

# 2021–22 English Language Proficiency Assessments for California Information Guide



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### What’s New

Here is what’s new in this year’s edition of the *English Language Proficiency Assessments for California (ELPAC) Information Guide*:

* To enhance the readability, all sections have been reformatted to provide more consistency throughout the guide.
* In addition, further information has been updated on the Alternate ELPAC operational field test to support the first administration of this test.
* Finally, the Correction of Classification Errors information has been reorganized to include regulations, timeframe, local educational agency actions, and California Longitudinal Pupil Achievement Data System codes to better facilitate this process.

### 2021–22 Planned Testing

The 2021–22 testing windows for the ELPAC are provided in table 1, below.

**Table 1.** Planned ELPAC Testing, 2021–22

| Testing Window | Assessment |
| --- | --- |
| July 6, 2021–June 30, 2022 | Initial ELPAC |
| November 1, 2021–February 15, 2022 | Alternate ELPAC operational field test |
| February 1–May 31, 2022 | Summative ELPAC |

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## Section 1 Overview

Introduction

English Language Proficiency in California

Overview of the Initial and Summative ELPAC Program

Initial and Summative ELPAC Domains and Task Types

Overview of the Alternate ELPAC Program

Alternate ELPAC Task Types

Additional Guidance

### Introduction

**Welcome to the *2021–22*** *English Language Proficiency Assessments for California (ELPAC)* ***Information Guide*!** This guide is designed to provide local educational agencies, schools, educators, and families with the information they need to do the following:

* Understand the differences between the Initial ELPAC, the Summative ELPAC, and the Alternate ELPAC
* Understand the initial identification and reclassification processes for English learner (EL) students
* Provide information about assessing EL students with disabilities
* Prepare teachers to understand and use their students’ ELPAC results
* Communicate ELPAC results to parents and guardians

### English Language Proficiency in California

For public school students in California, English language proficiency (ELP) falls within the scope of state and federal laws. **It is required that local educational agencies (LEAs) administer a state test of ELP, which for California is the ELPAC. Furthermore, state and federal laws require the ELPAC in California to be aligned with the state’s English language development (ELD) standards.**

#### The Law

State and federal laws require that all students with a language other than English be assessed for ELP.

**The legal basis for requiring ELP testing is that all students have the right to an equal and appropriate education, and any English language limitations left unidentified and/or unaddressed could preclude a student from accessing that right.**

This legal basis comes from *California Code of Regulations*, Title 5 (5 *CCR*), Section 11518; California *Education Code* (*EC*) sections 313 and 60810; and Titles I and Ill of the federal Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA).

**LEAs have a legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.** EL students are entitled to appropriate language acquisition services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time. School districts must have procedures in place to accurately and timely identify potential EL students. This requirement comes from Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974.

#### The ELP Assessment

**It is required that LEAs administer a state test of ELP.**

This requirement comes from *EC* sections 313 and 60810 and Titles I and Ill of the federal ESSA, which reauthorized the ESEA.

**For California’s students in public schools, the designated ELP test is the ELPAC.**

The ELPAC is administered in both of the following ways:

* As an initial assessment to newly enrolled students with a language other than English, as indicated on a home language survey
* As a summative assessment annually to students who have been identified as English learners until reclassified

#### The Standards

In November 2012, the California State Board of Education adopted the ELD Standards, which can be found on the California Department of Education (CDE) website at <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

The 2012 ELD Standards are aligned with key knowledge, skills, and abilities described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

**The ELPAC is aligned with the 2012 ELD Standards.**

### Overview of the Initial and Summative ELPAC Program

This section covers basic information about the ELPAC, including its structure, its purpose, who takes the assessment, how it is administered, and the results of the ELPAC.

#### Structure

**The Initial and Summative ELPAC consists of four domains**: **Listening, Speaking, Reading, and Writing.**

Listening and Speaking combine into an Oral Language composite.   
Reading and Writing combine into a Written Language composite.

The Oral Language and Written Language composites combine into an overall ELPAC score.

#### Initial ELPAC Overview

The Initial ELPAC has one purpose: to identify students as EL or initial fluent English proficient (IFEP). The Initial ELPAC is administered to students **only once** in their lifetime.

The following students must take the Initial ELPAC to determine whether they are EL students or are fluent in English:

* Students in kindergarten[[1]](#footnote-2) through grade twelve (K–12), ages three through twenty-one
* Whose primary language is a language other than English, as indicated on a home language survey

Per ELPAC regulations,[[2]](#footnote-3) those students must be administered the Initial ELPAC in accordance with one of the two following timelines:

* Within 30 calendar days after they are first enrolled in a California public school
* Sixty calendar days prior to instruction, but not before July 1

#### Summative ELPAC Overview

The Summative ELPAC has two purposes:

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

The Summative ELPAC must be administered **annually** to:

* Students identified as EL students in K–12, ages three through twenty-one
* Until they meet the reclassification criteria in *EC* Section 313 and they are reclassified as fluent English proficient (RFEP)

#### Administering the ELPAC

Test examiners (TEs) may administer the Initial and/or Summative ELPAC only if they have met the following requirements:

* Be an employee or contractor of the LEA.
* Be proficient in speaking English (which means complete command of pronunciation, intonation, and fluency).
* Submit a signed security affidavit.
* Certify that they have received formal ELPAC training.

##### Initial ELPAC Administration

Although the CDE recommends in-person testing for all assessments, remote administration will be an option while LEAs transition back to in-person learning. **The Initial ELPAC testing window is July 6 through June 30.** For more information, refer to the Initial ELPAC *Directions for Administration*.

###### Technology Readiness

Prior to administering the Initial ELPAC for students in grades three through twelve, LEAs may administer the technology readiness checker for students to determine whether they will need test navigation assistance during group administration or one-on-one administration, when the TE is in control as a designated interface assistant.

###### Test Duration

The Initial ELPAC is an untimed test, but approximate times are provided in tables 2–7 to help schedule testing sessions for in-person administration.

