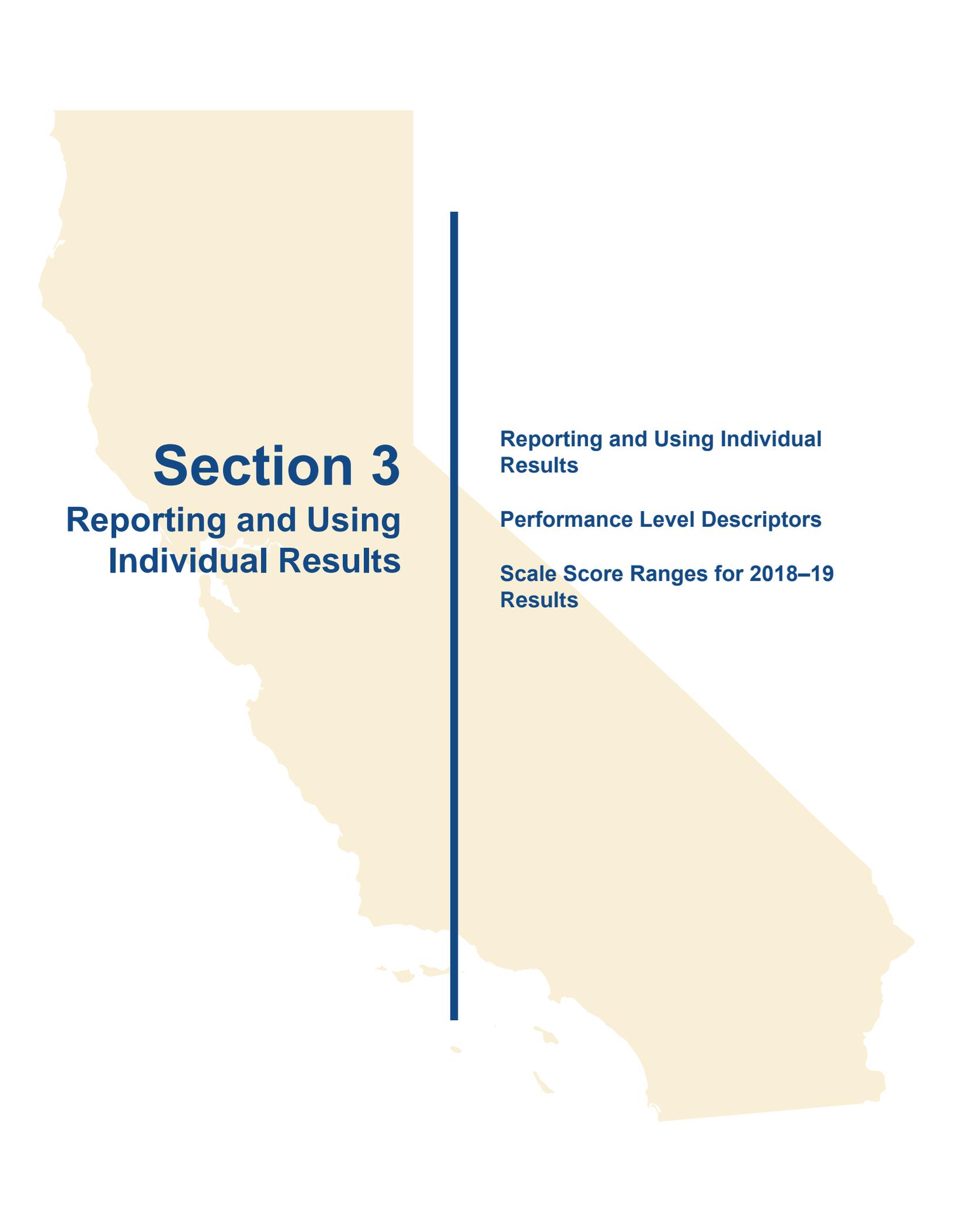
- The parent/guardian is a participant on the IEP team.

