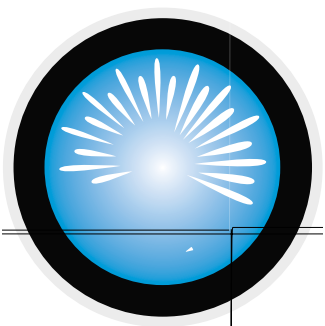




E

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e Proficiency
ssments for California



Introduction

The [English Language Proficiency Assessment \(ELPA\)](#) is designed to provide local educational agencies (LEAs) and schools with the information they need to:

1. [Identify students who are English learners \(ELs\)](#).
2. [Assess the progress of 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, requiring ELP testing is that all students have the right to an equal and appropriate education. This right 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.

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 Standards for English Language Arts, 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 [www.cde.ca.gov/EL/ELPAC/Pages/2012-ELD-Standards.aspx](#)

Additional ELPAC resources, along with contact information, are available through links provided on the CDE ELPAC web page at [www.cde.ca.gov/EL/ELPAC/Pages/2012-ELD-Standards.aspx](#). A listing of contact information, by topic, is available on the CDE ELPAC and ELs Contact Information web page at [www.cde.ca.gov/EL/ELPAC/Pages/2012-ELD-Standards.aspx](#) and on page 45 of this guide.

For more information about the new ELP assessment system, contact the English Language Proficiency Assessment (ELPA) by email at elpac@cde.ca.gov.

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Section 1 Overview

What's New

Program Overview

Domains and Task Types

Program Overview

State law (California (G X F D W L R (Q & J Section 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

D V W D W H W H V W R I (Q J O L V K O D Q J X D J H S U R ¿ F L H Q F \ (/ 3 D O

- ✓ 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.

Receiving ELPAC Results

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 reported to 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 in identifying students who are IFEP and are able to

Domains and Task Types



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Section 2

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

**Initial Identification of English
Learners**

**Assessing Students with
Disabilities**

Guidelines for Reclassification

Correction of Classification Errors

In & DOLIRUQLD & RGHTR 5518.20, there are three scenarios in which a correction process may take place. The scenarios are as follows:

1. If a 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 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 is determined to be 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 results, and the LEA shall not maintain any such results as student records, including in the California Longitudinal Pupil Achievement Data System.
- 3.

Decision Guide for Placement of English Learners

/(\$ V D G P L Q L V W H U D Q + / 6 W R D O O V W X G H Q W V H Q U R O O H G I F
school.

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 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 assessment (ED, July 2014, FAQ #4).
- ✓ Developing an IEP for each student with a disability, including each EL with regulation in 34 CFR 300.321(a) that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language 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 &) 5 Section 300.322[e]). When parents themselves are
(/ V 7 L W O H 9 , R I W K H & L Y L O 5 L J K W V \$ F W R I D O V R U H
communicate with parents in a manner and form they can understand, such as by

Because of the unique nature of individual students' disabilities, the CDE does not
PDNH VSHFL¿F UHFRPPHQGDWLRQV DV WR ZKLFK DOWHUQD
XVH +RZHYHU WKH DSSURSULDWH DOWHUQDWH DVVHVVP
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 &) 5 6HFWLRQ >D@> @ ,GHQWL¿HG
GLVDELOLWLHV PXVW WDNH WKH (/3\$& ZLWK DQ\ DFFRPPR
take appropriate alternate assessments, as documented in their IEP, every year until
WKH\ DUH UHFODVVL¿HG

:KHQ D VWXGHQW¶V (3 RU 6HFWLRQ SODQ VSHFL¿HV W
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 &) 5 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



Guidelines for Reclassification

7KH 6XPPDWLYH (QJOLVKLHQFJXSDVWHVVRPHQWV IRU & DOLIRU became operational on February 1, 2018. At that time, the California Department of (GXFDWLRQ &'(SURYLGHFDWQRWUJEUDHFDVXVLQJ WKH S threshold scores for the ELPAC approved by the California State Board of Education 6% (LQ 1RYHPEHU

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 DJHQFLHV /(\$V WR GHWHUPLQH WKH OHYHOFLHQDJQDWLR (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 [KWWSV ZZZ FGH FD JRY WD WJ HS GRFXPHQWV VHOSDFVFDHVFRL](#)

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 VWDWHZLGH VWDQGDUGLJHG (/3 FULWHULRQ & ULWHULRQ 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 5HFODVVLILFDWLRQ *XLGDQFH IRU ± ´ RQ WKH ZHE SDJKHWSV ZZZ FGH FD JRY VS HOUG .