**Table 2.** Initial ELPAC Estimated Testing Times for Kindergarten

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual) | 10 |
| Speaking (Individual) | 5–10 |
| Reading (Individual) | 5–10 |
| Writing (Individual) | 5–10 |
| **Total estimated test administration time** | **25–40** |

**Table 3.** Initial ELPAC Estimated Testing Times for Grade One

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual) | 10–15 |
| Speaking (Individual) | 5–15 |
| Reading (Individual) | 5–10 |
| Writing (Individual) | 5–10 |
| **Total estimated test administration time** | **25–50** |

**Table 4.** Initial ELPAC Estimated Testing Times for Grade Two

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual) | 10–15 |
| Speaking (Individual) | 5–10 |
| Reading (Individual) | 5–10 |
| Writing (Individual or Small Group up to 10 students) | 10–15 |
| **Total estimated test administration time** | **30–55** |

**Table 5.** Initial ELPAC Estimated Testing Times for Grades Three through Five

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual or Group up to 20 students) | 10–15 |
| Speaking (Individual) | 10–15 |
| Reading (Individual or Group up to 20 students) | 5–15 |
| Writing (Individual or Group up to 20 students) | 10–30 |
| **Total estimated test administration time** | **35–75** |

**Table 6.** Initial ELPAC Estimated Testing Times for Grades Six through Eight

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual or Group up to 20 students) | 10–20 |
| Speaking (Individual) | 10–20 |
| Reading (Individual or Group up to 20 students) | 10–20 |
| Writing (Individual or Group up to 20 students) | 10–35 |
| **Total estimated test administration time** | **40–95** |

**Table 7.** Initial ELPAC Testing Times for Grades Nine through Twelve

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual or Group up to 20 students) | 10–20 |
| Speaking (Individual) | 10–20 |
| Reading (Individual or Group up to 20 students) | 10–20 |
| Writing (Individual or Group up to 20 students) | 15–40 |
| **Total estimated test administration time** | **45–100** |

For the most up-to-date estimated testing times for the Initial ELPAC, refer to the Initial ELPAC Estimated Testing Times web page at <https://www.elpac.org/test-administration/ia-estimated-test-time/>.

The testing schedule for the Initial ELPAC may be altered to give students sufficient breaks to avoid fatigue. All students should be provided with as much time and as many breaks as necessary. The test may be administered over the course of several days; however, an entire domain should be administered in a single session, if time permits.

###### Participation

For the Initial ELPAC, all four domains must be presented to a student in order for the student to be included in the participation rate for the LEA. All four domains must be presented to a student in order to be considered as tested and to receive a Student Score Report.

##### Summative ELPAC Administration

The Summative ELPAC is anticipated to be administered in person during 2021–22. **The Summative ELPAC testing window is February 1 through May 31.** For more information, refer to the Summative ELPAC *Directions for Administration*.

###### Test Duration

The Summative ELPAC is an untimed test, but approximate times are provided in tables 8–14 to help schedule testing sessions:

**Table 8.** Summative ELPAC Estimated Testing Times for Kindergarten

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual) | 15–20 |
| Speaking (Individual) | 15–20 |
| Reading (Individual) | 10–15 |
| Writing (Individual) | 10–15 |
| **Total estimated test administration time** | **50–70** |

**Table 9.** Summative ELPAC Estimated Testing Times for Grade One

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual) | 20–25 |
| Speaking (Individual) | 20–25 |
| Reading (Individual) | 15–20 |
| Writing (Individual) | 15–20 |
| **Total estimated test administration time** | **70–90** |

**Table 10.** Summative ELPAC Estimated Testing Times for Grade Two

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual) | 20–25 |
| Speaking (Individual) | 20–25 |
| Reading (Individual) | 15–20 |
| Writing (Individual or Small Group up to 10 students) | 15–20 |
| **Total estimated test administration time** | **70–90** |

**Table 11.** Summative ELPAC Estimated Testing Times for Grades Three through Five

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual or Group up to 20 students) | 20–30 |
| Speaking (Individual) | 20–30 |
| Reading (Individual or Group up to 20 students) | 40–60 |
| Writing (Individual or Group up to 20 students) | 30–45 |
| **Total estimated test administration time** | **110–165** |

**Table 12.** Summative ELPAC Estimated Testing Times for Grades Six through Eight

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual or Group up to 20 students) | 20–30 |
| Speaking (Individual) | 20–30 |
| Reading (Individual or Group up to 20 students) | 40–60 |
| Writing (Individual or Group up to 20 students) | 30–45 |
| **Total estimated test administration time** | **110–165** |

**Table 13.** Summative ELPAC Estimated Testing Times for Grades Nine through Ten

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual or Group up to 20 students) | 25–35 |
| Speaking (Individual) | 20–30 |
| Reading (Individual or Group up to 20 students) | 40–60 |
| Writing (Individual or Group up to 20 students) | 40–55 |
| **Total estimated test administration time** | **125–180** |

**Table 14.** Summative ELPAC Estimated Testing Times for Grades Eleven through Twelve

| Domain (Administration Type) | Minutes |
| --- | --- |
| Listening (Individual or Group up to 20 students) | 25–35 |
| Speaking (Individual) | 20–30 |
| Reading (Individual or Group up to 20 students) | 40–60 |
| Writing (Individual or Group up to 20 students) | 40–55 |
| **Total estimated test administration time** | **125–180** |

Note that test examiners should add 5–10 minutes for setting up and logging on to the device. For the most up-to-date estimated testing times and form assignments for the Summative ELPAC, refer to the Summative ELPAC Estimated Testing Times web page at <https://www.elpac.org/test-administration/sa-estimated-test-time/>.

The testing schedule for the Summative ELPAC may be altered to give students sufficient breaks to avoid fatigue, and the test may be administered over the course of several days; however, an entire domain should be administered in a single session, if time permits. Note that if your district was selected for field testing, please refer to the *Directions for Administration* for testing times.

###### Participation

To ensure that students are counted as having participated in the Summative ELPAC, they must log on to a minimum of one domain in each composite. In the

Oral Language composite, students must log on to either the Listening

or Speaking domain. For the Written Language composite, students

must log on to either the Reading or Writing domain (or for kindergarten

through grade two Writing, return the Answer Book).

**Note that a domain that is not completed will receive no score and be assigned the lowest obtainable scale score (LOSS) at the end of the testing window**. This score will be used in calculating the overall and composite scores. Refer to the *Summative ELPAC Participation and Scoring* document on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/summelpacpartscoring.pdf>.

#### Receiving Initial and Summative ELPAC results

Note: ELPAC results are used to measure ELP, not academic achievement.

**ELPAC results are confidential, and individual results are to be shared only with the student’s teacher(s) and parents or guardians.**

Information about how to report results to parents and guardians is provided on page 53. Individual student results are available in the LEA downloadable file in the Test Operations Management System (TOMS) at the site and district levels. Results may be downloaded on the basis of current enrollment or the LEA-tested location.

##### Initial ELPAC Results

**The Initial ELPAC results are used to identify EL students who need to develop their skills in listening, speaking, reading, and writing in English.**

This information, used with other local assessments, assists LEAs and schools when providing program and services options to parents of EL students. The Initial ELPAC results also identify students who are IFEP and are not in need of specialized services or support.

