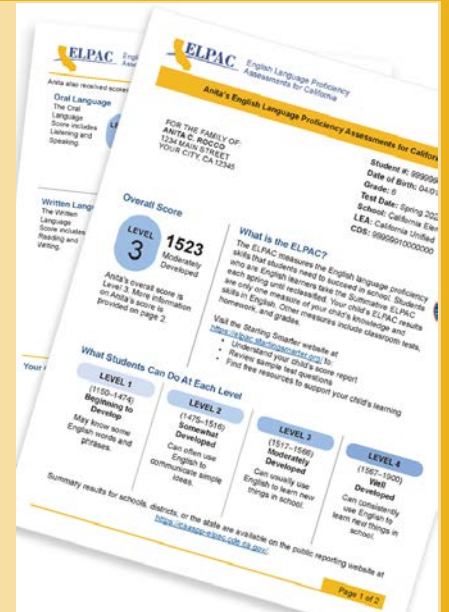




2019–2020 TEST ADMINISTRATION

ELPAC Post-Test Guide

Summative ELPAC Student Score Report Technical Information for ELPAC Coordinators and Research Specialists



2019–2020 ELPAC Post-Test Guide

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Acronyms and Initialisms in the *ELPAC Post-Test Guide*

Term	Description
2012 ELD Standards	2012 California English Language Development Standards
CDE	California Department of Education
CERS	California Educator Reporting System
EL	English learner
ELP	English language proficiency
ELPAC	English Language Proficiency Assessments for California
LEA	local educational agency
LOSS	lowest obtainable scale score
IEP	individualized education program
PLDs	performance level descriptors
RFEP	reclassified fluent English proficient
SSR	Student Score Report
TOMS	Test Operations Management System

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I. General Information

New in 2019–2020

Report Delivery

California Educator Data System

- Student performance information can be reviewed through the California Educator Reporting System (CERS), which is an application available to local educational agency (LEA) users with the appropriate permissions to view data at the LEA, school, and grade levels.

LEA Student Data File

- Student data files now include the following data:
 - Transitional kindergarten indicator
 - Scores from the previous year
 - Country of origin

Student Score Reports

General

- Student Score Reports (SSRs) will contain the previous year's score information.
- SSRs will contain a new footnote for students who used an unlisted resource that changed the construct of the test.

Report Download

- SSRs can be downloaded in merged PDF files and by language.
- Reports are generated weekly instead of biweekly.

Introduction to ELPAC Reporting

Additional Resources Linked in This Section:

- California Department of Education (CDE) Data Privacy web page—<https://www.cde.ca.gov/ds/dp/>
- CDE English Language Proficiency Assessments for California (ELPAC) web page—<https://www.cde.ca.gov/ta/tg/ep/>
- CDE Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC—<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>
- CDE Summative ELPAC General Performance Level Descriptors (PLDs) web page—<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>
- CDE Test Results for California's Assessments website—<https://caaspp-elpac.cde.ca.gov/elpac/>

Purposes of the Reports and Using the Results

Summative ELPAC results are used to measure how well English learners (ELs) are progressing annually toward English language proficiency (ELP). This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also are one of four criteria used to determine whether ELs are ready to be designated as reclassified fluent English proficient (RFEP) on the basis of the reclassification guidance in accordance with state law.

California Code of Regulations, Title 5, Article 2, Section 11518.15(b), requires 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 access the ELPAC results of an individual student.

Overview of the Summative ELPAC

The Summative ELPAC is an annual assessment to measure student progress toward meeting the 2012 California English Language Development Standards (2012 ELD Standards), which describe the English language skills that students need to succeed in school.¹ Information about how the ELPAC reporting levels map to the 2012 ELD Standards information is included on the CDE [Summative ELPAC General PLDs](#) web page.

¹ California Department of Education. (2014). *California 2012 English Language Development Standards: Kindergarten Through Grade 12*. Adopted by the State Board of Education November 2012. Sacramento, CA: California Department of Education. Retrieved from <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

As of February 2020, the Summative ELPAC is a computer-based assessment. Students in grades three through twelve are now administered all ELPAC domains online. Students in kindergarten through grade two receive the Writing domain as a paper-pencil test, but receive all other ELPAC domains online. A large-print, paper-pencil version of the Writing domain assessment is available for students in kindergarten through grade two if this resource is indicated in the student’s individualized education program (IEP).

