# English Language Proficiency Assessments for California Threshold Score Validation Study Final Report

## Background

The Summative English Language Proficiency Assessments for California (ELPAC) field test administration was conducted in spring 2016–17, and the first operational administration was conducted in spring 2017–18. The assessments, given in paper and pencil, were administered at seven grades or grade spans (kindergarten [K], one, two, three through five, six through eight, nine and ten, and eleven and twelve) and assessed four domains (Listening, Speaking, Reading, and Writing). The task types and domain descriptions are described on the California Department of Education (CDE) ELPAC web page. The score-reporting hierarchy for the Summative ELPAC was approved in September 2017 by the State Board of Education (SBE); four performance levels are reported for three composite scores: Oral Language, Written Language, and Overall Score.

To develop threshold-score recommendations aligned to the score-reporting hierarchy, Educational Testing Service (ETS) conducted standard-setting workshops in Sacramento, California, in October 2017. All four domains and the overall score were considered in the process of standard setting. Teachers who are familiar with the 2012 California English Language Development (ELD) Standards and familiar with the students taking the Summative ELPAC participated in a four-day workshop, during which they reviewed and discussed the items on the test, the general and specific performance level descriptors (PLDs), and the knowledge and skills measured by the ELPAC that differentiate student performance levels. Teachers recommended threshold scores for all grades and grade spans. The SBE approved preliminary threshold scores on November 8, 2017.

## Overview

At the request of the CDE, ETS conducted a threshold score validation study to provide additional validity evidence of the Summative ELPAC preliminary threshold scores. The process that was implemented is known as the Contrasting Groups Method.[[1]](#footnote-1) In this method, teachers familiar with the 2012 California ELD Standards and with the students in their classroom who are classified as English learners (ELs) were asked to make judgments about the students’ performance levels based on the approved ELPAC PLDs. Using data from the operational Summative ELPAC, student performance levels based on the preliminary threshold scores were compared to performance levels based on the teacher judgments. Results from the validation study will allow the CDE to consider information across standard-setting methods, as described here.

The purpose of conducting the threshold score validation study was to evaluate the degree to which the threshold scores and performance levels of the Summative ELPAC consistently distinguish between levels of students’ English language proficiency, based on teacher ratings from a multistep process (standard setting in October 2017 and the validation study). Implementing a multistep process offers increased confidence in decisions utilizing threshold scores based on ELPAC results. Because the classification of the proficiency levels for students who are EL entails relatively high-stakes decisions for individual students’ academic paths, school program funding, and resource plans, it is crucial to cross-validate the threshold scores for each proficiency level to the extent possible.

## Contrasting Groups Method

Using a methodology known as Contrasting Groups, teacher judgments of students’ performance levels were collected. At a point approximately seven months into the school year, teachers familiar with students in their classroom were asked to classify students according to the approved ELPAC general PLDs and ELPAC domain and grade/grade-span–specific PLDs. The Contrasting Groups Method requires a large number of teacher ratings of students from a representative sample of local educational agencies (LEAs). It is also desirable to have ratings of students with a wide range of performance and to require a reasonable number of student ratings from each teacher.

The judgment of the teachers was based on their knowledge and understanding of their own students’ levels of proficiency, relative to the California-approved final PLDs. Note that California-approved PLDs were the starting point for this contrasting groups study, thereby maintaining the meaning of the performance levels from the standard-setting studies for consistency and standardization. A statistical analysis was conducted comparing students’ ELPAC scores to teachers’ ratings.

The results of the statistical analyses and teacher ratings can be used in concert with other information, including the results from the panel-based standard setting and post-standard-setting considerations and the impact of threshold scores on the ELPAC score distributions.