Reclassification Criteria

7KH UHFODVVLILFDWLRQ FULWFKUFDWLRQ(8)SREOH K LQ & DOLIR 313 and & DOLIRUQLD & RGHTR 555 & 56) Section 01303 remain unchanged. Pursuant to 5 & 56 HFWLRQ F DQ\ ORFDO UHFODV procedures must be reviewed by the school district advisory committee on programs

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

LQGLFDWLQJ WKH\ DUH UHDG\ WR EH UHFODVVL¿HG 7KLV
5HFODVVL¿FDWLRQ *XLGDQFH IRU ± ´ RQ WKH &'(5HFO
[KWWSV_ZZZ_FGH_FD_JRY_VS_HO_UG](#) .

7KH DFWLRQV WR WDNH ZKHQ DSSO\LQJ WKH IRXU FULWHU
ELs are as follows:

For 2018–19, LEAs should identify cut scores, or a range of scores, on the selected DVVHVPHQW LQVWUXPHQW WR GHWHUPLQH WKH VNLOO O students. Keep the following in mind:

- ✓ Students with scores at or above the cut point selected by LEAs should be FRQVLGHUHG IRU UHFODVVL¿FDWLRQ
- ✓ 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.
- ✓ /(\$V PXVW PRQLWRU VWXGHQW SHUIRUPDQFH IRU IRXU accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

Also keep in mind that California regulations—5 & 5 sections 11303 5HFODVVL¿FDWLRQ DQG >F@> @ \$GYLVRU\ &RPPLWV UHFODVVL¿FDWLRQ FULWHULD PXVW EH UHYLHZHG E\ WKH and services for ELs.

,I\RX KDYH TXHVWLRQV UHJDUGLQJ WKH UHFODVVL¿FDWL /DQJXDJH 3ROLF\ DQG /HDGHUVKLS 2^FH E\ SKRQH DW

Reclassification of ELs with Disabilities

6WXGHQWV ZLWK GLVDELOLWLHV LQFOXGLQJ WKRVH ZLWK GLVDELOLWLHV DUH WR EH SURYLGHG ZLWK WKH VDPH RS students without disabilities. Local individualized education program (IEP) teams, therefore, may determine appropriate measures of ELP and performance in basic VNLOOV DQG PLQLXP OHYHOV RI SUR¿FLHQF\ RQ WKHVH WR DQ (QJOLVK SUR¿FLHQW SHHU ZLWK VLPLODU GLVDELO UHFODVVL¿FDWLRQ SROLFLHV EDVHG RQ WKH VWDWH GH¿

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 UHFODVVL¿FDWLRQ & Section 313. These four criteria are the minimum UHTXLUHG FRPSRQHQW WKDW /(\$V PXVW LQFOXGH WKH 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 (& 6HFWRQ I WR UHFODVVL¿FDWLRQ S 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 OLPLWHG WR WKH (/3\$& LV WKH ¿UVW RI IRXU FULV Section 313(f) to be used by LEAs in determining whether an EL should

EH UHFODVVL¿HG DV ÀXHQW (QJOLVK SUR¿FLHQW use the scores from an alternate assessment aligned with the state 2012 (/ ' 6WDQG DUGV IRU UHFODVVL¿FDWLRQ SXUSR VHVL KDV EHHQ VSHFL¿HG LQ WKH VWXGHQW¶V (3 VHH Disabilities,” on page 19 of the ELPAC Information Guide at [KWWSV_ZZZ_FGH_FD_JRY_WD_WJ_HS_GRFXP HQWV_HO](#)

- 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 [KWWSV_ZZZ_HG_JRY_SROLF\HOVHF_OHJ_HVVD_HOD](#)
- 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 UHTXLUHG FULWHULD L H WHDFKHU HYDOXDWLRQ consultation, and the student’s scores on an assessment of basic skills) to GHWHUPLQH D VWXGHQW¶V HOLJLELOLW\ IRU UHFOD 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. 7KH\ FDQ EH XVHG KRZHYHU IRU UHFODVVL¿FDWLR in this section.