###### Timeframe for Results

Students’ official Initial ELPAC English Language Acquisition Status (IFEP or EL) will begin to feed from the TOMS to the California Longitudinal Pupil Achievement Data System (CALPADS) on July 6, 2021. LEAs will have the ability to print Student Score Reports approximately 24 hours after all domains have been submitted and scored in the test delivery system, Data Entry Interface (DEI), and Teacher Hand Scoring System (THSS). The Student Score Reports will then be available in the TOMS for download at the site and district levels.

##### Summative ELPAC Results

**The Summative ELPAC results are used to determine how well EL students are progressing annually.**

The Summative ELPAC results is the first criteria of four used to determine whether EL students are ready to be reclassified as fluent English proficient. Refer to page 45 for more information on reclassification.

###### Access

Educators have access to state interim and summative results reported in the California Educator Reporting System to assist with data-driven decision making. In addition, the reporting of summary results will be available on the CDE Test Results for California's Assessments (formerly known as the Public Web Reporting) web page at <https://caaspp-elpac.cde.ca.gov/elpac/>.

###### Timeframe for Results

Normally, LEAs begin to receive the individual Student Score Reports for the Summative ELPAC approximately four weeks after the testing contractor has completed the quality control process to ensure the accuracy of the reports (most results start to flow in May). The reports for kindergarten through grade two, however, take six to eight weeks to reach the LEAs because part of those results is on paper.

###### The California School Dashboard

The English Learner Progress Indicator (ELPI) of the California School Dashboard uses the Summative ELPAC results for LEA accountability and reporting EL student progress toward ELP. This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation.

The Summative ELPAC results are also aggregated and reported in the ELPI, which is located on the California School Dashboard website at <https://www.caschooldashboard.org/>. For the 2020–21 school year, the U.S. Department of Education (ED) removed the requirement to report the ELPI on the California School Dashboard because of the COVID-19 pandemic. Further information can be found on the CDE COVID-19 Accountability FAQs web page at <https://www.cde.ca.gov/ta/ac/cm/covid19faq.asp>. The CDE will continue to work with ED, SBE, and stakeholders to determine the best method of using the 2021–22 Summative ELPAC results in the ELPI report.

For more information regarding the use of the ELPI, refer to the CDE ELPI Calculation web page at <https://www.cde.ca.gov/ta/ac/cm/elpiratecal.asp>.

##### Audio Capture and Score Calibration

The California State Board of Education (SBE) approved the high-level test design of the computer-based ELPAC in May 2018, which required that the testing contractor collect student voice-capture responses for the Speaking domain.

Although all LEAs will be participating in this collection, only a small sample of student responses will be scored and evaluated to ensure that ELPAC TEs across the state are calibrated to ensure consistency in scoring. Information gathered during this process will be used to improve training for future administrations. Upon completion, all student responses will be purged from the system.

**Local scoring in the moment will not be impacted.**

### Initial and Summative ELPAC Domains and Task Types

The ELPAC assesses K–12 students who are EL in California public schools in four domains: Listening, Speaking, Reading, and Writing.

#### Initial ELPAC

The task types assessed in each of the Initial ELPAC domains are listed in tables 15–18, starting below.

**Table 15.** Listening Task Types—Initial ELPAC

| Listening Task | K | Grade 1 | Grade 2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
| --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Yes | Yes | Yes | Yes | Yes | Yes |
| Listen to a Classroom Conversation | No | No | No | Yes | Yes | Yes |
| Listen to a Story | Yes | Yes | Yes | Yes | No | No |
| Listen to an Oral Presentation | Yes | Yes | Yes | Yes | Yes | Yes |
| Listen to a Speaker Support an Opinion | No | No | No | No | Yes | Yes |

**Table 16.** Speaking Task Types—Initial ELPAC

| Speaking Task | K | Grade 1 | Grade 2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
| --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | Yes | Yes | Yes | Yes | Yes | Yes |
| Speech Functions | No | No | No | Yes | Yes | Yes |
| Support an Opinion | Yes | Yes | Yes | Yes | No | No |
| Retell a Narrative | Yes | Yes | Yes | No | No | No |
| Summarize an Academic Presentation | No | No | No | No | Yes | Yes |

**Table 17.** Reading Task Types—Initial ELPAC

| Reading Task | K | Grade 1 | Grade 2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
| --- | --- | --- | --- | --- | --- | --- |
| Read-Along Word with Scaffolding | Yes | No | No | No | No | No |
| Read-Along Story with Scaffolding | Yes | Yes | No | No | No | No |
| Read-Along Information | No | Yes | No | No | No | No |
| Read and Choose a Word | No | Yes | Yes | No | No | No |
| Read and Choose a Sentence | No | No | Yes | Yes | Yes | Yes |
| Read a Short Informational Passage | No | No | Yes | Yes | Yes | Yes |
| Read a Literary Passage | No | No | Yes | No | No | No |

**Table 18.** Writing Task Types—Initial ELPAC

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

#### Summative ELPAC

The task types assessed in each of the Summative ELPAC domains are listed in tables 19–22, starting below.

**Table 19.** Listening Task Types—Summative ELPAC

| Listening Task | K | Grade 1 | Grade 2 | Grades 3–5 | Grades 6–8 | Grades 9–10 | Grades 11–12 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Listen to a Classroom Conversation | No | Yes | Yes | Yes | Yes | Yes | Yes |
| Listen to a Story | Yes | Yes | Yes | Yes | No | No | No |
| Listen to an Oral Presentation | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Listen to a Speaker Support an Opinion | No | No | No | No | Yes | Yes | Yes |

**Table 20.** Speaking Task Types—Summative ELPAC

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

**Table 21.** Reading Task Types—Summative ELPAC

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

**Table 22.** Writing Task Types—Summative ELPAC

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

### Overview of the Alternate ELPAC Program

This section covers information about the Alternate ELPAC including communication modes, task types, who takes the assessment, how it is administered, and results.

#### Initial and Summative Alternate ELPAC

The Initial Alternate ELPAC will become operational on July 1, 2022, and the Summative Alternate ELPAC on February 1, 2023.

The operational field-testing window for the Alternate 2021–22 ELPAC is November 1, 2021, through February 15, 2022.

The Alternate ELPAC consists of:

* the Initial Alternate ELPAC which will provide information to help the individualized education program (IEP) team determine a student’s initial classification as an EL student or as an IFEP student; and
* the Summative Alternate ELPAC which provides information on annual student progress toward ELP and supports IEP team decisions on student reclassification as fluent English proficient.

After taking the Initial Alternate ELPAC, if a student has been identified as an EL student, the LEA is required to administer the Summative Alternate ELPAC annually until the student meets the reclassification criteria, outlined on page 39.

Students who are identified as EL should be provided available language acquisition programs to support instruction in conjunction with special education services for the purpose of increasing language acquisition skills to promote independence, self-advocacy, and access to academic content.