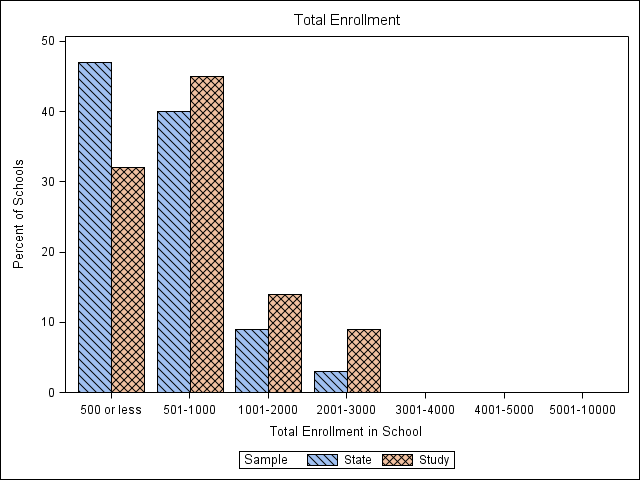
### Description of Sample of Participating Teachers and Students

Recruitment of LEAs was based on the goal of obtaining a large, representative sample of students and the teachers working with those students; recruiting strategies were developed in concert with input from the CDE and the ELPAC Technical Advisory Group*.* California English Language Development Test scores from the previous year were used as an aid to obtaining a full and representative sample. The target in the recruitment effort was to obtain teacher ratings of students who represent the full range across four ELPAC performance levels. An important criterion was that the teachers had not administered the operational ELPAC to their students.

In the final analysis, 1,521 teachers produced ratings for 11,128 students who had matched summative ELPAC scores. There were 429 schools nested within 154 LEAs, which included school districts and independent charter districts across the state. Figure 1 presents school size, represented by total enrollment, for all California schools (state sample)[[2]](#footnote-2) and for the schools in the study (study sample). The results show that the study sample includes a reasonable distribution of school sizes. Additional analyses compared student characteristics of the participating schools to the populations of schools in California; results indicate that the participating schools have a similar composition/distribution of students, as shown in Tables 2 through 8.

Figure . Total enrollment for California (state) schools and participating schools (study)

*See the* [*Alternate Text for Figure 1*](#AltText_Figure1) *for a description of this image.*



The percentages of students who are ELs from each geographic region in California (North, Central, and South) and for the study sample are presented in Table 1. The study sample has the highest percentage of students in the southern region, as is the case in the study sample.

Table . Percent of Students by Geographic Region: ELs in California and in Study Sample

| Region | ELs in California (%) | Study Sample (%) |
| --- | --- | --- |
| North | 8 | 9 |
| Central | 29 | 17 |
| South | 63 | 74 |

Table 2 through Table 8 show the comparison of student characteristics in the study sample to student characteristics of ELPAC test takers based on the 2017–18 operational ELPAC test-taker population (ELPAC test takers). The percent of students in each performance level based on ELPAC Overall scores shows that the sample is representative of the ELPAC test takers, the mean ELPAC overall scale scores for the two samples are comparable, and the standard deviation for the study sample is smaller, as expected. The performance of students based on ELPAC Overall scores provides evidence that an important criterion was met. The study sample includes a reasonable distribution of students in each of four performance levels (Level 1 through Level 4).

Student characteristics are shown for the study sample and the ELPAC test takers, specifically, gender, economic status, students with disability, English Language Acquisition Status, and home language. Recruiting efforts for the study focused on students who are EL. Students who were classified as Initial Fluent English Proficient (IFEP) or Reclassified Fluent English Proficient (RFEP), as well as students with disabilities (SWD), were not part of the target sample for the study. Overall, the student sample characteristics were representative of the 2017–18 operational ELPAC test-taker population for those targeted characteristics.

Table . Student Characteristics of Study Sample and ELPAC Test Takers for Kindergarten