ELPAC results can indicate the progress of ELs in acquiring the skills of listening, speaking, reading, and writing in English. Performance levels are reported in the individual domains of Listening, Speaking, Reading, and Writing in English. Students will also receive an overall score that is a combination of two composite scores: an oral language composite score comprised of the Listening and Speaking domains, and a written language composite score comprised of the Reading and Writing domains.

Paper-pencil tests are available to students who test using a braille or large-print form or for students unable to take the assessment online as indicated in the IEP. “Emergency” paper-pencil versions are available as well. The emergency paper-pencil tests require the CDE’s approval to order and administer. However, the braille forms for kindergarten through grade two students do not require CDE approval, since only the paper braille form is available for these grades during the Summative 2019–2020 administration year. Students assigned to use a paper-pencil test will use the paper-pencil version for all domains.

Reports Available for the Summative ELPAC

Reporting Criteria

Any student meeting test-taking criteria is reported. Students not meeting at least one criterion are not reported. What follows are the criteria for receiving test scores:

- Online and paper-pencil testing, grades three through twelve—The student logged on to at least one domain in each composite or student responses were entered for at least one domain in each composite.
- Online and paper-pencil testing, all grades—The student logged on to at least one domain in each composite.
- Online and paper-pencil testing, all grades—An alternate assessment or domain exemption was assigned to at least one domain in each composite.
- Online testing, all grades—The student logged on to at least one domain in one composite and has an alternate assessment or domain exemption assigned in the other composite.
- Paper-pencil testing, kindergarten through grade two: The student is considered a test-taker if a blank Answer Book is returned to ETS for processing with student demographic information on the Answer Book.

Summative ELPAC Student Score Reports

The 2019–2020 Summative ELPAC SSR includes the following information:

- An overall level and scale score
- A level and scale score for each composite reported (oral and written language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

The SSR provides information about the student’s annual progress toward ELP.

Scale score ranges for each of the four reporting levels are identified for overall, oral language, and written language for all grades tested. These ranges incorporate the level threshold scores approved by the California State Board of Education.

The four reporting levels for overall and each composite reported are: well developed (4), moderately developed (3), somewhat developed (2), and beginning to develop (1).

The student’s ELPAC results

- are one measure of ELP that should be viewed with other available information, such as classroom tests, assignments, and grades;
- can be used to help talk to the student’s parent or guardian about the student’s progress made toward English language proficiency; and
- can be used to determine if a student is ready to be designated as RFEP.

Student Results File

Student data files are found in the Test Operations Management System (TOMS). Data files include student information, overall and individual domain results, and historical scores for the student if the student has taken the Summative ELPAC in a previous administration.

Aggregated Results Website

ELPAC results are available for the state, LEAs, and schools on the CDE [Test Results for California’s Assessments](#) website.

Summative ELPAC Domains and Task Types Reported

The task types assessed in each of the Summative ELPAC domains are identified by grade level and grade span in the tables in this subsection.

Listening

[Table I.1](#) lists the task types assessed in the Listening domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.1 Listening Task Types

Listening Tasks	Kindergarten	Grade 1	Grade 2	Grade Span 3–5	Grade Span 6–8	Grade Span 9–10	Grade Span 11–12
Listen to a Short Exchange	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Classroom Conversation	No	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Story	Yes	Yes	Yes	Yes	No	No	No
Listen to an Oral Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Speaker Support an Opinion	No	No	No	No	Yes	Yes	Yes

Speaking

[Table I.2](#) lists the task types assessed in the Speaking domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.2 Speaking Task Types

Speaking Tasks	Kindergarten	Grade 1	Grade 2	Grade Span 3–5	Grade Span 6–8	Grade Span 9–10	Grade Span 11–12
Talk About a Scene	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Speech Functions	No	No	Yes	Yes	Yes	Yes	Yes
Support an Opinion	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Retell a Narrative	Yes	Yes	Yes	Yes	No	No	No
Present and Discuss Information	No	No	No	No	Yes	Yes	Yes
Summarize an Academic Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Reading

[Table I.3](#) lists the task types assessed in the Reading domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.3 Reading Task Types

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

Writing

[Table I.4](#) lists the task types assessed in the Writing domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.4 Writing Task Types

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

A Note about Universal Tools, Designated Supports, and Accommodations

[Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC](#) (Matrix Four) provides LEAs the accessibility resources that are available for an ELPAC administration.