v 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 (& Section 56345(a)(2) and & RGH RI) HGH UD Q Title 34 (84 &) 5, Section 300.160(a).

v Criterion 3: Parent Opinion and Consultation

- 7KH SDUHQW JXDUGLDQ LV D SDUWLFLSDQW RQ WKH

v Criterion 4: Comparison of Performance in Basic Skills

- The IEP team should specify in the student’s IEP an assessment of EDVLF VNLOOV WR PHHW WKH JXLGHOLQHV IRU UHF Alternate Assessment for English language arts) per (& Section 56345(a) (6)(B) and 34 &) 5 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 VX^FLHQWO\ PDVWHUHG WKH EDVLF VNLOOV IRU UH

7KH &'(FDQQRW PDNH VSHFL¿F UHFRPPHQGDWLRQV RI DO
because it is the responsibility of the IEP team to gather pertinent information
UHJDUGLQJ WKH VWXGHQW DQG DVVHVPHQW QHHGV VSHF

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 (& 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 SDUHQWV RU JXDUGLDQV RI WKH UHDVVRQV IRU WKH VW based on the ELPAC results; and (2) the need for placement in an English language LQVWUXFWLRQDO VXSSRUW SURJUDP 7KLV QRWL FDWLRQ days after the beginning of the school year or within two weeks of the student’s SODFH HQW LQ WKH VSHFLHG SURJUDP DIWHU WKH WVEHJLR RU JXDUGLDQV RI (/V ZLWK DQ , (3 DOVR PXVW EH QRWLHG placement will help their child meet the objectives of the IEP.

6DPSOH SDUHQW JXDUGLDQ QRWL FDWLRQ OHWWHUV DUH [KWWSV_ZZZ_FGH_FD_JRY_VS_HOW_CHSBDUHQW_P/S](#) and are currently available in English as ZHOO DV 6SDQLVK \$Q LQIRUPDWLRQDO EURFKXUH IRU SDU 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

7KH R^FLDO VFRUH IRU WKH ,QLWLDO (/3\$& LV SURGXFHG F 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.

Performance Level Descriptors

Initial ELPAC Performance Level Descriptors

Level	Description
Initial Fluent English 3 UR 2 FL (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 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 level as described in the 2012 California English Language

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 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” 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” 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 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”</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

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

Grade				

Summative ELPAC Oral Language Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1385	1386–1426	±	±
1	±	1408–1450	1451–1492	±
2	1150–1413	1414–1459	1460–1509	±
3	1150–1434	1435–1465	1466–1511	1512–1800
4	1150–1438	±	±	1522–1800
5	1150–1446	±	±	1533–1800
6	1150–1449	1450–1483	1484–1541	1542–1900
	1150–1455	±	1498–1553	1554–1900
8	1150–1460	1461–1504	1505–1568	1569–1900
9 & 10	1150–1464	1465–1511	±	±
11 & 12	1150–1469	±	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	±
1	1150–1413	1414–1458	1459–1519	±
2	1150–1432	1433–1480	1481–1553	±
3	1150–1460	1461–1508	1509–1556	±
4	±	±	±	±
5	1150–1486	±	1550–1586	±
6	1150–1498	1499–1549	1550–1591	1592–1900
	1150–1504	1505–1555	±	1598–1900
8	1150–1509	1510–1561	1562–1609	1610–1900
9 & 10	1150–1519	±	±	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

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 +/6 LV WR EH FRPSOHWHG E\ WKH VWXGHQW¶V SDUHQW RU in a California public school. A sample is available on the CDE English Learner Forms web page at [KWWSV_ZZZ_FGH_FD_JRY_WD_FU_HOIRUPV_DVS](#). Note that 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

\$Q LQLWLDO DVVHVPHQW RI (QJOLVK ODQJXDJH ÀXHQF\ L 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)

&ODVVL¿FDWLRQ IRU VWXGHQWV ZLWK D SULPDU\ ODQJXDJH 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, FRXQW\ R^FH RI HGXFDWLRQ VSHFLDO VWDWH VFKRRO RU

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 VFRUHV DUH QRW FRPSDUDEOH DFURVV VXEWHFWV DQG FD grade levels.