| Kindergarten | Study Sample | ELPAC Test Takers |
| --- | --- | --- |
| N Count | 843 | 176,668 |
| Performance Based on ELPAC Overall Scores: Percent in Level 1 | 12.34 | 12.84 |
| Performance Based on ELPAC Overall Scores: Percent in Level 2 | 23.25 | 24.06 |
| Performance Based on ELPAC Overall Scores: Percent in Level 3 | 24.32 | 27.28 |
| Performance Based on ELPAC Overall Scores: Percent in Level 4 | 40.09 | 35.81 |
| Mean ELPAC Overall Scale Scores | 1433.15 | 1429.64 |
| Standard Deviation (SD) of ELPAC Overall Scale Scores | 55.03 | 64.60 |
| Percent Male | 49.47 | 51.47 |
| Percent Female | 50.53 | 48.53 |
| Percent Socio-Economically Disadvantaged (SED) | 78.53 | 77.44 |
| Percent SWD | 4.74 | 8.40 |
| Percent EL | 98.33 | 98.41 |
| Percent IFEP | 0 | 0.08 |
| Percent RFEP | 0 | 0.01 |
| Percent English or American Sign Language Only (EO) | 0.36 | 0.31 |
| Percent To Be Determined (TBD) | 1.31 | 1.19 |
| Percent of Home Language: Spanish | 79.74 | 77.72 |
| Percent of Home Language: Chinese | 2.62 | 3.97 |
| Percent of Home Language: Vietnamese | 0.72 | 2.74 |
| Percent of Home Language: Arabic | 0.83 | 1.38 |
| Percent of Home Language: Filipino | 0.36 | 1.07 |

Table . Student Characteristics of Study Sample and ELPAC Test Takers for Grade One

| Grade One | Study Sample | ELPAC Test Takers |
| --- | --- | --- |
| N Count | 885 | 136,113 |
| Performance Based on ELPAC Overall Scores: Percent in Level 1 | 8.81 | 13.35 |
| Performance Based on ELPAC Overall Scores: Percent in Level 2 | 13.33 | 14.34 |
| Performance Based on ELPAC Overall Scores: Percent in Level 3 | 29.15 | 28.21 |
| Performance Based on ELPAC Overall Scores: Percent in Level 4 | 48.7 | 44.10 |
| Mean ELPAC Scale Scores | 1473.29 | 1464.14 |
| SD of ELPAC Scale Scores | 58.75 | 65.42 |
| Percent Male | 53.67 | 51.80 |
| Percent Female | 46.33 | 48.20 |
| Percent SED | 85.08 | 81.42 |
| Percent SWD | 7.57 | 9.31 |
| Percent EL | 99.43 | 99.52 |
| Percent IFEP | 0 | 0.06 |
| Percent RFEP | 0 | 0.04 |
| Percent EO | 0.23 | 0.23 |
| Percent TBD | 0.34 | 0.16 |
| Percent of Home Language: Spanish | 86.52 | 79.41 |
| Percent of Home Language: Chinese | 1.13 | 3.83 |
| Percent of Home Language: Vietnamese | 0.91 | 2.32 |
| Percent of Home Language: Arabic | 1.13 | 1.50 |
| Percent of Home Language: Filipino | 0.68 | 1.17 |

Table . Student Characteristics of Study Sample and ELPAC Test Takers for Grade Two

| Grade Two | Study Sample | ELPAC Test Takers |
| --- | --- | --- |
| N Count | 974 | 119,935 |
| Performance Based on ELPAC Overall Scores: Percent in Level 1 | 6.88 | 6.99 |
| Performance Based on ELPAC Overall Scores: Percent in Level 2 | 11.7 | 11.63 |
| Performance Based on ELPAC Overall Scores: Percent in Level 3 | 34.91 | 34.59 |
| Performance Based on ELPAC Overall Scores: Percent in Level 4 | 46.51 | 46.79 |
| Mean ELPAC Scale Scores | 1486.18 | 1485.57 |
| SD of ELPAC Scale Scores | 51.41 | 59.94 |
| Percent Male | 50.31 | 52.34 |
| Percent Female | 49.69 | 47.66 |
| Percent SED | 88.6 | 83.46 |
| Percent SWD | 9.45 | 11.27 |
| Percent EL | 99.69 | 99.53 |
| Percent IFEP | 0 | 0.04 |
| Percent RFEP | 0.1 | 0.07 |
| Percent EO | 0.1 | 0.21 |
| Percent TBD | 0.1 | 0.14 |
| Percent of Home Language: Spanish | 95.16 | 81.01 |
| Percent of Home Language: Chinese | 0.21 | 3.29 |
| Percent of Home Language: Vietnamese | 0.21 | 2.18 |
| Percent of Home Language: Arabic | 0.31 | 1.54 |
| Percent of Home Language: Filipino | 0.51 | 1.32 |