Matrix Four follows a three-tiered accessibility approach that includes universal tools, designated supports, and accommodations.

1. **Universal tools** are available to *all* students through the test delivery system on the basis of student preference and selection.
2. **Designated supports** are available to *all* students through TOMS 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 IEP or Section 504 plan.
3. **Accommodations** must be permitted on the ELPAC to all eligible students if specified in the student’s IEP or Section 504 plan. In the computer-based ELPAC, a number of accommodations are embedded in the assessment, although many non-embedded accommodations are also available.

Accessibility resources allow all students to show what they know and what they can do. These resources are not intended to give an advantage, but, rather, to provide students with the opportunity for a fair and valid testing experience. These include braille and large-print Answer Books and paper-pencil versions of the test for each ELPAC grade level and grade span.

Please refer to [Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC](#) for additional information and a list of the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the ELPAC.

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources are made available if specified in the eligible student’s IEP or Section 504 plan. With CDE approval, unlisted resources may have been used by LEAs during the 2019–2020 Summative ELPAC administration. If the unlisted resource changed the construct of the test, the student was given the lowest obtainable scale score and a footnote was placed on the Student Score Report.

Interpreting Results

The Student Score Report shows the student’s results on the Summative ELPAC, the state test of ELP. The ELPAC provides information about the student’s annual progress toward English language proficiency. The student’s 2019–2020 ELPAC results should be compared only to ELPAC results from the 2018–2019 administration because the threshold scores and reporting levels are the same for these two administration years.

ELPAC Scale Scores

Scale scores are important measures for the ELPAC. Reporting levels are assigned on the basis of scale scores for all tests. Scale scores were identified during a process called “standard setting.” Once set, the scale scores for each grade level do not change between administrations, which means they can be used to determine year-to-year gains in student English proficiency.

The advantage of the scale score metric is that it allows a particular score—for example, an overall score of 1585 on the grade five Summative ELPAC—to mean the same thing regardless of what items students took for a grade-level, English language proficiency test. Scale scores provide a common reference over the years.

Each ELPAC grade level or grade span has its own scale score range.

Equating and Scaling

When tests are constructed for each grade or grade span, every effort is made to make the tests parallel and of the same level of difficulty from one year to another. However, even with those efforts, small differences in test difficulty still exist between test forms. A psychometric procedure called equating makes adjustments for test difficulty so that students in one year are held to the same standards as students in another year.

In the case of the 2019–2020 Summative ELPAC, grade level or grade span test forms were administered. Then, student item responses were used to put student scores onto the previous year’s scale through the equating process. Details about equating and scaling for operational assessments and information about test development will be described in an upcoming report, the “ELPAC Mode Comparability Study.”

Scale Score Ranges

Assessments were scaled vertically after the 2016–2017 field test, which means that scores for certain questions that were common between adjacent grades were linked. This will make it possible to monitor students’ year-to-year progress in learning English and to describe student progress over time across grade levels.

Scale scores offer a more precise way to determine students’ performance on the assessments than reporting levels, which are described in the next subsection, because each reporting level is based on a range of numbers, rather than an individual number like a scale

score. Scale score ranges for the Summative ELPAC range from 1150–1950 and are listed in [appendix A](#).

ELPAC Reporting Levels

ELPAC overall reporting levels are designations given to particular scale score ranges. The minimum and maximum scale scores for each level vary by grade and grade span. Performance levels for domains are also reported for Listening, Speaking, Reading, and Writing.