■ **Criterion 4: Comparison of Performance in Basic Skills**

- The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts) per *EC* Section 56345(a)(6)(B) and 34 *CFR* Section 300.160(a). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities to determine whether an EL with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team must develop a written statement of why the student cannot participate in the regular assessment and why the team has determined that a particular alternate assessment is appropriate for the student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student's capacities.

**Note:** The Summative ELPAC Crosswalk of Threshold Changes for 2018–19 is located in the Appendix.



# **Section 3**

## **Reporting and Using Individual Results**

**Reporting and Using Individual Results**

**Performance Level Descriptors**

**Scale Score Ranges for 2018–19 Results**

## Reporting and Using Individual Results

State regulations require LEAs to provide individual Summative ELPAC results to parents or guardians within 30 calendar days after they are received by the LEA. Only authorized LEA personnel, the student, and parents or guardians may see the ELPAC results of individual students. Per *EC* Section 11518.15, if the Summative ELPAC results are received from the test contractor after the last day of instruction for the school year, the LEA shall notify each student's parent or guardian of the student's results within 15 working days of the start of the next school year.

Section 6312 of Title I of the ESSA requires LEAs receiving Title III funds to inform parents or guardians of (1) the reasons for the student's identification as an EL based on the ELPAC results; and (2) the need for placement in an English language instructional support program. This notification is to occur no later than 30 calendar days after the beginning of the school year or within two weeks of the student's placement in the specified program after the beginning of the school year. Parents or guardians of ELs with an IEP also must be notified as to how the recommended placement will help their child meet the objectives of the IEP.

Sample parent/guardian notification letters are provided on the CDE ELs web page at <https://www.cde.ca.gov/sp/el/t3/lepparent.asp> and are currently available in English as well as Spanish. An informational brochure for parents/guardians on how to read the ELPAC Student Score Report, translated into multiple languages, is on the same web page and can be printed and distributed.

### Student Score Reports

#### Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked the student's raw scores in the LST. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The 2018–19 Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

The scale score ranges for identifying a student's overall performance level, with the weighting percentages used to calculate the ranges, are available on page 32. Overall Initial ELPAC performance level descriptors for K–12 can be found on page 30.

## Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and minimally developed (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports.

The 2018–19 Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The scale score ranges for identifying a student’s overall performance level, with the weighting percentages used to calculate the ranges, are available on pages 32–34. Overall Summative ELPAC performance level descriptors for K–12 can be found on page 31.

## Understanding Results

The resource “Understanding Your Student Score Report” is provided in English and other languages to assist LEAs with communicating Summative ELPAC results to parents and guardians. It is available at <https://www.elpac.org/test-administration/reporting/>. This web page also provides links to resources including sample Student Score Reports for the Initial ELPAC and Summative ELPAC, information about how to interpret the reports, and domain-specific and Overall test performance descriptors.

## Performance Level Descriptors

### Initial ELPAC Performance Level Descriptors

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) 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. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) 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. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

## Summative ELPAC Performance Level Descriptors

Level	Description
4	<p>English learners at this level have well developed oral (listening and speaking) and written (reading and writing) 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. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).</p>
3	<p>English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) 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. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) 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. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) 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. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

## Scale Score Ranges for 2018–19 Results

Raw scores (the number of test questions answered correctly) should not be used to compare results from grade to grade or year to year. For the ELPAC, scale scores are derived from raw scores. Scale scores permit the direct comparison of test results from one administration of the ELPAC to another unless there have been changes in the scoring ranges. A threshold score, or cut point, is the scale score needed to reach a specified performance level. The Initial ELPAC and the Summative ELPAC are two separate assessments, based on two separate scales; therefore, the scale scores cannot be compared between the two assessments. In addition, the ELPAC and the CELDT scale scores cannot be compared from year to year, as they are two separate assessments.

