## Domain Information Sheet
### Summative ELPAC

### Listening Domain

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Task Types and Descriptions</th>
</tr>
</thead>
</table>
| These task types allow students to show their abilities in listening to English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards. | **Listen to a Short Exchange**
- Grades K–2: The student hears a two-turn exchange between two speakers and then answers a question about the exchange.
- Grades 3–12: The student hears a recording of a two-turn exchange between two speakers and then answers a question about the exchange.

**Listen to a Classroom Conversation**
- Grades 1–12: The student hears a recording of a multiple-turn conversation between two speakers and then answers two to three questions about the conversation.

**Listen to a Speaker Support an Opinion**
- Grades 6–12: The student hears a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, the student answers four questions.

**Listen to a Story**
- Grades K–2: The student hears a fictional story that contains dialogue then answers three questions about the story.
- Grades 3–5: The student hears a fictional story that contains dialogue then answers three questions about the story.

**Listen to an Oral Presentation**
- Grades K–2: The student hears an oral presentation on an academic topic, then answers three to four questions about it.
- Grades 3–12: The student hears a recording of an oral presentation on an academic topic, then answers three to four questions about it.

### Administration
- Administered individually in kindergarten (K)* and grade 1
- Administered in small groups of up to 10 students in grade 2
- Administered in groups of up to 20 students in grades 3–12

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”
# Domain Information Sheet
## Summative ELPAC
### Speaking Domain

**Purpose**
These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

**Administration**
Administered individually to all grade levels K*–12.

<table>
<thead>
<tr>
<th>Task Types and Descriptions</th>
<th>Support an Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk About a Scene</strong></td>
<td>Grades K–12: The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. In grades K–5, students view a picture of the choices for context and support.</td>
</tr>
<tr>
<td><strong>Grades K–12:</strong></td>
<td>Grades K–12: The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. In grades K–5, students view a picture of the choices for context and support.</td>
</tr>
<tr>
<td>The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses, and the student provides a response.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Speech Functions</strong></th>
<th>Retell a Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 2–12:</strong></td>
<td>Grades K–5: The student listens to a story that follows a series of pictures, and then the student uses pictures to retell the story.</td>
</tr>
<tr>
<td>The student states what they would say in a situation described by the test examiner.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Present and Discuss Information</strong></th>
<th><strong>Summarize an Academic Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 6–12:</strong></td>
<td><strong>Grades K–2:</strong></td>
</tr>
<tr>
<td>The student views a graph, chart, or image that provides information. The student is prompted to read the information and respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the students to state whether or not a claim is supported based on the information in the graph or chart.</td>
<td>Grades K–2: The student listens to an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points using the illustration(s) and key terms, if provided.</td>
</tr>
</tbody>
</table>

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”

California Department of Education
June 2019
### Purpose

These task types allow students to show their abilities in reading English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

### Administration

Administered individually in kindergarten (K)* and grade 1
Administered in small groups of up to 10 students in grade 2
Administered in groups of up to 20 students in grades 3–12

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### Task Types and Descriptions

#### Read-Along Word with Scaffolding

- **Grade K:**
  - With scaffolding from the test examiner, the student provides the individual letter names and the initial letter sound for a decodable word, and answers a multiple choice comprehension question.

#### Read-Along Story with Scaffolding

- **Grade K:**
  - The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.

#### Read-Along Information

- **Grade K:**
  - The student listens and follows along as the test examiner reads aloud an informational text accompanied by three pictures for context and support.

#### Read and Choose a Word

- **Grade 1:**
  - The student reads three words and chooses the word that matches a picture.

#### Read and Choose a Sentence

- **Grades 1–5:**
  - The student reads three or four sentences and chooses the sentence that best describes a picture.

#### Read a Short Informational Passage

- **Grades 1–12:**
  - The student reads a short informational text and answers multiple-choice questions related to the text.

#### Read a Student Essay

- **Grades 3–12:**
  - The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.