Threshold scores—the maximum scores at Level 1, Level 2, Level 3, and Level 4 by grade or grade span—determine the scale score ranges for Summative ELPAC reporting levels. These were set based on a standard setting and validation study that used the 2017–2018 operational ELPAC data. The results allow meaningful comparisons between individual students and group comparisons between schools and local educational agencies across grades.

Overall Reporting Levels

[Table I.5](#) lists the four ELPAC reporting levels and describes what students at each level can typically do at each level.

Table I.5 Overall Reporting Levels

Reporting Level	What Students Can Typically Do at Each Level
Level 4	Students at this level have well developed English skills <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 beginning to develop English skills. <ul style="list-style-type: none"> • 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.

Domain Reporting Levels

The student's overall score is a combination of two other scores: an oral language composite score comprised of the Listening and Speaking domains, and a written language composite score comprised of the Reading and Writing domains.

Domain-level performance is reported as Beginning to Develop, Somewhat/Moderately, and Well Developed on the ELPAC SSR.

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II. Student Score Report Description

The ELPAC Student Score Report

This section explains the student's Summative English Language Proficiency Assessments for California (ELPAC) Student Score Report (SSR). Data displayed on the samples in this guide are for demonstration purposes only and do not reflect valid data.

ELPAC Reporting Levels

For the overall score and the composite scores—oral language score for the Listening and Speaking domains, and written language score for the Reading and Writing domains—there are four possible reporting levels:

1. Well Developed (Level 4)
2. Moderately Developed (Level 3)
3. Somewhat Developed (Level 2)
4. Beginning to Develop (Level 1)

For the domain scores, there are three possible reporting levels:

1. Well Developed (Level 3)
2. Somewhat/Moderately (Level 2)
3. Beginning to Develop (Level 1)

Additional Messaging

In cases where a domain exemption was requested for a student with a disability that precludes student testing in one or more domains, the student was assessed in the remaining domains in which it was possible to assess the student. A tilde (~) is present in the table next to the domain name, and the following message will appear on the second page of the SSR:

~ Student was exempted from one or more domains of the ELPAC. Scores for the composite were calculated based on the completed domain(s).

Some students whose individualized education program team determined that a student with the most significant cognitive disabilities was unable to participate in one or more domains of the ELPAC, even with accommodations, took a locally determined alternate assessment instead of the ELPAC. In these cases, where the LEA assigned the student in the Test Operations Management System (TOMS) to take an alternate assessment, an asterisk (*) is present in the table next to the domain name, and the following message appears on the second page of the SSR:

* A locally determined alternate assessment was used for one or more domains. The student received the lowest score in that domain.


When a testing irregularity occurred during an ELPAC administration and a case for the irregularity was opened in the Security and Test Administration Incident Reporting System, it is noted with a caret (^) in the table next to the domain name and the following message appears at the bottom of the first page of the SSR:

^ A testing irregularity occurred during the administration of this domain, but it did not affect the student's score. More information can be obtained at the school.

Finally, a student might have tested using an unlisted resource that was assigned by the LEA in TOMS. When the assigned unlisted resource changed the construct being tested, the following message, noted with a pound sign (#), appears on the second page of the SSR:

An unlisted resource that changed the construct was used for one or more domains. The student received the lowest score in that domain.

Page 1 of 2, Top: Student Information



**English Language Proficiency
Assessments for California**

Yuma Arizona
SUMMATIVE ELPAC SCORE REPORT
2019–2020 | GRADE 2

Yuma's English Language Proficiency Assessments for California (ELPAC)

1 → FOR THE FAMILY OF:
YUMA ARIZONA
1234 MAIN STREET
YOUR CITY, CA 12345

2 → **Student #:** 9999999987
Date of Birth: 09/01/2013
Grade: 2
Test Date: Spring 2020
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Table II.1 Student Information Descriptions

Callout	Feature	Description
1.	Student's mailing address	This area shows the student's residential address as listed in the California Longitudinal Pupil Achievement Data System.
2.	Student and school information	This area shows information about the student and the school and local educational agency name, as well as the county/district code. Note: The grade noted indicates the grade in which the student was enrolled at the start of testing.