### Initial ELPAC Overall Scale Score Ranges

The scale score for determining the Overall performance level on the Initial ELPAC for individual and group results are as follows:

- Kindergarten; 90 percent Oral Language (Listening and Speaking) and 10 percent Written Language (Reading and Writing)
- Grade one; 70 percent Oral Language (Listening and Speaking) and 30 percent Written Language (Reading and Writing)
- Grades two through twelve; 50 percent Oral Language (Listening and Speaking) and 50 percent Written Language (Reading and Writing)

Grade	Score	Novice EL	Intermediate EL	IFEP
K–12	Overall	150–369	370–449	450–600

### Summative ELPAC Overall Scale Score Ranges

In November 2018, the State Board of Education approved the State Superintendent of Public Instruction's proposed overall and composite threshold scale score changes beginning with the 2018–19 Summative ELPAC.

The percentages for determining the Overall performance level on the Summative ELPAC for individual and group results are as follows:

- Kindergarten; 70 percent Oral Language (Listening and Speaking) and 30 percent Written Language (Reading and Writing)
- Grades one through twelve; 50 percent Oral Language (Listening and Speaking) and 50 percent Written Language (Reading and Writing)

The State Superintendent of Public Instruction's approved thresholds for performance levels on the Summative ELPAC are provided below.

<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
K	1150–1373	1374–1421	1422–1473	1474–1700
1	1150–1410	1411–1454	1455–1506	1507–1700
2	1150–1423	1424–1470	1471–1531	1532–1700
3	1150–1447	1448–1487	1488–1534	1535–1800
4	1150–1458	1459–1498	1499–1548	1549–1800
5	1150–1466	1467–1513	1514–1559	1560–1800
6	1150–1474	1475–1516	1517–1566	1567–1900
7	1150–1480	1481–1526	1527–1575	1576–1900
8	1150–1485	1486–1533	1534–1589	1590–1900
9 & 10	1150–1492	1493–1544	1545–1605	1606–1950
11 & 12	1150–1499	1500–1554	1555–1614	1615–1950

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Listening and Speaking domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