Table . Student Characteristics of Study Sample and ELPAC Test Takers for Grades Three to Five

| Grades Three through Five | Study Sample | ELPAC Test Takers |
| --- | --- | --- |
| N Count | 2613 | 296,567 |
| Performance Based on ELPAC Overall Scores: Percent in Level 1 | 13.16 | 14.71 |
| Performance Based on ELPAC Overall Scores: Percent in Level 2 | 22.69 | 22.00 |
| Performance Based on ELPAC Overall Scores: Percent in Level 3 | 44.2 | 43.07 |
| Performance Based on ELPAC Overall Scores: Percent in Level 4 | 19.94 | 20.22 |
| Mean ELPAC Scale Scores | 1503.8 | 1500.32 |
| SD of ELPAC Scale Scores | 48.33 | 60.79 |
| Percent Male | 53.58 | 54.08 |
| Percent Female | 46.42 | 45.92 |
| Percent SED | 87.1 | 86.11 |
| Percent SWD | 16.26 | 17.70 |
| Percent EL | 99.77 | 99.44 |
| Percent IFEP | 0 | 0.04 |
| Percent RFEP | 0.11 | 0.16 |
| Percent EO | 0.11 | 0.16 |
| Percent TBD | 0 | 0.19 |
| Percent of Home Language: Spanish | 92.79 | 83.95 |
| Percent of Home Language: Chinese | 0.46 | 2.39 |
| Percent of Home Language: Vietnamese | 0.69 | 1.93 |
| Percent of Home Language: Arabic | 0.96 | 1.45 |
| Percent of Home Language: Filipino | 0.96 | 1.19 |

Table . Student Characteristics of Study Sample and ELPAC Test Takers for Grades Six to Eight

| Grades Six through Eight | Study Sample | ELPAC Test Takers |
| --- | --- | --- |
| N Count | 2368 | 198,337 |
| Performance Based on ELPAC Overall Scores: Percent in Level 1 | 12.12 | 14.09 |
| Performance Based on ELPAC Overall Scores: Percent in Level 2 | 17.74 | 21.65 |
| Performance Based on ELPAC Overall Scores: Percent in Level 3 | 36.49 | 36.13 |
| Performance Based on ELPAC Overall Scores: Percent in Level 4 | 33.66 | 28.13 |
| Mean ELPAC Scale Scores | 1534.01 | 1521.51 |
| SD of ELPAC Scale Scores | 59.94 | 73.76 |
| Percent Male | 55.49 | 57.16 |
| Percent Female | 44.51 | 42.84 |
| Percent SED | 86.23 | 87.40 |
| Percent SWD | 16.39 | 24.82 |
| Percent EL | 98.81 | 99.07 |
| Percent IFEP | 0.08 | 0.06 |
| Percent RFEP | 0.72 | 0.35 |
| Percent EO | 0.34 | 0.22 |
| Percent TBD | 0.04 | 0.29 |
| Percent of Home Language: Spanish | 86.19 | 84.45 |
| Percent of Home Language: Chinese | 3.68 | 2.45 |
| Percent of Home Language: Vietnamese | 1.65 | 1.77 |
| Percent of Home Language: Arabic | 1.48 | 1.64 |
| Percent of Home Language: Filipino | 1.61 | 1.37 |

Table . Student Characteristics of Study Sample and ELPAC Test Takers for Grades Nine to Ten

| Grades Nine and Ten | Study Sample | ELPAC Test Takers |
| --- | --- | --- |
| N Count | 1453 | 98,838 |
| Performance Based on ELPAC Overall Scores: Percent in Level 1 | 24.43 | 23.86 |
| Performance Based on ELPAC Overall Scores: Percent in Level 2 | 21.68 | 22.52 |
| Performance Based on ELPAC Overall Scores: Percent in Level 3 | 27.32 | 28.42 |
| Performance Based on ELPAC Overall Scores: Percent in Level 4 | 26.57 | 25.21 |
| Mean ELPAC Scale Scores | 1536.26 | 1529.56 |
| SD of ELPAC Scale Scores | 80.52 | 96.88 |
| Percent Male | 56.85 | 59.11 |
| Percent Female | 43.15 | 40.89 |
| Percent SED | 86.85 | 85.10 |
| Percent SWD | 13.76 | 23.78 |
| Percent EL | 98.69 | 98.64 |
| Percent IFEP | 0.14 | 0.07 |
| Percent RFEP | 0.21 | 0.44 |
| Percent EO | 0.28 | 0.26 |
| Percent TBD | 0.69 | 0.60 |
| Percent of Home Language: Spanish | 79.31 | 82.84 |
| Percent of Home Language: Chinese | 5.54 | 3.08 |
| Percent of Home Language: Vietnamese | 1.73 | 2.12 |
| Percent of Home Language: Arabic | 2.21 | 1.78 |
| Percent of Home Language: Filipino | 0.97 | 1.69 |