Page 1 of 2, Middle: Score Overview

Overall Score

LEVEL
3

1531

Moderately Developed

Yuma's overall score is Level 3. More information on Yuma's score is provided on page 2.

What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning

Table II.2 Score Overview Descriptions

Callout	Feature	Description
1.	Overall score and level	This box provides the student's overall score and level for the ELPAC with a brief summary of the student's performance.
2.	Testing program overview	This area provides a description of the ELPAC.
3.	Starting Smarter website information	This section describes the new Smarter Balanced Starting Smarter website, which describes student score reports and other information that supports student learning.

Page 1 of 2, Bottom: Reporting Level Descriptions

What Students Can Do At Each Level

<div style="background-color: #e0e0e0; border-radius: 10px; padding: 5px; text-align: center;">LEVEL 1</div> <p>(1150–1423) Beginning to Develop May know some English words and phrases.</p>	<div style="background-color: #e0e0e0; border-radius: 10px; padding: 5px; text-align: center;">LEVEL 2</div> <p>(1424–1470) Somewhat Developed Can often use English to communicate simple ideas.</p>	<div style="background-color: #e0e0e0; border-radius: 10px; padding: 5px; text-align: center;">LEVEL 3</div> <p>(1471–1531) Moderately Developed Can usually use English to learn new things in school.</p>	<div style="background-color: #e0e0e0; border-radius: 10px; padding: 5px; text-align: center;">LEVEL 4</div> <p>(1532–1700) Well Developed Can consistently use English to learn new things in school.</p>
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Summary results for schools, districts, and the state are available on the ELPAC Results website at <https://caaspp-elpac.cde.ca.gov/>.

Table II.3 Reporting Level Descriptions

Callout	Feature	Description
1.	Reporting levels	This row lists the Summative ELPAC reporting levels.
2.	Level description	This row provides the following information for each level: <ul style="list-style-type: none"> • Score range • Level name • Level description
3.	ELPAC results website information	This section describes the ELPAC public reporting website on which results for schools, districts, and the state are found.