performance levels

7KH UDQJHV RI VFRUHV LQ ZKLFK VWXGHQWV KDYH GHPRQ VNLOOV WR EH UHJDUGHG DV SHUIRUPLQJ DW D SDUWLFXC ,QLWLDO (/3\$& VFRUHV DUH LGHQWL¿HG DV IDOOLQJ LQWR ,QLWLDO)OXHQW (QJOLVK 3UR¿FLHQW ,QWHUPHGLDWH (Q /HDUQHU 6WXGHQW 6XPPDWLYH (/3\$& VFRUHV DUH LGHQW 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

'RZQORDGDEOH SUDFWLFH WHVWV IRU HDFK JUDGH JUDGH task types for each of the four domains assessed. Practice tests are available on the ELPAC Practice Test web page at [KWWSV_ZZZ_HOSDF_RUJ_UHVXRUFHV_S](#)

primary language

7KH ODQJXDJH LGHQWL¿HG DW WKH ORFDO OHYHO WR EH EDVHG RQ LQIRUPDWLRQ SURYLGHG RQ WKH +/6 XSRQ WKH SXEOLF VFKRRO 7KLV LGHQWL¿FDWLRQ LV GRQH RQO\ RQ 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

English language proficiency (ELP) as defined in California Education Code (EC) Section 51220.1, and whether the student is eligible for reclassification as a fluent English proficient (RFEP) student, is the local process used by LEAs to determine whether a student has acquired

reclassified to fluent English proficient (RFEP)

English language proficiency (ELP) as defined in California Education Code (EC) Section 51220.1, and whether the student is eligible for reclassification as a fluent English proficient (RFEP) student, is the local process used by LEAs to determine whether a student has acquired

English language proficiency (ELP) as defined in California Education Code (EC) Section 51220.1, and whether the student is eligible for reclassification as a fluent English proficient (RFEP) student, is the local process used by LEAs to determine whether a student has acquired

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

research files

Summative ELPAC Crosswalk of Threshold Changes

The table below provides a crosswalk of threshold score changes of the Summative (LEP & IURP) ± WR ±

Grade	Year	Level 1 Overall Span	Level 2 Overall Span	Level 3 Overall Span	Level 4 Overall Span
11	±	±	1488–1529	±	1588–1950
11	2018–19	1150–1499	1500–1554	1555–1614	1615–1950
12	±	±	1488–1529	±	1588–1950
12	2018–19	1150–1499	1500–1554	1555–1614	1615–1950

Contact Information for ELPAC-Related Questions

For Information About	Contact
<ul style="list-style-type: none"> California School Dashboard EL accountability reporting requirements 	<p>CDE Analysis, Measurement, and Accountability Reporting Division (AMARD)</p> <p>'DWD 9LVXDOLJDWLRQ DQG 5H SRUWLQ</p> <p>_____</p> <p>_____</p>

Internet Resources

California Assessment of Student Performance and Progress (CAASPP)

Information regarding California's statewide student assessment system:

[KWWSV_ZZZ_FGH_FD_JRY_WD_WJ_FD](#)

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

[KWWSV_GT_FGH_FD_JRY_GDWDTXHVW](#)

Educational Testing Service: ELPAC Contractor

7HVW_UHVXOWV_LQWHUSUHWDLRQ_PDWHULDOV_GDWD_¿OH workshops: [KWWS_ZZZ_HWV_RUJ](#)

ELD Standards

[KWWSV_ZZZ_FGH_FD_JRY_VS_HO_HU_HOGVWDQGDUGV_DVS](#)

ELPAC Resources

Information guide, communication materials, practice tests, ELPAC blueprints, and planning for students with disabilities: [KWWSV_ZZZ_HOSDF_RUJ](#) (under the Resources tab)

ELs—Specialized Programs

[KWWSV_ZZZ_FGH_FD_JRY_VS_HO](#)

Smarter Balanced Assessment System

[KWWSV_ZZZ_FGH_FD_JRY_WD_WJ_VD_VPDUWHUEDODQFHG_DVS](#)

Special Education—Specialized Programs

[KWWSV_ZZZ_FGH_FD_JRY_VS_VH](#)

Title I—Every Student Succeeds Act (ESSA)

California School Dashboard: [KWWSV_ZZZ_FDVFKRROGDVKERDUG_RUJ](#)

English Learner Progress Indicator (ELPI): [KWWSV_FGH_FD_JRY_WD_DF_FP_HOS](#)