#### Read a Literary Passage

- **Grades 1–12:**
  - The student reads a literary passage and answers multiple-choice questions concerning comprehension, language use, and word choice.

#### Read an Informational Passage

- **Grades 1–12:**
  - The student reads an informational text and answers multiple-choice questions related to the text.

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*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”*
## Domain Information Sheet

### Summative ELPAC

### Writing Domain

#### Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

#### Administration

Administered individually in kindergarten (K)* and grade 1
Administered in small groups of up to 10 students in grade 2
Administered in groups of up to 20 students in grades 3–12

#### Task Types and Descriptions

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Label a Picture—Word with Scaffolding</strong></td>
<td>Grade K: The student writes labels for objects displayed in a picture.</td>
</tr>
<tr>
<td><strong>Write a Story Together with Scaffolding</strong></td>
<td>Grades K–2: The student collaborates with the test examiner to jointly compose a short literary text.</td>
</tr>
<tr>
<td><strong>Describe a Picture</strong></td>
<td>Grades 1–2: The student looks at a picture and writes a brief description about what is happening.</td>
</tr>
<tr>
<td><strong>Write an Informational Text Together</strong></td>
<td>Grades 1–2: The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.</td>
</tr>
<tr>
<td><strong>Write about an Experience</strong></td>
<td>Grades 1–12: The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.</td>
</tr>
<tr>
<td><strong>Write about Academic Information</strong></td>
<td>Grades 3–12: The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.</td>
</tr>
<tr>
<td><strong>Justify an Opinion</strong></td>
<td>Grades 3–12: The student is asked to write an essay providing a position and appropriate supporting reasons about a school related topic.</td>
</tr>
</tbody>
</table>

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”
The English Language Proficiency Assessments for California (ELPAC) is California’s assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC measures how well students are progressing with English language development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important to ensure that students continue to receive the support they need to do well in school.

The Summative ELPAC is given only to English learners in grades K–12. These students will take the assessment every year until they are reclassified as fluent English proficient. Students with disabilities who cannot take one or more domains of the ELPAC with approved accessibility resources are eligible for a domain exemption. Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their individualized education program.

The Summative ELPAC is computer-based and administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In grades K–1, all domains are administered individually. In grade 2, all domains are administered one-on-one except Writing, which is administered in small groups. A technology readiness screener may be used to determine if the Summative ELPAC should be administered individually. In grades 3–12, all domains are administered in a group, except for Speaking. Estimated testing times are available at https://www.elpac.org.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.
The English Language Proficiency Assessments for California (ELPAC) is California’s assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

The Initial ELPAC is used to identify students as being either an English learner or fluent in English. It is administered only once during a student’s time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC is the official score.

The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their English language proficiency status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their individualized education program.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be available at https://www.elpac.org.

The Initial ELPAC administration window is open from July 1 through June 30.

For additional information visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.
The following resources are designed for classroom educators to support their understanding of the English Language Proficiency Assessments for California (ELPAC). Additional resources are provided for site administration to use when communicating to parents/guardians about the assessments.

**Fact Sheet**
Answers general questions about various aspects and objectives of the ELPAC
https://www.cde.ca.gov/ta/tg/ca/assessmentfactsheets.asp

**Overview Video**
General information about the ELPAC, including laws and regulations, purposes, and how the assessments are administered
https://www.elpac.org/resources/videos/

**Practice and Training Tests**
Opportunities to become familiar with the types of test questions that may appear on the ELPAC

- Online Practice Test Portal
  Direct access to the practice tests available for the ELPAC
  https://www.elpac.org/resources/practicetests/

- Take a Practice Test with Your Child
  A flyer that can be shared with parents/guardians who want to learn more about the type of test questions on the ELPAC

**Domain Information Sheets**
Information about task types, per domain, with a brief description of each task and the grade level(s) at which the task types are administered
https://www.elpac.org/resources/