Page 2 of 2, Top: Composite Scores

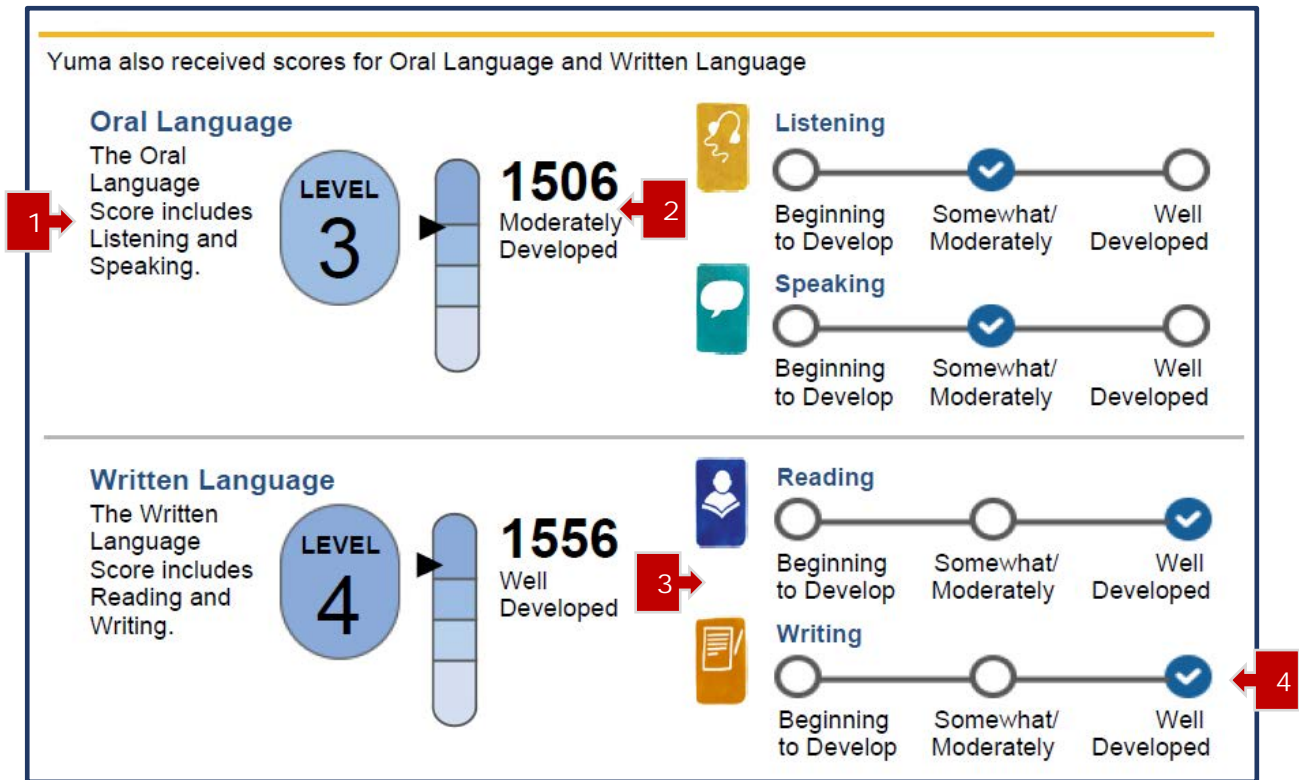


Table II.4 Composite Scores

Callout	Feature	Description
1.	Composite skill	The title in each section displays the name of the composite skill, either oral language or written language.
2.	Score and level	The graph represents the student's score and reporting level for the composite.
3.	Domains within the composite	The reporting levels for the domains that comprise a composite are presented—Listening and Speaking for the oral language composite, and Reading and Writing for the written language composite.
4.	Domain levels	This section of the chart shows reporting levels for the assessment's domains; a check mark indicates a student's domain reporting level—either Beginning to Develop, Somewhat/Moderately, or Well Developed.

Page 2 of 2, Bottom: Score History




Table II.5 Information About the ELPAC

Callout	Feature	Description
1.	Score history (grades one through twelve only)	The leftmost graph shows the student's overall score and reporting level from the 2018–2019 ELPAC administration.
2.	Current-year's score	The rightmost graph shows the student's overall score and reporting level from the current ELPAC administration.

Sample of the Student Score Report for the Summative ELPAC

Page 1



**English Language Proficiency
Assessments for California**

Yuma Arizona
 SUMMATIVE ELPAC SCORE REPORT
 2019–2020 | GRADE 2

Yuma's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
YUMA ARIZONA
 1234 MAIN STREET
 YOUR CITY, CA 12345

Student #: 9999999987
Date of Birth: 09/01/2013
Grade: 2
Test Date: Spring 2020
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score

LEVEL

3

1531

Moderately
Developed


Yuma's overall score is Level 3. More information on Yuma's score is provided on page 2.

What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning




What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1423)	(1424–1470)	(1471–1531)	(1532–1700)
Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
May know some English words and phrases.	Can often use English to communicate simple ideas.	Can usually use English to learn new things in school.	Can consistently use English to learn new things in school.

Summary results for schools, districts, and the state are available on the ELPAC Results website at <https://caaspp-elpac.cde.ca.gov/>.

Page 1 of 2

Page 2



English Language Proficiency
Assessments for California

Yuma Arizona
SUMMATIVE ELPAC SCORE REPORT
2019–2020 | GRADE 2

Yuma also received scores for Oral Language and Written Language


Oral Language
The Oral Language Score includes Listening and Speaking.

LEVEL

3

1506


Moderately Developed

 **Listening**

Beginning to Develop

Somewhat/Moderately

Well Developed

 **Speaking**

Beginning to Develop

Somewhat/Moderately

Well Developed


Written Language
The Written Language Score includes Reading and Writing.