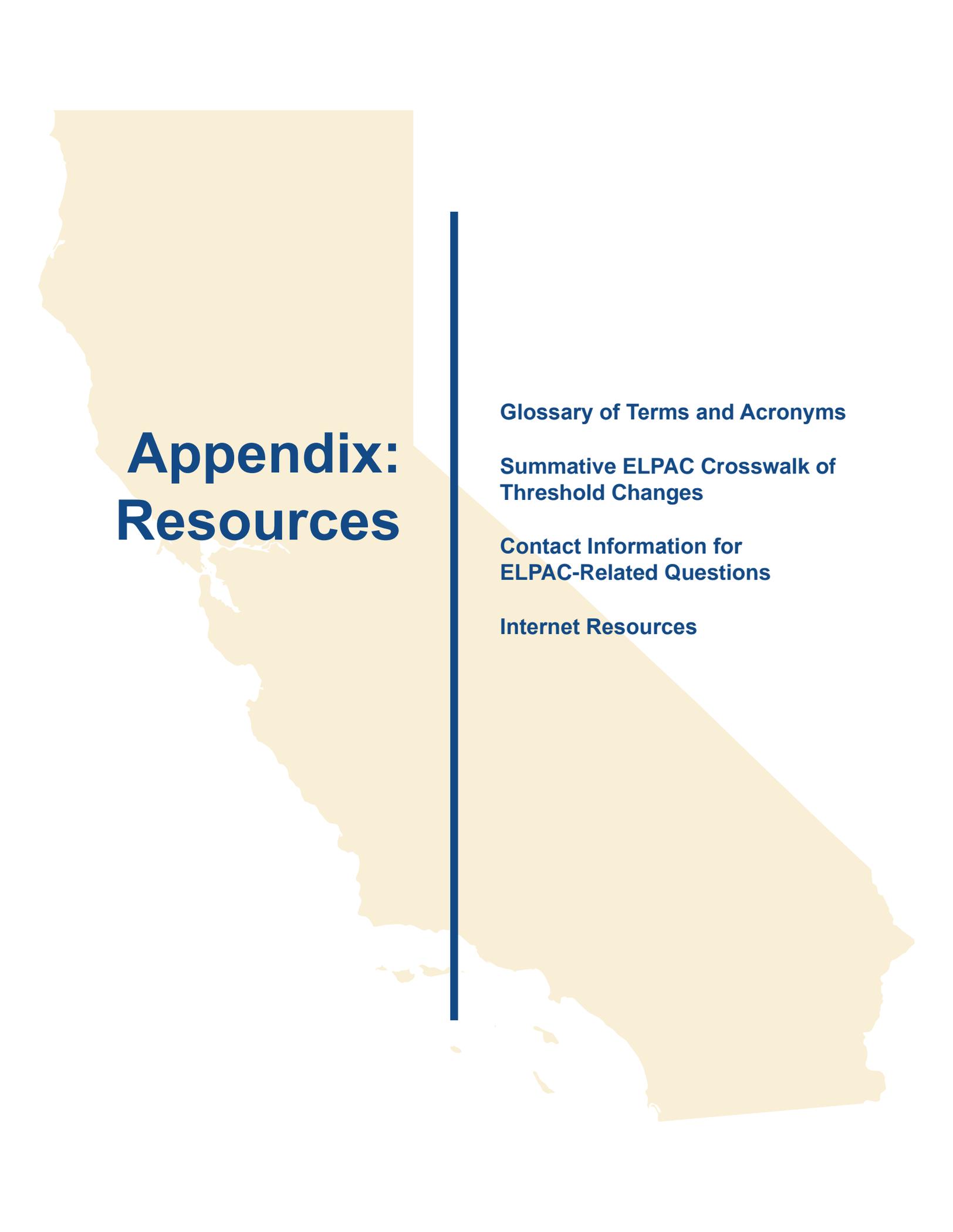
## Summative ELPAC Oral Language Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1385	1386–1426	1427–1477	1478–1700
1	1150–1407	1408–1450	1451–1492	1493–1700
2	1150–1413	1414–1459	1460–1509	1510–1700
3	1150–1434	1435–1465	1466–1511	1512–1800
4	1150–1438	1439–1471	1472–1521	1522–1800
5	1150–1446	1447–1476	1477–1532	1533–1800
6	1150–1449	1450–1483	1484–1541	1542–1900
7	1150–1455	1456–1497	1498–1553	1554–1900
8	1150–1460	1461–1504	1505–1568	1569–1900
9 & 10	1150–1464	1465–1511	1512–1578	1579–1950
11 & 12	1150–1469	1470–1513	1514–1582	1583–1950

## Summative ELPAC Written Language Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1345	1346–1409	1410–1462	1463–1700
1	1150–1413	1414–1458	1459–1519	1520–1700
2	1150–1432	1433–1480	1481–1553	1554–1700
3	1150–1460	1461–1508	1509–1556	1557–1800
4	1150–1477	1478–1524	1525–1574	1575–1800
5	1150–1486	1487–1549	1550–1586	1587–1800
6	1150–1498	1499–1549	1550–1591	1592–1900
7	1150–1504	1505–1555	1556–1597	1598–1900
8	1150–1509	1510–1561	1562–1609	1610–1900
9 & 10	1150–1519	1520–1577	1578–1631	1632–1950
11 & 12	1150–1528	1529–1594	1595–1645	1646–1950

**Note:** The Summative ELPAC Crosswalk of Threshold Changes for 2018–19 is located in the Appendix.



# **Appendix: Resources**

**Glossary of Terms and Acronyms**

**Summative ELPAC Crosswalk of  
Threshold Changes**

**Contact Information for  
ELPAC-Related Questions**

**Internet Resources**

## Glossary of Terms and Acronyms

### **accommodations**

Resources documented in a student’s individualized education program (IEP) or Section 504 plan that an eligible student regularly uses in the classroom for instruction and/or assessment(s) and that are either (1) utilized in the assessment environment; or (2) consist of changes in procedures or materials that increase equitable access to the assessment. Accommodations may not fundamentally alter the comparability of test scores.