Table . Student Characteristics of Study Sample and ELPAC Test Takers for Grades Eleven to Twelve

| Grades Eleven and Twelve | Study Sample | ELPAC Test Takers |
| --- | --- | --- |
| N Count | 896 | 77,486 |
| Performance Based on ELPAC Overall Scores: Percent in Level 1 | 24 | 22.02 |
| Performance Based on ELPAC Overall Scores: Percent in Level 2 | 21.99 | 21.78 |
| Performance Based on ELPAC Overall Scores: Percent in Level 3 | 32.14 | 33.07 |
| Performance Based on ELPAC Overall Scores: Percent in Level 4 | 21.88 | 23.13 |
| Mean ELPAC Scale Scores | 1535.81 | 1526.02 |
| SD of ELPAC Scale Scores | 81.4 | 110.48 |
| Percent Male | 56.58 | 58.29 |
| Percent Female | 43.42 | 41.71 |
| Percent SED | 87.28 | 83.83 |
| Percent SWD | 12.28 | 25.63 |
| Percent EL | 98.88 | 99.09 |
| Percent IFEP | 0 | 0.07 |
| Percent RFEP | 0.34 | 0.42 |
| Percent EO | 0.22 | 0.25 |
| Percent TBD | 0.56 | 0.17 |
| Percent of Home Language: Spanish | 75.25 | 80.27 |
| Percent of Home Language: Chinese | 8.1 | 3.99 |
| Percent of Home Language: Vietnamese | 2.02 | 2.58 |
| Percent of Home Language: Arabic | 2.02 | 2.01 |
| Percent of Home Language: Filipino | 1.12 | 1.98 |

### Instructions to Participating Teachers

Teachers were provided the domain- and grade-specific PLDs for each of the four domains, and the general PLDs, and asked to become familiar with these documents for their students’ grade level.

Participating teachers received an overview of the ELPAC, the score-reporting hierarchy and how the Overall score is calculated, and a review of the rating form and how to complete the form. Teachers were asked to complete one form per student and to provide the expected overall score performance level.

### Analytic Methods

#### Rater Agreement Analysis

Table 9 through Table 15 show the cross-tabulation of the number of students classified in each of the four ELPAC performance levels based on two methods. Each table presents for a grade or grade-span test, the number of students classified based on the contrasting groups study teacher ratings and based on the Summative ELPAC Preliminary Threshold Overall Score (ELPAC performance level). The number of students classified as the same level by both methods can be found on the diagonal. For example, for kindergarten, 60 students were classified as Level 1 both by teacher rating and by ELPAC performance level, and 85 students were classified as Level 2 by both methods. Table 16 provides a summary of the agreement by grade and shows the exact agreement and the sum of exact and adjacent agreement between teacher ratings and student performance levels based on ELPAC performance level.

Table . Teacher Ratings by ELPAC Performance Levels for Kindergarten

| Teacher Rating Level | ELPAC Performance Level 1 | ELPAC Performance Level 2 | ELPAC Performance Level 3 | ELPAC Performance Level 4 |
| --- | --- | --- | --- | --- |
| 1 | 60 | 56 | 28 | 8 |
| 2 | 33 | 85 | 76 | 78 |
| 3 | 9 | 47 | 73 | 156 |
| 4 | 2 | 8 | 28 | 96 |

Table . Teacher Ratings by ELPAC Performance Levels for Grade One

| Teacher Rating Level | ELPAC Performance Level 1 | ELPAC Performance Level 2 | ELPAC Performance Level 3 | ELPAC Performance Level 4 |
| --- | --- | --- | --- | --- |
| 1 | 55 | 37 | 34 | 4 |
| 2 | 21 | 59 | 123 | 79 |
| 3 | 2 | 17 | 80 | 187 |
| 4 | 0 | 5 | 21 | 161 |