#### Structure

This section provides information about communication modes and task types of the Alternate ELPAC.

##### Communication Modes

Individually preferred communication modes are the ways in which a student typically comprehends and expresses information in everyday home and classroom contexts.

These communication modes include the four language domains of Listening, Reading, Speaking, and Writing. However, not all students can process information through both listening and reading (receptive) or can communicate through both speaking and writing (expressive).

Instead, a student may use sign language, eye gaze, pointing, gestures, alternative communication devices, or other alternate modes to comprehend and express information.

To ensure that EL students with the most significant cognitive disabilities can fully access and participate in the Alternate ELPAC, the four domains are assessed via the students’ individually preferred receptive and expressive communication modes. Such a design (i.e., one that helps ensure the maximum participation of all eligible test takers) helps to eliminate the need to provide domain exemptions.

The Alternate ELPAC is an untimed test and should be administered one-on-one; all students should be provided with as much time and as many breaks as necessary. Students may use, but are not limited to, the following responses:

* Pointing
* Selecting the response area
* Circling
* Verbal communication
* Written communication
* Sign language
* Eye gaze
* Facial expression
* Gestures
* Picture exchange system
* Drawing
* Assistive technology and augmentative and alternative communication (AAC) device

**Note: depending on a student’s individually preferred communication mode, the student may use any of the above communication modes to respond to a receptive or expressive test item. For this reason, the Alternate ELPAC test examiner must be familiar with student’s preferred communication mode, and may offer additional options for individualization on specific test questions.**

###### Individualization

Optional individualization provides the use of real objects, manipulatives, or picture cards. The student is given the real object or manipulatives during the reading of the story or the answer options to allow the student access to more concrete, hands-on materials. For some questions, a set of picture cards can be printed for student use or can be programmed into a student’s AAC device. Using optional individualization for students who need it will allow for the testing experience to more closely mirror instruction that the student receives in the classroom.

##### Item and Task Types

**The Alternate ELPAC consists of receptive (Listening and Reading) and expressive (Speaking and Writing) item types.**

The use of receptive and expressive item types on the Alternate ELPAC allows maximum flexibility for students to demonstrate their English proficiency through the means most consistent with how they are able to communicate in the classroom, inclusive of listening, reading, speaking, and writing as well as alternate modes of communication.

Therefore, on the Alternate ELPAC:

* Receptive test items are those that require students to demonstrate their comprehension of a stimulus by selecting a response from two or three options; the student is not required to generate any language.
* Expressive test items are those that require students to communicate to others their understandings and ideas related to the stimulus using their individually preferred expressive mode of communication.

###### Integrated Task Types

The Alternate ELPAC assesses the four domains of Listening, Reading, Speaking, and Writing in an integrated manner—a single task type assesses multiple domains.

The term “task type” is used to categorize test items on the basis of their content and the evidence of student language proficiency they are designed to gather (e.g., “Recognize and Use Common Words”).

**Each Alternate ELPAC task type contains multiple item types.**

###### Standards and Connectors

The Alternate ELPAC is aligned with the 2012 California English Language Development Standards (2012 ELD Standards) via the English Language Development Connectors (ELD Connectors). The Initial and Summative Alternate ELPAC follow a single test blueprint, as described in the High-Level Test Design for the Alternate English Language Proficiency Assessments for California.

The test questions, or items, within a task type are aligned with one or more of the primary and secondary ELD Connectors (Available at <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf> in the appendix of the Alternate ELPAC Test Blueprint).

The Alternate ELPAC balances maximum accessibility while maintaining the intended construct(s) to be assessed as defined by the 2012 ELD Standards though reduced in depth, breadth, and complexity. The ELD Connectors were developed through collaboration among California educators, the CDE, and ETS research and assessment experts, as well as with guidance from the Test Design Advisory Team of four nationally recognized experts on the assessment of EL students with the most significant cognitive disabilities. The SBE approved the Alternate ELPAC high-level test design in May 2019, and the Test Blueprints were approved by the SBE in May 2020. The High-Level Test Design for the Alternate ELPAC is available under the “Technical Documents” section of the CDE Alternate ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp>.

###### Levels of Linguistic Complexity

Within the receptive and expressive test items, the Alternate ELPAC shows three levels of linguistic complexity: high, medium, and low. The expectations at each level were developed based on the proficiency level descriptors provided by the English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities (Council of Chief State School Officers, 2019) as well as the professional judgement of those who developed the ELD Connectors (California educators, CDE staff, and ETS staff, 2020). The ELD Connectors for the Alternate ELPAC are available under the “Technical Documents” section of the CDE Alternate ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp>.

#### Alternate ELPAC Overview

**Who Takes the Alternate ELPAC?** The Alternate ELPAC is administered to students:

* with the most significant cognitive disabilities;
* whose IEP team has designated the use of an alternate assessment; and
* who have been identified as EL students or potential EL students, pursuant to *EC* sections 313 and 60810.

**Similar to the Initial and Summative ELPAC, the Alternate ELPAC is administered to K–12 students who are EL (including students through 21 years of age).**

#### Administering the Alternate ELPAC

This section provides information about Alternate ELPAC administrators, estimated testing times, and administration methods.

##### Who Can Administer the Alternate ELPAC?

The Alternate ELPAC field tests are administered by trained TEs who:

* are employees of the LEA;
* are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency);
* have signed a security affidavit;
* certify that they have received formal Alternate ELPAC training; and
* are familiar with the student’s preferred modes of communication.

###### Test Duration

The Alternate ELPAC is an untimed test and should be administered one-on-one; all students should be provided with as much time and as many breaks as necessary. This operational field test has an estimated cumulative testing time of 40–60 minutes. This estimate includes the presentation of student directions, stories, and test questions; however, it does not include setting up and logging on to the TE’s device. Based on the task type, the approximate administration times are provided in table 23.

**Table 23.** Alternate ELPAC Estimated Testing Times by Task Types

| Task Type | Estimated Administration Time |
| --- | --- |
| Recognize and Use Common Words | 4–8 minutes |
| Communicate About Familiar Topics | 4–8 minutes |
| Understand a School Exchange | 4–6 minutes |
| Describe a Routine | 10–12 minutes |
| Understand and Express an Opinion | 5–8 minutes |
| Interact with a Literary Text | 6–9 minutes |
| Interact with an Informational Text | 7–10 minutes |

For the most up-to-date estimated testing times for the Alternate ELPAC, refer to the Alternate ELPAC Test Administration web page at <https://www.elpac.org/test-administration/alternate/>.