**ELPAC Performance Level Descriptors**
Summative ELPAC descriptors that give information about what students can be expected do at each of the four levels; Initial ELPAC descriptors that provide a general range of student performance: Initial Fluent English Proficient, Intermediate, and Novice
https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp
Parent Guide to Understanding
Designed for parents/guardians to address basic questions, such as who takes the assessment, why, when, and how; can be shared during back to school night, at teacher conferences, or with the letter that notifies parents/guardians that their child will be taking an annual ELPAC assessment until they meet the local educational agency’s (LEA’s) reclassification criteria

Summative ELPAC Scale Score Ranges
LEA data file that includes valuable information; highlights the various minimum and maximum score ranges for the Summative ELPAC

For Site Administrators

Talking About the ELPAC
PowerPoint templates for site administrators to use when talking about the ELPAC
- Talking to Parents
- Talking to Educators
https://www.cde.ca.gov/ta/tg/ep/

ELPAC Coordinator Checklist
List of tasks to support the successful administration of the ELPAC by LEA ELPAC coordinators

An Overview of the ELPAC
Helpful overall information about the ELPAC
https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp

The Initial ELPAC Process and the Classification Correction Process
A quick-reference guide to administering the Initial ELPAC and correcting classification errors

Coordinator Emails
An opportunity to review the archived messages sent to LEAs about the ELPAC
https://www.elpac.org/resources/email/

ELPAC Academy Videos
Videos of the session presentations from the ELPAC Academy
https://www.cde.ca.gov/ta/tg/ep/elpacacademy1718.asp

Frequently Asked Questions for Administrators
Answers specific questions about the ELPAC
https://www.elpac.org/resources/faq/
Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC
General information regarding embedded and non-embedded resources and instructional supports for the ELPAC as well as resources and unlisted resources for alternate assessments
https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx

Parent Notification Letters
Sample letter templates to serve as notice to parents/guardians of the yearly statewide assessment and when sharing information about student scores

- Notice of Initial ELPAC Administration
  https://www.cde.ca.gov/ta/tg/ep/documents/elpac18parentnotifyltr.docx

- Notice of Summative ELPAC Administration
  https://www.cde.ca.gov/ta/tg/ca/documents/elpacstestnotifyltr.docx

- Summative ELPAC Student Score Report Letter Template
  https://www.cde.ca.gov/ta/tg/ep/documents/elpac18ssrletter.docx

Understanding Your Student Score Report—Summative
A guide that explains the students’ Summative ELPAC score report, available in English, Spanish, Mandarin, and Vietnamese; three-page version includes alternative text and is fully accessible; two-page version is printer friendly

Scale Score Range Flyers
Information about the scale score ranges for the Initial ELPAC and the Summative ELPAC

- Initial Scale Score Ranges

- Summative Scale Score Ranges
How to Complete the Initial ELPAC Process

Upon a student’s first enrollment in a California public school, local educational agencies (LEAs) will:

1. Conduct a home language survey (HLS).

   **If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial English Language Proficiency Assessments for California (ELPAC).**

2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.

3. Administer the Initial ELPAC by a trained ELPAC test examiner.

4. Use the Local Scoring Tool (LST) to produce the official score.

   **LEAs have two options for LST use during the summer, before the first day of classes:**

   - **Option 1:** Request a Statewide Student Identifier, submit the English language acquisition status record of “To Be Determined” (TBD), and enter raw student scores into the LST to generate an official score.
   - **Option 2:** Use the preliminary score template to score the Initial ELPAC by hand and retain the results until the student arrives on the first day of school. Next, follow the steps outlined in option 1, above, to generate an official score.

5. Submit a classification of English learner (EL) or initial fluent English proficient (IFEP), based on the official score, into the LEA’s student information system, which will feed into the California Longitudinal Pupil Achievement Data System.

6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.