Table . Teacher Ratings by ELPAC Performance Levels for Grade Two

| Teacher Rating Level | ELPAC Performance Level 1 | ELPAC Performance Level 2 | ELPAC Performance Level 3 | ELPAC Performance Level 4 |
| --- | --- | --- | --- | --- |
| 1 | 52 | 39 | 30 | 4 |
| 2 | 14 | 67 | 159 | 80 |
| 3 | 1 | 8 | 128 | 204 |
| 4 | 0 | 0 | 23 | 165 |

Table . Teacher Ratings by ELPAC Performance Levels for Grades Three through Five

| Teacher Rating Level | ELPAC Performance Level 1 | ELPAC Performance Level 2 | ELPAC Performance Level 3 | ELPAC Performance Level 4 |
| --- | --- | --- | --- | --- |
| 1 | 203 | 117 | 39 | 5 |
| 2 | 109 | 319 | 428 | 89 |
| 3 | 29 | 138 | 544 | 271 |
| 4 | 3 | 19 | 144 | 156 |

Table . Teacher Ratings by ELPAC Performance Levels for Grades Six through Eight

| Teacher Rating Level | ELPAC Performance Level 1 | ELPAC Performance Level 2 | ELPAC Performance Level 3 | ELPAC Performance Level 4 |
| --- | --- | --- | --- | --- |
| 1 | 174 | 74 | 44 | 5 |
| 2 | 85 | 187 | 263 | 121 |
| 3 | 25 | 137 | 409 | 384 |
| 4 | 3 | 22 | 148 | 287 |

Table . Teacher Ratings by ELPAC Performance Levels for Grades Nine and Ten

| Teacher Rating Level | ELPAC Performance Level 1 | ELPAC Performance Level 2 | ELPAC Performance Level 3 | ELPAC Performance Level 4 |
| --- | --- | --- | --- | --- |
| 1 | 158 | 29 | 10 | 2 |
| 2 | 156 | 126 | 90 | 49 |
| 3 | 38 | 130 | 198 | 168 |
| 4 | 3 | 30 | 99 | 167 |

Table . Teacher Ratings by ELPAC Performance Levels for Grades Eleven and Twelve

| Teacher Rating Level | ELPAC Performance Level 1 | ELPAC Performance Level 2 | ELPAC Performance Level 3 | ELPAC Performance Level 4 |
| --- | --- | --- | --- | --- |
| 1 | 80 | 9 | 6 | 2 |
| 2 | 99 | 86 | 82 | 23 |
| 3 | 28 | 78 | 142 | 80 |
| 4 | 8 | 24 | 58 | 91 |

Table . Percent Agreement Between Teacher Ratings and ELPAC Performance Levels

| Grade(s) | Exact Agreement | Exact Plus Adjacent Agreement |
| --- | --- | --- |
| K | 37.2% | 84.2% |
| 1 | 40.1% | 86.0% |
| 2 | 42.3% | 88.2% |
| 3–5 | 46.8% | 93.0% |
| 6–8 | 44.6% | 90.7% |
| 9–10 | 44.7% | 90.9% |
| 11–12 | 44.5% | 89.8% |

#### Logistic Regression Analysis

Two variables are used as input in the logistic regression approach: the ELPAC overall scale score and a teacher rating of the student performance level. The ELPAC score is a continuous variable and is used to predict whether students are eligible for reclassification, which is a dichotomous variable, where Level 4 is equal to one and below Level 4 is equal to zero. Using the Statistical Analysis System Proc Logistic, ETS obtained the B0 and B1 estimates for the fitted logistic line. For each grade or grade-span, the scale score where students have a 50 percent chance of being classified as Level 4, based on the fitted logistic line is provided in Table 17. Also provided are the corresponding threshold scores based on the ELPAC Level 4 Preliminary Threshold Score.