### **administration**

An eligible student’s attempt to take any part of the Initial ELPAC or Summative ELPAC.

### **alternate assessment**

An assessment that is identified in an eligible student’s IEP to measure English language proficiency.

### **California Department of Education (CDE)**

The state government agency that oversees the state’s public school system.

### **California English Language Development Test (CELDT)**

California’s previous test for English language proficiency (ELP); the CELDT is being replaced by the ELPAC.

### **composite score**

The average of two or more other scores; for example, the Oral Language composite score is the combination of the Listening and Speaking scale scores, and the Written Language composite score is the combination of the Reading and Writing scale scores.

### **designated supports**

Resources that an eligible student regularly uses in the classroom for instruction and/or assessment(s) and that (1) are available for use by any student for whom a need has been indicated with parent or guardian input, as appropriate, prior to assessment administration by an educator or a team of educators; or (2) are specified in the student’s IEP or Section 504 plan.

## domains

The areas of Listening, Speaking, Reading, and Writing assessed by the ELPAC.

## ELPAC blueprints

Blueprints that outline the specific ELD Standards tested and the number of questions included within each domain on the ELPAC for each grade/grade span from K–12. Blueprints are available on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprints.pdf>.

## ELPAC continuous scale

The common scale for the ELPAC allows for the year-to-year comparisons of a student's scale scores on each domain (Listening, Speaking, Reading, and Writing). A student's scale score on the common scale can be compared from grade level to adjacent grade level regardless of grade span.

## English Language Development (ELD) Standards

The 2012 ELD Standards describe the knowledge, skills, and abilities in English that are expected at exit from each proficiency level by English learners. Links to the ELD Standards are available on the CDE ELD Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

## English Language Proficiency Assessments for California (ELPAC)

Assessments that measure an English learner's proficiency in relation to the 2012 ELD Standards. Three purposes for the ELPAC are specified in state law: (1) identifying students as English learners; (2) determining the level of ELP for students who are English learners; and (3) assessing the progress of limited English learners in acquiring the skills of listening, speaking, reading, and writing in English.

## English learner (EL)

A student in K–12 who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. State and federal laws require that LEAs administer a state test of ELP as an initial assessment to newly enrolled students whose primary language is not English and to ELs as a summative assessment. The respective tests for California's public school students are the Initial ELPAC and the Summative ELPAC.

## **English Learner Progress Indicator (ELPI)**

The indicator that measures the progress of ELs toward ELP.

## **home language survey (HLS)**

A survey used to help identify students in need of EL services. Based on the responses in the HLS, students may be tested with the ELPAC to determine their level of ELP. The HLS is to be completed by the student's parent or guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/elforms.asp>. Note that federal and state laws require schools to determine the language used in the home of each student.

## **Individuals with Disabilities Education Act (IDEA)**

A federal law to ensure that appropriate services are provided to students with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youths with disabilities.

## **Initial ELPAC**

An initial assessment of English language fluency; it is first given to students whose primary language is other than English within 30 calendar days of enrollment.

## **Initial ELPAC window**

The testing window that begins on July 1 and ends on June 30 of each school year.

## **initial fluent English proficient (IFEP)**

Classification for students with a primary language other than English who take the ELPAC and meet the ELP criterion.

## **local educational agency (LEA)**

A government agency that supervises local public elementary and secondary schools in the delivery of instructional and educational services. An LEA can be a school district, county office of education, special state school, or independent public charter school.

## **lowest obtainable scale score (LOSS)**

The lowest score in a range of potential scores for a grade level and subject area. Scale scores can be compared from year to year within a given grade level and subject. Scale scores are not comparable across subjects and cannot be averaged across different grade levels.

## performance levels

The ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular English-proficient level. Student Initial ELPAC scores are identified as falling into one of three performance levels: Initial Fluent English Proficient, Intermediate English Learner, and Novice English Learner. Student Summative ELPAC scores are identified as falling into one of four performance levels: Level 4 (well developed), Level 3 (moderately developed), Level 2 (somewhat developed), and Level 1 (minimally developed).