   **At this point, the parent/guardian or LEA may request a classification review prior to Summative ELPAC administration. See the back of this page for the classification correction process.**

7. Conduct a classification review if requested. Notify the parent/guardian of results.

8. If the student is classified as an EL (without the review or as the outcome of the review), the Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP).

   **If the student is classified as IFEP, the ELPAC administration process stops.**
The Correction of Classification Process

A Correction Process A

Process A is used when a student is classified as “English Only” on the basis of the results of the home language survey. The correction is made if:

- The LEA has an indication that the student has a language other than English.
- The student is unable to perform ordinary classwork in English.

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC.

Please see California Code of Regulations, Title 5, Section 11518.20(a) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc.

B Correction Process B

Process B is used if an LEA administers the Initial—or Summative—ELPAC to a student who is not eligible to be assessed.

Please see California Code of Regulations, Title 5, Section 11518.20(b) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc.

C Correction Process C

Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student’s classification on the basis of the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC.

Please see California Code of Regulations, Title 5, Section 11518.20(c) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc.

For an LEA that is part of the Rotating Score Validation Process, if a student was classified as IFEP or EL by the LEA and the score validation process has different results, the LEA can use this evidence along with LEA measures in the process to determine whether the classification should remain the same or be changed.
The ELPAC is the test that is used to measure how well students in kindergarten (K) through grade twelve understand English when it is not their primary language. Information from the ELPAC helps your child’s teacher provide support in listening, speaking, reading, and writing.

The ELPAC has two parts:

### Initial ELPAC

<table>
<thead>
<tr>
<th>WHO</th>
<th>Students take the Initial ELPAC if they have a primary language other than English and have never been previously classified as English learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT</td>
<td>The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English, or as proficient in English.</td>
</tr>
<tr>
<td>WHEN</td>
<td>Students are given the Initial ELPAC within 30 days of when they enroll at school.</td>
</tr>
<tr>
<td>WHY</td>
<td>Identifying students who need help learning English is important so students can get the support they need to do well in school while receiving instruction in all school subjects.</td>
</tr>
</tbody>
</table>

### Summative ELPAC

<table>
<thead>
<tr>
<th>WHO</th>
<th>The Summative ELPAC is given to students who are identified as English learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT</td>
<td>The Summative ELPAC is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.</td>
</tr>
<tr>
<td>WHEN</td>
<td>Students who are English learners are given the Summative ELPAC every spring, between February and May, until they are reclassified as proficient in English.</td>
</tr>
<tr>
<td>HOW</td>
<td>The Summative ELPAC is an untimed computer-based test. Students in K through grade two will continue to take the Writing portion of the test on paper. Students in K through grade two will be tested on a one-to-one basis.</td>
</tr>
<tr>
<td>WHY</td>
<td>Students who are identified as English learners will take the Summative ELPAC to measure their progress in learning English.</td>
</tr>
</tbody>
</table>
The ELPAC tests four different areas:

- Listening
- Speaking
- Reading
- Writing

Do students with disabilities take the ELPAC?

Yes, the ELPAC has been designed so students, including those with special needs, can participate in the test and show what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

How Can I Help My Child Get Ready for the ELPAC?

You are an important part of your child’s education. Some things you can do to help your child are:

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what they see in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child’s teacher about your child’s listening, speaking, reading, and writing skills to help support your child’s progress.

The ELPAC is aligned with the California English Language Development Standards. These standards can be found at [https://www.cde.ca.gov/sp/el/er/documents/eldstdspub.pdf](https://www.cde.ca.gov/sp/el/er/documents/eldstdspub.pdf).

Sample questions, as well as links to practice tests and resources, are available on the Starting Smarter web page at [https://elpac.startingsmarter.org](https://elpac.startingsmarter.org).

Additional Information


For more information about your child’s scores, contact your child’s teacher or the school office.
ASSESSMENT SYSTEM OVERVIEW

This chart illustrates the flow of student data through various components of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments of California (ELPAC) systems.