###### Administration Method

The Alternate ELPAC should be administered in person by a trained TE who is familiar with the students’ preferred mode of communication. The Alternate ELPAC allows for an individualized testing experience, in some cases through the use of manipulatives, and provides a wide range of specialized accessibility resources that are available on the basis of individual student need.

##### “Alternate for All” in CAASPP and ELPAC

With the launch of the Alternate ELPAC operational field test there are some important changes that LEA ELPAC coordinators, testing coordinators, administrators, educators, and case managers must take into consideration. These changes are enhancements in the test assignments of alternate assessments for the California Assessment of Student Performance and Progress (CAASPP) and ELPAC, which are available in the TOMS.

**Students who were assigned to take the Alternate ELPAC will be automatically assigned to take the alternate assessments in the CAASPP.**

This is also known as the “Alternate for All” logic. Case managers should take this into account when completing IEPs for the 2021–22 ELPAC and CAASPP administrations.

#### Results of the Alternate ELPAC

Note: ELPAC results are used to measure ELP, not academic achievement.

##### Initial Alternate ELPAC Results

**The Initial Alternate ELPAC results will be used to identify EL students who need to develop their skills in English.**

This information, used with other local assessments, assists LEAs and schools to identify programs and services options related to ELD instruction for new students who are identified as EL students. The Initial Alternate ELPAC results also are used to identify students who are IFEP but may still benefit from further linguistic support in order to learn adapted grade-level content in English.

##### Summative Alternate ELPAC Results

**The Summative Alternate ELPAC results will be used to determine how well EL students are progressing annually toward ELP, and to assist LEAs and schools in the ongoing process of program monitoring and evaluation until reclassification.**

Information about reporting results to parents and guardians is provided on page 53. The Alternate ELPAC Operational Field Test results from the 2021–22 administration year will be used to inform test development of the 2022–23 Initial and Summative Alternate ELPAC.

##### California School Dashboard

The CDE intends to work with the Technical Design Group, ELPI Workgroup, and the SBE to determine the most valid and reliable way to incorporate the Summative Alternate ELPAC results into the ELPI once the assessment is operational.

##### Reclassification

Guidance for reclassification will be available on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/index.asp> once approved. Note that the results of the Summative ELPAC (general population) and Alternate ELPAC (EL students with the most significant cognitive disabilities) should not be compared because these have different performance level descriptors (refer to page 56 for details).

### Alternate ELPAC Task Types

Each Alternate ELPAC task type includes both expressive and receptive items. Table 24 lists the task types, their descriptions, and their correlating number of items and number of points.

**Table 24.** Alternate ELPAC Task Types

| Task Type | Task Description | Number of Items and Points |
| --- | --- | --- |
| Recognize and Use Common Words | The student observes one to three photos of common nouns or objects. (If a student has a visual impairment, the gives the student real objects or manipulatives.) | 2 items, 2–3 points |
| Communicate About Familiar Topics | The student is presented with a brief story of one to three sentences about a familiar topic. A photo or illustration is included for context and support. | 2 items, 2–3 points |
| Understand a School Exchange | The student is presented with a story related to a school or classroom activity with at least two characters. | 4 items, 4–5 points |
| Describe a Routine | The student is presented with a story related to familiar school or classroom routine. | 4 items, 4–5 points |
| Understand and Express an Opinion | The student is presented with a story that describes a situation in which two or more characters make a choice and give a reason(s) or fact(s) for the choice. | 4 items, 6 points |
| Interact with a Literary Text | The student is presented with a simple narrative on a familiar topic. | 4 items, 5 points |
| Interact with an Informational Text | The student is presented with an informational passage on a familiar or unfamiliar topic. | 4 items, 5 points |

### Additional Guidance

The CDE and its testing contractor will provide guidance documents and other resources as well as the responsiveness needed to make critical decisions that impact students and families.

Please check the following resources regularly as they are constantly updated with valuable and timely information:

* CDE website: [https://www.cde.ca.gov](https://www.cde.ca.gov/)
* CDE ELPAC web page: <https://www.cde.ca.gov/ta/tg/ep/>
* ELPAC website: [https://www.elpac.org](https://www.elpac.org/)
* CDE English Learners web page: <https://www.cde.ca.gov/sp/el/>
* CDE Alternate Assessment IEP Team Guidance web page: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>
* CDE Assessment Spotlight web page: <https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight.asp>
* CDE Facebook web page: <https://www.facebook.com/CAEducation/>
* CDE Twitter web page: <https://www.twitter.com/CADeptEd>
* CDE Assessment Division Twitter web page: <https://twitter.com/CDEAssessments>

## Section 2 Program Assistance for County, LEA, and School Staff

Initial Identification of English Learner Students

Assessing Students with Disabilities

Guidelines for Reclassification

### Initial Identification of English Learner Students

This section describes the process for identifying English learner (EL) students.

#### Step 1. Determination of Students’ Primary Language

One of the purposes of the English Language Proficiency Assessments for California (ELPAC) is to identify students who are EL students[[3]](#footnote-4).

The term “English learner,” when used with respect to an individual, means an individual:

* who is aged three through twenty-one;
* who is enrolled or preparing to enroll in an elementary school or secondary school;
* who was not born in the United States or whose native language is a language other than English;
  + who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency (ELP);

or

* + who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
* whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  + the ability to meet the challenging State academic standards;
  + the ability to successfully achieve in classrooms where the language of instruction is English; or
  + the opportunity to participate fully in society. (Elementary and Secondary Education Act [ESEA] Section 8101[20])

##### Student and Parent Rights

The US Department of Education (ED), Office for Civil Rights and the US Department of Justice have determined that **it is a student’s right to be identified as an EL student so as to receive appropriate services and access to content instruction.**

The parent has the right to opt out of such services and programs, and to select program options. The parent cannot keep the student from learning English and from services designed for the student to access instruction and meet the academic goals established for all other students. For further information, please refer to the ED Ensuring English Learner Students Can Participate fact sheet at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

##### Identifying Eligibility for Initial ELPAC

For all students in kindergarten through grade twelve (K–12), upon first enrollment in a California public school, the local educational agency (LEA) uses a standardized procedure to determine if a language other than English is present in the home.

**This procedure begins with a home language survey (HLS).**

A sample HLS is available on the CDE English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/elforms.asp>.

**Step 1**: The HLS is completed by the parent or guardian at the time the student is initially enrolled in a California public school.

* The HLS should not be readministered every year, even if a student enrolls in a new LEA in California.

**Step 2**: LEAs will populate the primary language field in their student information system, which feeds into the California Longitudinal Pupil Achievement Data System (CALPADS).

Note: The term primary language does not mean the language used the most, rather it refers to the language other than English regardless of the proficiency in that language.

**Step 3**: Parents must be notified in writing that their child will be administered the Initial ELPAC immediately upon determining the results of the HLS.