## performance level threshold scores

State Board of Education-established performance level cut scores for Oral Language (Listening and Speaking), Written Language (Reading and Writing), and Overall performance on the Initial ELPAC and the Summative ELPAC.

## Performance Level Summary Report

A score report provided to LEAs that summarizes the total number of assessments scored and the percentage of students who tested within each performance level, by school and grade level within each LEA.

## practice tests

Downloadable practice tests for each grade/grade span that provide examples of the task types for each of the four domains assessed. Practice tests are available on the ELPAC Practice Test web page at <https://www.elpac.org/resources/practicetests/>.

## primary language

The language identified (at the local level) to be the student's primary language based on information provided on the HLS upon their first enrollment in a California public school. This identification is done only once during the course of the student's academic career, and the results of the survey are used to identify whether the student is to be assessed with the ELPAC.

## raw score

The number of score points earned or answered correctly for each domain. Raw scores should not be used to compare results from grade to grade or year to year.

## reclassification

The local process used by LEAs to determine whether a student has acquired sufficient ELP to perform successfully in academic subjects without EL support. California *Education Code (EC)* Section 313(f) specifies the four criteria that must be used when making reclassification decisions locally.

## reclassified to fluent English proficient (RFEP)

Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for ELP. *EC* Section 313(f) specifies four criteria that LEAs must use in reclassifying students from EL to RFEP:

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELD
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

## research files

Electronic reports available to LEAs once the data is verified and ready for public reporting. Both Summative ELPAC and Initial ELPAC reports are accessed through DataQuest on the CDE website at <https://dq.cde.ca.gov/dataquest/>.

## scale score

A score derived from the number or percentage of questions that students must answer to score at each performance level and are used to equate tests from one administration to the next. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance.

## State Board of Education (SBE)

The state educational agency for California that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *EC*.

## **Student Score File**

The Student Score File is an electronic data file containing ELPAC scores for students tested during the Summative ELPAC window.

## **Student Score Report**

A report that provides results of the ELPAC for individual students. The report includes student identifier information, purpose of the assessment (Initial or Summative), Overall performance, and Oral Language and Written Language composite scores. The Summative Student Score Report will have performance levels for each domain.

## **Summative ELPAC**

The annual administration of the ELPAC assessment, which is administered only to those identified as ELs on the Initial ELPAC, to identify a student's level of ELP and assess a student's progression in acquiring skills in Reading, Speaking, Listening, and Writing.

## **Summative ELPAC window**

A designated time period each year during which schools must administer the ELPAC to all students who were identified as ELs prior to the Summative Assessment window of February 1 to May 31 each year.

## **Title I of the Every Student Succeeds Act (ESSA)**

The portion of the ESSA that requires states to administer a test to newly enrolled students whose primary language is not English to determine their level of English language fluency. In California, the Initial ELPAC serves this purpose. Students identified through the Initial ELPAC as English learners must be given the Summative ELPAC annually until they are reclassified as fluent English proficient.

## **universal tools**

Resources that are available to all students who are administered the ELPAC assessments.

## **unlisted resource**

An instructional support that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation.

## Summative ELPAC Crosswalk of Threshold Changes

The table below provides a crosswalk of threshold score changes of the Summative ELPAC from 2017–18 to 2018–19.