For more information about the CAASPP system, visit the CAASPP website at http://www.caaspp.org or the California Department of Education CAASPP web page at https://www.cde.ca.gov/ta/tg/ca. For more information about the ELPAC system, visit the ELPAC website at https://www.elpac.org or the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.
Indianapolis’s Grade 5 Results on the English Language Proficiency Assessments for California

Indianapolis's Overall Score of 1525 is in Level 3. Students at this level have moderately developed English skills.

- **Overall Score:** 1525
- **Level:** 3

The score history cannot be reported this year. If Indianapolis takes the test next year, this area will show the score history.

### Oral Language Score

- **Score:** 1510 | **Level:** 3
- The Oral Language Score is a combination of Indianapolis's Listening and Speaking performance, shown below.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Beginning</th>
<th>Somewhat/Moderately</th>
<th>Well Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Speaking</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Written Language Score

- **Score:** 1560 | **Level:** 3
- The Written Language Score is a combination of Indianapolis's Reading and Writing performance, shown below.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Beginning</th>
<th>Somewhat/Moderately</th>
<th>Well Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information about this assessment, visit the test score website at [https://elpac.startingsmarter.org/](https://elpac.startingsmarter.org/). If you have questions about your child’s ELPAC results, please contact your school for more information.
# A Parent/Guardian’s Guide to Indianapolis’s English Language Proficiency Assessments for California (ELPAC) Score Report

**STUDENT #:** 9999988002  
**DATE OF BIRTH:** 08/05/2009  
**GRADE:** 5  
**TEST DATE:** March 06, 2019

FOR THE PARENT/GUARDIAN OF:  
INDIANAPOLIS INDIANA  
1234 MAIN STREET UNIT 1234  
YOUR CITY, CA 12345

**SCHOOL:** California Elementary School  
**LEA:** California Unified  
**CDS:** 99999919999991

This report shows Indianapolis’s results on the English Language Proficiency Assessments for California (ELPAC), the state test of English language proficiency. The ELPAC provides information about your child’s annual progress toward English language proficiency.

Below is information to help you understand the ELPAC, as well as ideas to support your child’s continued English language development.

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## What is the ELPAC?

The Summative English Language Proficiency Assessments for California (ELPAC) measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

### The Summative ELPAC:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

### Your child’s ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child’s teacher about your child’s progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

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## ELPAC Levels

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>What Students Can Typically Do at Each Level</th>
</tr>
</thead>
</table>
| LEVEL 4      | Students at this level have well developed English skills.  
|              | - They can usually use English to learn new things in school and to interact in social situations.  
|              | - They may occasionally need help using English. |
| LEVEL 3      | Students at this level have moderately developed English skills.  
|              | - They can sometimes use English to learn new things in school and to interact in social situations.  
|              | - They may need help using English to communicate on less-familiar school topics and in less-familiar social situations. |
| LEVEL 2      | Students at this level have somewhat developed English skills.  
|              | - They usually need help using English to learn new things at school and to interact in social situations.  
|              | - They can often use English for simple communication. |
| LEVEL 1      | Students at this level are at a beginning stage of developing English skills.  
|              | - They usually need substantial help using English to learn new things at school and to interact in social situations.  
|              | - They may know some English words and phrases. |

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards:

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Standards Proficiency Levels</td>
<td>Emerging — requires substantial linguistic support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Standards Proficiency Levels</td>
<td>Expanding — requires moderate linguistic support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Standards Proficiency Levels</td>
<td>Bridging — requires light linguistic support</td>
</tr>
</tbody>
</table>

---

## How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child’s teacher about your child’s Listening, Speaking, Reading, and Writing skills to help support your child’s progress.
The Summative English Language Proficiency Assessments for California (ELPAC) assess English learners in four domains: Listening, Speaking, Reading, and Writing. Students will receive an Overall score that falls into one of four levels. The table below shows which scores fall within each range.

## Summative ELPAC Overall Scale Score Ranges

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

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.