###### Interpreting the Home Language Survey

The California State Board of Education (SBE) approved the following guidelines for interpreting the survey:

* If a language other than English is indicated on any of the first three questions, the student is to be tested with the Initial ELPAC.
  + Note: If American Sign Language is identified as the student’s primary language, refer to the next subsection (below) for further information.
* If a language other than English is indicated on the fourth question, the student may be tested at the LEA’s discretion upon receipt of more information.
  + Further information may be collected in the form of a follow-up conversation with the parent or guardian regarding the student's interaction with the language other than English.
  + The LEA should take steps to ensure the student's right to be identified as an English learner when appropriate is not compromised.

###### Correcting the Home Language Survey

After the administration of the Initial ELPAC, but before the administration of the Summative ELPAC, parents or guardians and district staff may request a correction of classification based on evidence collected.

A parent or guardian may make a request to change the HLS prior to the administration of the Initial ELPAC, if the HLS was completed incorrectly because the student does not have any other language in their experience.

However, once a student is identified as an EL student on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the determination of the student’s primary language.

For more information, refer to “Correction of Classification Errors” on page 34.

##### American Sign Language

Considerations for students who use American Sign Language (ASL) vary depending on the presence of another primary language.

###### ASL With No Other Primary Language

For purposes of ELPAC testing and English learner services, ASL, in and of itself, is not considered a “language other than English,” according to the ED. **Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing.** For a student who uses ASL for communication because of deafness or hearing impairment and for whom there is another language other than English indicated on the student’s HLS, the individualized education program (IEP) team should consider:

* ELPAC testing with appropriate universal tools, designated supports, and accommodations; or
* alternate assessment(s).

###### ASL With Another Primary Language

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

#### Step 2. Administration of the Initial ELPAC

LEAs are required to administer the Initial ELPAC to any newly enrolled student for whom a primary language other than English has been established. **Parents or guardians cannot opt out of the administration of the Initial ELPAC**.

##### Scoring the Initial ELPAC

After a student is administered the Initial ELPAC, LEA staff will use the Data Entry Interface (DEI) and Teacher Hand Scoring System (THSS), found in the Test Operations Management System (TOMS), to enter scores into the system for Writing and Speaking domains.

###### Speaking

The Speaking domain for all grade levels will be scored locally and in the moment by test examiners (TEs) and entered in the DEI.

###### Writing

The kindergarten through grade two Writing domain responses in the Answer Book will be scored by trained TEs using the rubrics provided in the *Directions for Administration*. These scores will then be entered in the DEI.

Students in grades three through twelve will enter their Writing responses directly into the test delivery system. These responses will be locally scored by trained TEs in the THSS.

###### Listening and Reading

The Listening and Reading domain responses are machine-scored in the test delivery system after a test is submitted.

##### Initial ELPAC Scores and ELAS Status

Once all domains are entered, the system will calculate the official Initial ELPAC score, and an English Language Acquisition Status (ELAS) will be determined.

The Initial ELPAC has three performance level descriptors:

* initial fluent English proficient (IFEP)
* intermediate EL
* novice EL

Table 25, on page 56, provides full descriptions of these performance levels.

##### IFEP and EL Status

**IFEP:** Students in K–12 are considered to be English proficient when the Initial ELPAC Overall score is in the IFEP range. These students will not need to take the Summative ELPAC and will not require EL programs and services.

**EL:** Students in K–12 are considered to be English learners when the Initial ELPAC Overall score is in the intermediate or novice range. These students will need to take the Summative ELPAC and will receive EL programs and services.

##### Correction of Classification Errors

LEAs have the ability to make corrections to classifications in the CALPADS in response to errors based on parents’ or guardians’ responses to the HLS, the administration of the ELPAC to ineligible students, or additional evidence collected by the LEA to support corrections of classifications[[4]](#footnote-5).

Note: an LEA may submit corrections in the CALPADS only for students who are currently enrolled in that LEA. Once a student’s ELAS has been identified, it will follow the student from one California public school to another.

The three categories in which a correction process may take place are known as Correction A, Correction B, and Correction C, each of which addresses a particular scenario. In addition to the three categories, the regulations describe the evidence that must be collected in Section D, while Section E provides guidance on the student's ELAS during the correction process.

###### Correction A

This section provides information about the regulation of, and LEA actions required in, Correction Process A.

Regulation

If a student is classified as English only (EO) but the LEA has an indication that the student’s primary or native language is not English and the student is unable to perform ordinary classroom work in English, the LEA may collect and review evidence.

Based on this review, the LEA shall determine whether the student shall be administered the Initial ELPAC in order to determine the student’s classification.

Timeframe

At least 10 calendar days prior to administration of the Initial ELPAC, the LEA shall notify the student’s parent or guardian, in writing, that the student will be assessed. If the Initial ELPAC is administered and the student does not meet the Initial ELPAC criterion for proficiency, the LEA shall classify the student as an EL student. 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.

LEA Action

The Correction A process can be used in changing the ELAS from EO to “to be determined” (TBD), which will then allow the LEA to administer the Initial ELPAC.

CALPADS Code

This correction is also known as the CALPADS correction code 1 (Evidence of Non-English Primary Language).

###### Correction B

This section provides information about the regulation of, and LEA actions required in, Correction Process B.

Regulation

If an LEA administers the Initial or Summative ELPAC to a student who is not eligible for the assessment, the student’s classification shall remain unchanged regardless of the assessment results, and the LEA shall not maintain any such results as student records, including in the CALPADS.

Timeframe

The student’s parent or guardian or a certificated employee of the LEA may request this correction. Based on the evidence collected and reviewed, the LEA shall determine whether the student’s classification should remain unchanged or be changed. The LEA shall notify the student’s parent or guardian in writing of the results within 14 calendar days of its determination.

LEA Action

Classification errors due to administration errors in the reporting of student’s primary language in the student information system can occur after the administration of the Initial or Summative ELPAC.

For example, if a student’s HLS indicated EO but the LEA incorrectly entered a language other than English and subsequently assessed the student on the Initial or Summative ELPAC.

CALPADS Code

This correction is also known as the CALPADS correction code 4 (Ineligible Student Tested).

Started or Completed Assessments

For students who have started or completed the Initial or Summative ELPAC within the testing window, the LEA ELPAC coordinator will need to file a Security and Test Administration Incident Reporting System (STAIRS) case to remove the results.

For students where the correction is submitted outside of the testing window, previous Initial or Summative ELPAC results will remain on the publicly reported websites:

* California Educator Reporting System (CERS)
* Test Results for California’s Assessments website at   
  <https://caaspp-elpac.cde.ca.gov/>

###### Correction C

This section provides information about the regulation of, and LEA actions required in, Correction Process C.