Grade	Year	Level 1 Overall Span	Level 2 Overall Span	Level 3 Overall Span	Level 4 Overall Span
K	2017–18	1150–1378	1379–1413	1414–1443	1444–1700
<b>K</b>	<b>2018–19</b>	<b>1150–1373</b>	<b>1374–1421</b>	<b>1422–1473</b>	<b>1474–1700</b>
1	2017–18	1150–1414	1415–1436	1437–1466	1467–1700
<b>1</b>	<b>2018–19</b>	<b>1150–1410</b>	<b>1411–1454</b>	<b>1455–1506</b>	<b>1507–1700</b>
2	2017–18	1150–1419	1420–1446	1447–1488	1489–1700
<b>2</b>	<b>2018–19</b>	<b>1150–1423</b>	<b>1424–1470</b>	<b>1471–1531</b>	<b>1532–1700</b>
3	2017–18	1150–1458	1459–1489	1490–1538	1539–1800
<b>3</b>	<b>2018–19</b>	<b>1150–1447</b>	<b>1448–1487</b>	<b>1488–1534</b>	<b>1535–1800</b>
4	2017–18	1150–1458	1459–1489	1490–1538	1539–1800
<b>4</b>	<b>2018–19</b>	<b>1150–1458</b>	<b>1459–1498</b>	<b>1499–1548</b>	<b>1549–1800</b>
5	2017–18	1150–1458	1459–1489	1490–1538	1539–1800
<b>5</b>	<b>2018–19</b>	<b>1150–1466</b>	<b>1467–1513</b>	<b>1514–1559</b>	<b>1560–1800</b>
6	2017–18	1150–1472	1473–1510	1511–1553	1554–1900
<b>6</b>	<b>2018–19</b>	<b>1150–1474</b>	<b>1475–1516</b>	<b>1517–1566</b>	<b>1567–1900</b>
7	2017–18	1150–1472	1473–1510	1511–1553	1554–1900
<b>7</b>	<b>2018–19</b>	<b>1150–1480</b>	<b>1481–1526</b>	<b>1527–1575</b>	<b>1576–1900</b>
8	2017–18	1150–1472	1473–1510	1511–1553	1554–1900
<b>8</b>	<b>2018–19</b>	<b>1150–1485</b>	<b>1486–1533</b>	<b>1534–1589</b>	<b>1590–1900</b>
9	2017–18	1150–1486	1487–1530	1531–1580	1581–1950
<b>9</b>	<b>2018–19</b>	<b>1150–1492</b>	<b>1493–1544</b>	<b>1545–1605</b>	<b>1606–1950</b>
10	2017–18	1150–1486	1487–1530	1531–1580	1581–1950
<b>10</b>	<b>2018–19</b>	<b>1150–1492</b>	<b>1493–1544</b>	<b>1545–1605</b>	<b>1606–1950</b>

<b>Grade</b>	<b>Year</b>	<b>Level 1 Overall Span</b>	<b>Level 2 Overall Span</b>	<b>Level 3 Overall Span</b>	<b>Level 4 Overall Span</b>
11	2017–18	1150–1487	1488–1529	1530–1587	1588–1950
<b>11</b>	<b>2018–19</b>	<b>1150–1499</b>	<b>1500–1554</b>	<b>1555–1614</b>	<b>1615–1950</b>
12	2017–18	1150–1487	1488–1529	1530–1587	1588–1950
<b>12</b>	<b>2018–19</b>	<b>1150–1499</b>	<b>1500–1554</b>	<b>1555–1614</b>	<b>1615–1950</b>

## Contact Information for ELPAC-Related Questions

For Information About	Contact
<ul style="list-style-type: none"> <li>• Ordering test materials</li> <li>• Test administration and security</li> <li>• Scoring and reporting of test results</li> <li>• Superintendent’s Designation Form for LEA ELPAC coordinator</li> <li>• District portal web login and password</li> </ul>	<p>Educational Testing Service                      Telephone: 844-782-2714                      Website: <a href="http://www.ets.org/">http://www.ets.org/</a>                      Email: <a href="mailto:elpac@ets.org">elpac@ets.org</a></p>
<ul style="list-style-type: none"> <li>• Testing policy for ELs</li> <li>• Uncommon testing scenarios</li> <li>• Released test questions</li> <li>• Testing resources</li> </ul>	<p>California Department of Education (CDE)                      Assessment Development and Administration                      Division—English Language Proficiency and                      Spanish Assessments Office/ELPAC Program                      Telephone: 916-319-0784                      Web page: <a href="https://www.cde.ca.gov/ta/tg/ep/">https://www.cde.ca.gov/ta/tg/ep/</a>                      Email: <a href="mailto:elpac@cde.ca.gov">elpac@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• Home language surveys</li> <li>• Parental rights to decline or remove child from EL instructional program</li> <li>• Reclassification</li> <li>• 2012 California ELD Standards</li> </ul>	<p>CDE English Learner Support Division—                      Language Policy and Leadership Office                      Telephone: 916-319-0845                      Web page: <a href="https://www.cde.ca.gov/sp/el/">https://www.cde.ca.gov/sp/el/</a></p>
<ul style="list-style-type: none"> <li>• IDEA requirements</li> <li>• IEP teams</li> <li>• Accommodations and alternate assessments</li> </ul>	<p>CDE Special Education Division                      Telephone: 916-445-4613                      Web page: <a href="https://www.cde.ca.gov/sp/se/">https://www.cde.ca.gov/sp/se/</a>                      Email: <a href="mailto:specedinfoshare@cde.ca.gov">specedinfoshare@cde.ca.gov</a></p>