**In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.**

**In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.**
The tables below show which scores fall within each range for the Oral Language score and the Written Language score.

### Oral Language (Listening and Speaking) Scale Score Ranges

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1150–1385</td>
<td>1386–1426</td>
<td>1427–1477</td>
<td>1478–1700</td>
</tr>
<tr>
<td>1</td>
<td>1150–1407</td>
<td>1408–1450</td>
<td>1451–1492</td>
<td>1493–1700</td>
</tr>
<tr>
<td>2</td>
<td>1150–1413</td>
<td>1414–1459</td>
<td>1460–1509</td>
<td>1510–1700</td>
</tr>
<tr>
<td>3</td>
<td>1150–1434</td>
<td>1435–1465</td>
<td>1466–1511</td>
<td>1512–1800</td>
</tr>
<tr>
<td>5</td>
<td>1150–1446</td>
<td>1447–1476</td>
<td>1477–1532</td>
<td>1533–1800</td>
</tr>
<tr>
<td>6</td>
<td>1150–1449</td>
<td>1450–1483</td>
<td>1484–1541</td>
<td>1542–1900</td>
</tr>
<tr>
<td>7</td>
<td>1150–1455</td>
<td>1456–1497</td>
<td>1498–1553</td>
<td>1554–1900</td>
</tr>
<tr>
<td>8</td>
<td>1150–1460</td>
<td>1461–1504</td>
<td>1505–1568</td>
<td>1569–1900</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>1150–1464</td>
<td>1465–1511</td>
<td>1512–1578</td>
<td>1579–1950</td>
</tr>
</tbody>
</table>

### Written Language (Reading and Writing) Scale Score Ranges

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1150–1345</td>
<td>1346–1409</td>
<td>1410–1462</td>
<td>1463–1700</td>
</tr>
<tr>
<td>1</td>
<td>1150–1413</td>
<td>1414–1458</td>
<td>1459–1519</td>
<td>1520–1700</td>
</tr>
<tr>
<td>2</td>
<td>1150–1432</td>
<td>1433–1480</td>
<td>1481–1553</td>
<td>1554–1700</td>
</tr>
<tr>
<td>3</td>
<td>1150–1460</td>
<td>1461–1508</td>
<td>1509–1556</td>
<td>1557–1800</td>
</tr>
<tr>
<td>4</td>
<td>1150–1477</td>
<td>1478–1524</td>
<td>1525–1574</td>
<td>1575–1800</td>
</tr>
<tr>
<td>5</td>
<td>1150–1486</td>
<td>1487–1549</td>
<td>1550–1586</td>
<td>1587–1800</td>
</tr>
<tr>
<td>6</td>
<td>1150–1498</td>
<td>1499–1549</td>
<td>1550–1591</td>
<td>1592–1900</td>
</tr>
<tr>
<td>7</td>
<td>1150–1504</td>
<td>1505–1555</td>
<td>1556–1597</td>
<td>1598–1900</td>
</tr>
<tr>
<td>8</td>
<td>1150–1509</td>
<td>1510–1561</td>
<td>1562–1609</td>
<td>1610–1900</td>
</tr>
</tbody>
</table>

In this workshop you will
• learn how to access and analyze ELPAC results using a data analysis protocol that enables a root cause examination and discussion of past and current programs, policies, practices, and procedures;
• deconstruct task types to understand student expectations;
• connect results to classroom practices;
• take away tools and resources to use with teacher teams at your site; and
• create an action plan for next steps.

Are you curious about how to access and use your ELPAC results to help determine next steps to ensure your English learners are receiving the necessary support to succeed? If so, this workshop is for you!