LEVEL

4

1556


Well Developed

 **Reading**

Beginning to Develop

Somewhat/Moderately

Well Developed

 **Writing**

Beginning to Develop

Somewhat/Moderately

Well Developed

Your Child's ELPAC Score History

Grade 1

LEVEL

3

1465

Moderately Developed

Grade 2

LEVEL

3

1531

Moderately Developed

Page 2 of 2

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Appendices

Appendix A. Scale Score Ranges

Grade Level	Score Type	Level 1 Minimum	Level 1 Maximum	Level 2 Minimum	Level 2 Maximum	Level 3 Minimum	Level 3 Maximum	Level 4 Minimum	Level 4 Maximum
Kindergarten	Overall	1150	1373	1374	1421	1422	1473	1474	1700
Kindergarten	Oral Language	1150	1385	1386	1426	1427	1477	1478	1700
Kindergarten	Written Language	1150	1345	1346	1409	1410	1462	1463	1700
1	Overall	1150	1410	1411	1454	1455	1506	1507	1700
1	Oral Language	1150	1407	1408	1450	1451	1492	1493	1700
1	Written Language	1150	1413	1414	1458	1459	1519	1520	1700
2	Overall	1150	1423	1424	1470	1471	1531	1532	1700
2	Oral Language	1150	1413	1414	1459	1460	1509	1510	1700
2	Written Language	1150	1432	1433	1480	1481	1553	1554	1700
3	Overall	1150	1447	1448	1487	1488	1534	1535	1800
3	Oral Language	1150	1434	1435	1465	1466	1511	1512	1800
3	Written Language	1150	1460	1461	1508	1509	1556	1557	1800
4	Overall	1150	1458	1459	1498	1499	1548	1549	1800
4	Oral Language	1150	1438	1439	1471	1472	1521	1522	1800
4	Written Language	1150	1477	1478	1524	1525	1574	1575	1800
5	Overall	1150	1466	1467	1513	1514	1559	1560	1800
5	Oral Language	1150	1446	1447	1476	1477	1532	1533	1800
5	Written Language	1150	1486	1487	1549	1550	1586	1587	1800
6	Overall	1150	1474	1475	1516	1517	1566	1567	1900
6	Oral Language	1150	1449	1450	1483	1484	1541	1542	1900
6	Written Language	1150	1498	1499	1549	1550	1591	1592	1900

Scale Score Ranges (*continuation*)

Grade Level	Score Type	Level 1 Minimum	Level 1 Maximum	Level 2 Minimum	Level 2 Maximum	Level 3 Minimum	Level 3 Maximum	Level 4 Minimum	Level 4 Maximum
7	Overall	1150	1480	1481	1526	1527	1575	1576	1900
7	Oral Language	1150	1455	1456	1497	1498	1553	1554	1900
7	Written Language	1150	1504	1505	1555	1556	1597	1598	1900
8	Overall	1150	1485	1486	1533	1534	1589	1590	1900
8	Oral Language	1150	1460	1461	1504	1505	1568	1569	1900
8	Written Language	1150	1509	1510	1561	1562	1609	1610	1900
9	Overall	1150	1492	1493	1544	1545	1605	1606	1950
9	Oral Language	1150	1464	1465	1511	1512	1578	1579	1950
9	Written Language	1150	1519	1520	1577	1578	1631	1632	1950
10	Overall	1150	1492	1493	1544	1545	1605	1606	1950
10	Oral Language	1150	1464	1465	1511	1512	1578	1579	1950
10	Written Language	1150	1519	1520	1577	1578	1631	1632	1950
11	Overall	1150	1499	1500	1554	1555	1614	1615	1950
11	Oral Language	1150	1469	1470	1513	1514	1582	1583	1950
11	Written Language	1150	1528	1529	1594	1595	1645	1646	1950
12	Overall	1150	1499	1500	1554	1555	1614	1615	1950
12	Oral Language	1150	1469	1470	1513	1514	1582	1583	1950
12	Written Language	1150	1528	1529	1594	1595	1645	1646	1950

Appendix B. Additional Resources

California Department of Education English Language Development Standards—
<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

California Department of Education English Language Proficiency Assessments for California (ELPAC) web page—
<https://www.cde.ca.gov/ta/tg/ep/>

California Department of Education Test Blueprints for the Summative ELPAC web document—
<https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummativebluprt.pdf>

California Technical Assistance Center's ELPAC website—
<https://www.elpac.org/>

ELPAC Starting Smarter website—
<https://elpac.startingsmarter.org/>