For Information About	Contact
<ul style="list-style-type: none"> <li>• California School Dashboard</li> <li>• EL accountability reporting requirements</li> </ul>	<p>CDE Analysis, Measurement, and Accountability Reporting Division (AMARD) Data Visualization and Reporting Office Telephone: 916-323-3071 Web page: <a href="https://www.cde.ca.gov/ta/ac/cm/">https://www.cde.ca.gov/ta/ac/cm/</a> Email: <a href="mailto:elaccountability@cde.ca.gov">elaccountability@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• ELPAC reports for state, county, LEA, and school levels</li> <li>• Language census data</li> </ul>	<p>CDE AMARD DataQuest Management Team Telephone: 916-327-0219 Web page: <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> Email: <a href="mailto:dataquest@cde.ca.gov">dataquest@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• Reports on long-term ELs and at risk of becoming long-term ELs (per <i>EC</i> sections 313.1 and 313.2)</li> </ul>	<p>CDE AMARD Data Reporting Office Telephone: 916-327-0219 Web page: <a href="https://www.cde.ca.gov/ds/sd/">https://www.cde.ca.gov/ds/sd/</a> Email: <a href="mailto:dro@cde.ca.gov">dro@cde.ca.gov</a></p>
<ul style="list-style-type: none"> <li>• English language acquisition status codes (e.g., English only, IFEP, EL, or RFEP)</li> <li>• Statewide Student Identifiers</li> <li>• ELPAC scores from previous LEAs</li> <li>• Race and ethnicity categories</li> </ul>	<p>CDE Educational Data Management Division CALPADS Service Desk Telephone: 916-325-9210 CALPADS Service Request Form web page: <a href="https://www2.cde.ca.gov/calpadshelp/default.aspx">https://www2.cde.ca.gov/calpadshelp/default.aspx</a> Email: <a href="mailto:calpads-support@cde.ca.gov">calpads-support@cde.ca.gov</a></p>

## Internet Resources

### California Assessment of Student Performance and Progress (CAASPP)

Information regarding California's statewide student assessment system:

<https://www.cde.ca.gov/ta/tg/ca/>

### DataQuest: ELPAC Initial and Annual Assessment Summary Results and ELPAC Criterion Reports

<https://dq.cde.ca.gov/dataquest/>

### Educational Testing Service: ELPAC Contractor

Test results interpretation materials, data file layouts, test materials ordering, training workshops: <http://www.ets.org/>

### ELD Standards

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

### ELPAC Resources

Information guide, communication materials, practice tests, ELPAC blueprints, and planning for students with disabilities: <https://www.elpac.org> (under the Resources tab)

### ELs—Specialized Programs

<https://www.cde.ca.gov/sp/el/>

### Smarter Balanced Assessment System

<https://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>

### Special Education—Specialized Programs

<https://www.cde.ca.gov/sp/se/>

### Title I—Every Student Succeeds Act (ESSA)

California School Dashboard: <https://www.caschooldashboard.org/>

English Learner Progress Indicator (ELPI): <https://cde.ca.gov/ta/ac/cm/elpiratecal.asp>