2019 Workshop Locations

September 26  Sacramento
October 1  Rancho Cucamonga
October 2  Montebello
October 8  Visalia

October 10  San Jose
October 28  Santa Ana
October 29  San Diego
November 5  Redding

In this workshop you will

The cost is $50 per person, including continental breakfast, lunch, and materials.
To register, visit the Eventsforce web page at http://tinyurl.com/elpacdata19.
How to Complete the Initial ELPAC Rotating Score Validation Process

Every year, the California Department of Education will identify 25 percent of local educational agencies (LEAs) that will be expected to return Initial English Language Proficiency Assessments for California (ELPAC) materials to Educational Testing Service (ETS) for scoring. All LEAs will participate in this process once every four years on a rotating schedule.

The purpose of this process, called the Initial ELPAC Rotating Score Validation Process (RSVP), is to produce item statistics for the Initial ELPAC, validate scores, and provide technical assistance to LEAs for scoring.

Follow these steps to complete the RSVP for your LEA:

1. Receive secure, scannable Answer Books, an LEA ELPAC coordinator kit, and a site ELPAC coordinator kit that includes return instructions, packing tape, and paper bands for sending materials back to ETS.

2. Have a trained ELPAC test examiner administer the Initial ELPAC.

3. Use the local scoring tool (LST) to produce the official score.

4. Update the local student information system with English Language Acquisition Status (ELAS) to feed into the California Longitudinal Pupil Achievement Data System (CALPADS).

5. Receive Pre-ID labels and precoded Group Identification Sheet (GIS) forms from ETS.

6. Affix Pre-ID labels and include precoded GIS in the shipping box before sending scannable Answer Books to ETS for scoring.

7. Follow the return schedule and instructions in the LEA ELPAC coordinator and site ELPAC coordinator kits to submit materials to ETS.

8. Review comparison report in the Test Operations Management System and implement correction process, if necessary.

Take an ELPAC Practice Test!

The Summative English Language Proficiency Assessments for California (ELPAC) is the assessment that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language.

The ELPAC tests four different areas:

- Listening
- Speaking
- Reading
- Writing

Students and families can use the Practice Tests to:

- Become familiar with the types of questions on the ELPAC
- Understand the types of English language skills that students are expected to develop
- Understand what students need to be able to do on the actual test

The Practice Tests include sample test questions and directions and can be found at https://www.elpac.org/resources/practicetests/.

More information about the ELPAC can be found on the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

California Department of Education
September 2018
Information About the Practice Tests

WRITE IT UP

1. Note the academic language required by the practice test items.
2. Classify the academic terms that stand out to them in one of two categories:
   • We use this language in this grade sufficiently
   • We need to incorporate this language into instruction

Vocab in Use

Vocab to Be Used
# 2018–19 California Student Assessment Accessibility for the English Language Proficiency Assessments for California

Unless noted in parentheses, the listed resources may be used in all domains: listening (L), speaking (S), reading (R), and writing (W).