Regulation

Following the administration of the initial assessment to a pupil, but before the administration of the summative assessment to that pupil, upon request from the pupil's parent or guardian or a certificated employee of the LEA, an LEA shall collect and review evidence, as described in subdivision (d), about the pupil's ELP.

Timeframe

Based upon its review of the evidence, the LEA shall determine whether the pupil's classification should remain unchanged or be changed. The LEA shall notify the pupil's parent or guardian in writing of the results of the review within 14 calendar days of its determination.

This review shall occur only once over the course of the pupil's enrollment in the California public school system.

LEA Action

LEAs should refer to Section D below for information on what type of evidence can be considered for this correction. Correction Process C can be used in changing the ELAS from EL to IFEP or from IFEP to EL.

CALPADS Code

This correction is also known as the CALPADS correction code 5 (Evidence for EL or IFEP).

* For students that were timid during the Initial ELPAC administration and are classified as an EL, but further evidence is collected that demonstrates the student’s ability to listen, speak, read, and write in English in the classroom, this correction may be used. This correction of classification process must be completed before the administration of the Summative ELPAC. Students’ record of Initial ELPAC score will be maintained in the TOMS and the ELAS will be corrected as IFEP in the CALPADS. Scores will also be included in end of year reporting.
* For students who participated in the Rotating Score Validation Process (RSVP) and whose comparison results indicate a change in ELAS, LEAs may use this correction along with other local measures to support the change in classification.

###### Section D

Evidence about the ELP of a student for purposes of corrections shall include:

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

###### Section E

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

###### Additional Guidance

Specific regulatory language regarding the correction of classification errors can be found in the ELPAC regulations, 5 *CCR* Section 11518.20, on the Westlaw *CCR* Subchapter 7.6: ELPAC web page at <https://bit.ly/2BaCcTl>.

#### Step 3. Determining Program Services for English Learners

This section provides information about the Initial ELPAC and Summative ELPAC determination of program services processes.

##### Initial ELPAC Determination Process

Initial ELPAC determination is a multiple-step process, as outlined below.

1. Student has a language other than English as indicated on the HLS.
2. Parent/guardian is notified in writing.
3. Initial ELPAC is administered.
4. Parent/guardian is notified of results, which will be either:
   1. EL, resulting in EL services; or
   2. IFEP, resulting in placement in regular instruction.

As noted previously, LEAs must administer an HLS to all students enrolled for the first time in a California public school. If the results of the HLS identify a language other than English, the Initial ELPAC shall be administered. Parents and guardians must be notified in writing that their child will be assessed immediately.

**The Initial ELPAC is administered for the purpose of classifying students, resulting in one of two English language acquisition statuses: IFEP or EL.**

###### IFEP Classification

In the event of IFEP classification, the student is considered to have met English proficiency, and no further testing is required. A regular instructional program is to be implemented, and no ELD services are to be provided.

If the student struggles to perform in the classroom later in their educational career or if the LEA receives a contradictory score as part of the RSVP and determines that the student should be classified as an EL student, the LEA can use the contradictory score as part of the evidence to initiate a correction of classification process.

###### EL Classification

In the event of EL classification, an appropriate EL program with services is to be implemented with the parent’s or guardian’s choice. The student’s progress is then assessed annually with the administration of the Summative ELPAC. Refer to page 11 for more information.

A parent/guardian or a certificated employee of the LEA may request a correction of classification prior to the administration of the Summative ELPAC. Refer to the correction of classification process, as detailed on page 34.

##### Summative ELPAC Determination Process

Summative ELPAC determination is a multiple-step process, as shown below.

1. Student is identified as an English learner.
2. They are assessed annually, until reclassified.
3. When reclassification occurs, they receive regular instruction with monitoring for four years.

Students identified as English learners must be annually assessed to determine their ELP to measure their progress and receive appropriate EL services and programs on the basis of the results of the assessment and other local measures. The Summative ELPAC is administered to EL students annually until they meet all four reclassification criteria and are reclassified as fluent English proficient (RFEP).

###### Reclassification

Refer to the guidelines for reclassification, beginning on page 39, for more information. Once a student has been reclassified, an instructional program without EL services must be implemented, and the student’s progress is monitored for the four years following reclassification. LEAs are encouraged to reclassify their students as soon as all reclassification criteria are met.

### Assessing Students with Disabilities

This section provides information about federal guidance for learners with disabilities, the role of IEP teams, and the California Assessment Accessibility Resources Matrix.

#### Federal Guidance for Learners with Disabilities

All EL students with disabilities are required to participate in the state ELP assessment, in accordance with the ED guidance issued in July 2014.

Federal law requires that those students 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 a locally determined alternate assessment in lieu of the Initial ELPAC that is 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
* In the Alternate ELPAC in lieu of the Summative ELPAC that is aligned with the state’s ELD standards via the ELD Connectors, if the IEP team determines that the student is identified as having the most significant cognitive disabilities and is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

#### Role of the IEP Team

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

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

* **Making decisions about the content of a student’s IEP**, including whether a student must take a regular state assessment (in this case, the ELP assessment), with or without appropriate universal tools, designated supports and/or accommodations, or a locally determined alternate assessment in lieu of the Initial ELPAC, or the Alternate ELPAC in lieu of the regular Summative ELPAC (ED, July 2014, question number four in the ED Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments document at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>).
* **Developing an IEP for each student with a disability**, including each EL student with a disability, at an IEP team meeting, which includes school officials and the student’s parents or guardians. The Individuals with Disabilities Education Act (IDEA)[[5]](#footnote-6) specifies the participants to be included on each student’s IEP team. It is essential that IEP teams for EL students with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, question number five in the ED Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools document at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/doe-doj-eff-comm-faqs.pdf>).
* **Ensuring that EL students’ parents or guardians understand and are able to meaningfully participate in IEP team meetings** at which the student’s participation in the annual state ELP assessment is discussed. If a parent or guardian whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action is necessary to ensure that the parent or guardian understands the proceedings of the IEP team meeting, including arranging for an interpreter[[6]](#footnote-7). When parents or guardians themselves are not fluent in English, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with them in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, question number six in the ED Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments document at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>).
* **Ensuring that all EL students, including those with disabilities, participate in the annual state ELP assessment**, with or without universal tools, designated supports, and accommodations or take an appropriate, locally determined alternate assessment for the Initial ELPAC or the Alternate ELPAC for the Summative ELPAC, if necessary[[7]](#footnote-8). An IEP team cannot determine that a particular EL student with a disability should not participate in the annual state ELP assessment (ED, July 2014, question number seven in the ED Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools document at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/doe-doj-eff-comm-faqs.pdf>).