* Y^ = B0 + B1 x ELPAC score

Table . Logistic Regression Results

| Grade(s) | N | B0 (Intercept) | B1 (ELPAC Score) | Threshold Score Based on 50% Chance of Level 4 Classification | ELPAC Level 4 Preliminary Threshold Score |
| --- | --- | --- | --- | --- | --- |
| K | 843 | -27.3819 | 0.0178 | 1538 | 1444 |
| 1 | 885 | -29.0929 | 0.0187 | 1556 | 1467 |
| 2 | 974 | -47.0848 | 0.0304 | 1549 | 1489 |
| 3–5 | 2,613 | -37.6522 | 0.0235 | 1602 | 1539 |
| 6–8 | 2,368 | -27.7366 | 0.0170 | 1632 | 1554 |
| 9–10 | 1,453 | -25.5091 | 0.0155 | 1646 | 1581 |
| 11–12 | 896 | -22.7510 | 0.0137 | 1661 | 1588 |

## Results

Results from the rater-agreement analysis of the contrasting groups study indicated a trend for most grades for most performance levels. Teacher ratings of expected performance levels were compared to the students’ performance levels based on the preliminary threshold scores. The comparison indicated an exact or adjacent agreement rate between 85 percent and 90 percent in kindergarten and grades one and two, and a rate at 90 percent or above for grades three through twelve. This means, for example, where teacher ratings of students indicated a Level 3, exact or adjacent agreement was met if the students’ ELPAC performance level was a Level 2, 3, or 4, based on the ELPAC preliminary threshold scores.

For most grades, the difference in performance level classification between the teachers’ ratings of students and the preliminary threshold scores shows that teachers who rated the students who are ELs in their classrooms placed their students at a lower performance level than what the ELPAC preliminary threshold score would have indicated. If the results from the contrasting groups study were used to set threshold scores, at least some threshold scores would be increased.

## Summary

The standard-setting workshop conducted in October 2017 resulted in recommendations for preliminary threshold scores, which resulted in performance levels for students who took the spring 2016–17 Summative ELPAC field test. Subsequently, a threshold score validation study was conducted, using a Contrasting Groups standard-setting method. Teachers considered the performance of EL students in the classroom and provided expected performance levels for their students. A comparison of these expected performance levels with the levels for those students based on the preliminary threshold scores was conducted.

## Next Steps

Final analyses based on the 2017–18 ELPAC operational data are underway by the CDE. Considerations of the impact on the students who will be classified into each performance level must be made prior to making recommendations for adjusting the preliminary Summative ELPAC threshold scores. Analyses will take into account the score scales and score distributions as well as the four performance levels reported for three composite scores, Oral Language, Written Language, and Overall Score.

## Accessibility Information

#### Alternate Text for Figure 1

Figure 1. Total enrollment for California (state) schools and participating schools (Study). Total Enrollment in School is on the x-axis and Percent of Schools is on the y-axis. On the x-axis, Total Enrollment in School includes seven categories, including "500 or less," “501–1000”, “1001–2000”, “2001–3000,” “3001–4000,” “4001–5000,” and “5001–10000.” There are two contrasting bars for each category of Total Enrollment in School, with one bar for State and one bar for Study. The two contrasting bars are side by side for each group of Total Enrollment in School on the x-axis. For the "500 or less" category, the State bar is at about 47% while the Study bar is at about 32%. For the "501–1000" category, the State bar is at about 40% and the Study bar is at about 46%. For the "1001–2000," the State bar is at about 10% whereas the Study bar is slightly higher at about 14%. For the "2001–3000" category, the State bar is at about 4% and the Study bar is at about 8%. There are no State or Study bars for the "3001–4000," "4001–5000," and "5001–10000" categories.

California Department of Education  
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1. Zieky, M.J, Perie, M., & Livingston, S.A. (2008). *Cutscores: A manual for setting standards of performance on educational and occupational tests*. Princeton, NJ: Educational Testing Service. [↑](#footnote-ref-1)
2. Based on the data file for student enrollment by student group information—[https](file:///C:/Users/pbaron/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/L4IQZSS4/https)[://www.cde.ca.gov/ta/ac/sa/accessdata1617.asp](https://www.cde.ca.gov/ta/ac/sa/accessdata1617.asp) [↑](#footnote-ref-2)