<table>
<thead>
<tr>
<th>Universal Tools</th>
<th>Available to All Students</th>
<th>Designated Supports</th>
<th>Available to Students with an Individualized Education Program (IEP) or Section 504 Plan</th>
<th>Unlisted Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks, including those that extend testing over more than one day, between the contractor-identified test sections</td>
<td>Adjustments to setting, including:</td>
<td>Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor’s test directions</td>
<td>Braille test materials provided by contractor</td>
<td>To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering the Initial or Summative ELPAC.</td>
</tr>
<tr>
<td>Oral clarification, in English, of test directions by the test examiner</td>
<td>Audio amplification equipment</td>
<td>Magnification</td>
<td>Dictation by the student of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W)</td>
<td>Domain Exemption(s)</td>
</tr>
<tr>
<td>Student use of highlighter(s) in the test book for grades two through twelve</td>
<td>Most beneficial time of day</td>
<td>Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)</td>
<td>Large print versions reformatted from regular print version</td>
<td>The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain.</td>
</tr>
<tr>
<td>Scratch paper</td>
<td>Special lighting or acoustics</td>
<td>Noise buffers</td>
<td>Pause or replay the audio during the administration of test questions for Summarize an Academic Presentation (S)</td>
<td></td>
</tr>
<tr>
<td>Sufficient time to complete test</td>
<td>Special or adaptive furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Testing in a separate room, provided that the student is directly supervised by an employee who has signed the ELPAC Test Security Affidavit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Available to Students with an Individualized Education Program (IEP) or Section 504 Plan</th>
<th>Accommodations</th>
<th>Unlisted Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille test materials provided by contractor</td>
<td>Pause or replay the audio during the administration of test questions for Summarize an Academic Presentation (S)</td>
<td>To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering the Initial or Summative ELPAC.</td>
</tr>
<tr>
<td>Dictation by the student of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter (W)</td>
<td>Presentation of, and responses to, questions using Manually Coded English or ASL (L, S, W)</td>
<td>Domain Exemption(s)</td>
</tr>
<tr>
<td>Large print versions reformatted from regular print version</td>
<td>Responses dictated to a scribe for selected response items, including multiple choice items (L, R, W)</td>
<td>The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain.</td>
</tr>
<tr>
<td>Pause or replay the audio during the administration of test questions (L)</td>
<td>Supervised breaks within a section of the test</td>
<td></td>
</tr>
<tr>
<td>Test questions enlarged through electronic means</td>
<td>Test questions enlarged through electronic means</td>
<td></td>
</tr>
<tr>
<td>Testing at home or in the hospital by a test examiner</td>
<td>Testing at home or in the hospital by a test examiner</td>
<td></td>
</tr>
<tr>
<td>Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit (L, R, W)</td>
<td>Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit (L, R, W)</td>
<td></td>
</tr>
<tr>
<td>Use of an assistive device that does not interfere with the independent work of the student (L, S, W)</td>
<td>Use of an assistive device that does not interfere with the independent work of the student (L, S, W)</td>
<td></td>
</tr>
<tr>
<td>Use of written scripts by the test examiner for students for whom streamed audio is not accessible (L)</td>
<td>Use of written scripts by the test examiner for students for whom streamed audio is not accessible (L)</td>
<td></td>
</tr>
<tr>
<td>Use of word processing software with the spell and grammar check tools turned off (W)</td>
<td>Use of word processing software with the spell and grammar check tools turned off (W)</td>
<td></td>
</tr>
</tbody>
</table>

Effective Use of Accessibility Resources

Accessibility resources can help students demonstrate their learning during daily instruction and on assessments if used consistently, effectively and appropriately.

- **Universal tools** are available to all students based on student preference and selection.
- **Designated supports** are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s individualized education program (IEP) or Section 504 plan.
- **Accommodations** are only available to students with an Individualized Education Program (IEP) or Section 504 plan.

**The Individual Student Assessment Accessibility Profile Process (ISAAPP)**

This optional and easily customizable process helps educators establish a consistent and effective system for providing appropriate accessibility resources to students based on their needs.

- Students benefit most when they are given multiple opportunities to explore and use accessibility resources during daily instruction, on classroom assessments, and on practice sessions for online assessments.

1. Select key staff members and define their specific roles.
2. Provide training and information to staff, students, and parents.
3. Identify students who may benefit from Designated Supports, Accommodations, or both.
4. Select the appropriate Designated Supports and Accommodations for each student identified.
5. Enter or upload Designated Supports and Accommodations into the Test Operations Management System (TOMS).
6. Perform a pre-administration check of assigned accessibility resources.
7. Check for delivery of the assigned Designated Supports and Accommodations at the time of the test.

For additional information, visit the California Department of Education Student Accessibility Resources web page at [https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp](https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp).
School Year Starts

Identify Student Needs

Review Resources from Previous Years

Match Needs to Available Resources

Implement Resources at Classroom Level

Administer Summative Assessments

Administer Practice Tests

Refine Resources as Needed

Enter Resources into MyTOMS

Continue Use on Classroom and Interim Assessments

Add or Remove Resources as Needed

Evaluate Effectiveness of Resources

Administer Interim Assessments