**However, IEP teams can make the determination, on a student-by-student basis, that the Alternate ELPAC may be administered instead of the Summative ELPAC.**

##### Administration of the ELPAC

The initial and summative administrations of the ELPAC are the responsibilities of the LEA[[8]](#footnote-9).

Most students with disabilities are able to participate effectively on the ELPAC. For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend accommodations or a locally determined alternate assessment for the Initial ELPAC or the Alternate ELPAC for the Summative ELPAC[[9]](#footnote-10).

###### Accessibility Resources

Approved universal tools, designated supports, and accommodations are listed in the California Assessment Accessibility Resources Matrix, which is posted on the CDE CA Assessment Accessibility Resources Matrix web page at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>. This information applies to both the Initial and Summative ELPAC and to paper-based and computer-based administrations.

The initial determination of whether a student is a student with a disability takes into consideration existing data, which includes data related to LEA and statewide assessments[[10]](#footnote-11). For those who participate in programs for students with disabilities, the LEA may be a school district, an independent charter school, the county office of education, or a state special school.

###### Domain Exemptions

When a student’s IEP or Section 504 plan specifies that the student has a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains, the student shall be assessed in the remaining domain(s) in which it is possible to assess the student.

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.

**A domain exemption for the identified domains is assigned in the testing system by the LEA.**

##### Administration of the Alternate ELPAC

When an EL student with disabilities is not able to take the ELPAC, that information is shared at the IEP team meeting. IEP team members may determine that alternate assessments are appropriate and necessary based on Alternate Assessment IEP Team Guidance located on the CDE IEP Team Guidance web page at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Per the ED, the alternate assessment must be aligned with the ELD Standards. The results of alternate assessments and/or the ELPAC are part of the current levels of performance contained in the IEP. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals[[11]](#footnote-12).

###### Locally Determined Alternate Assessment for the Initial ELPAC

If an IEP team determines that a student should be administered a locally determined alternate assessment, students will receive the lowest obtainable scale score (LOSS) on each domain affected because it fundamentally alters what the Initial ELPAC measures.

**Caution should be used when interpreting results because the LOSS on one or more domains may lower the Overall performance level on the Initial ELPAC.**

Because of the unique nature of individual students’ disabilities, the California Department of Education (CDE) does not make specific recommendations as to which locally determined alternate assessment instruments to use for the initial ELPAC.

###### Alternate ELPAC Operational Field Test

**The CDE does require current English learner students with the most significant cognitive disabilities, as determined by their IEP team, to take the Alternate ELPAC beginning in 2021–22. The testing window for the Alternate ELPAC operational field test is November 1, 2021 through February 15, 2022.**

Prior to the operational field-testing window, the LEA must use a locally determined alternate assessment in lieu of the Initial ELPAC, as identified in a student’s IEP. The LEA must ensure that the IEP team includes an individual who can interpret the instructional implications of evaluation results (e.g., an ELD specialist to interpret ELPAC results[[12]](#footnote-13)).

Identified EL students with disabilities must take the Alternate ELPAC every year until they are reclassified, as documented in their IEP. Case managers should remember that students who are assigned to take the Alternate ELPAC will also be assigned to take the alternate assessments in CAASPP. For more information, refer to page 25 for the "Alternate for All” in the California Assessment of Student Performance and Progress (CAASPP) and ELPAC.

##### Selective Mutism

Although the CDE does not make specific recommendations about accommodations or alternate assessments, it has received a number of inquiries regarding students identified as selectively mute. Therefore, additional information is provided here for local consideration.

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

A student with selective mutism consistently fails to speak in certain situations (e.g., at school); however, the student speaks at other times (e.g., at home or with friends). Selective mutism may cause significant interference with educational or communicative functioning.

This diagnosis excludes students who may be uncomfortable with a new language and may select not to speak in specific environments. A nonverbal period (silent period) of time is to be expected in students acquiring a new language and should, therefore, not be mistaken for selective mutism.

Additional information regarding selective mutism can be found on the American Speech-Language-Hearing Association website at <https://www.asha.org/>.

#### The California Assessment Accessibility Resources Matrix

The California Assessment Accessibility Resources Matrix displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the CAASPP and ELPAC Systems for 2021–22. The appropriate use of UDAs on CAASPP and ELPAC tests is restricted to only those identified in this document.

The matrix is available on the CDE Accessibility Resources Matrix web page at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>.

##### Embedded vs. Non-Embedded Resources

**Embedded** resources are digitally delivered as part of the technology platform for the computer-based tests.

**Non-embedded** resources are available when provided by the LEA for either computer-administered or special-form tests, such as braille and large print.

### Guidelines for Reclassification

The Summative ELPAC became operational on February 1, 2018. Then, in November 2018, the SBE approved revised 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 threshold scores, which are reported on a four-performance-level scale, have been used by LEAs to determine the level designation for ELP since the 2018–19 Summative ELPAC administration.

The scale score ranges for that administration are available under the “Scores and Results Reporting” section of the CDE Summative ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/summativeelpac.asp>.

In January 2019, on the basis of the revised 2018–19 Summative ELPAC threshold scores, the SBE approved the use of ELPAC overall performance level 4 as the statewide standardized ELP criterion (Criterion 1) for reclassification beginning with the 2018–19 Summative ELPAC administration for K–12.

**Criterion 1 is now standardized. Criteria 2, 3, and 4 continue to be locally determined.**

For the most current information, refer to the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>.

#### Reclassification Criteria

The reclassification criteria set forth in *EC* Section 313 and 5 *CCR* Section 11303 remain unchanged. Any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for EL students[[13]](#footnote-14).

LEAs should continue using the following four criteria to establish reclassification policies and procedures:

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

##### Additional Guidance on Criterion 4

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 EL students who meet academic measures indicating they are ready to be reclassified. For all grade levels, LEAs must use the most recent local assessments or the Smarter Balanced Summative English language arts assessments.

This guidance can be found on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/>.

#### Applying the Four Criteria

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

* **For Criterion 1, Assessment of ELP**, use the Summative ELPAC results as the primary assessment of ELP. LEAs shall use overall performance level 4 (PL 4) as the determination that a student has met the ELP assessment criterion.
* **For Criterion 2, Teacher Evaluation**, use the student’s academic performance as evidence of curriculum mastery.
* **For Criterion 3, Parent Opinion and Consultation**, LEAs will initiate consultation with parents or guardians regarding their child’s ELP status and encourage them to participate in the reclassification process. Opportunities to consult with parents or guardians should include but are not limited to in-person, phone, or virtual meetings.
* **For Criterion 4, Comparison of Performance in Basic Skills**, identify local or state assessments that the LEA will use to determine whether EL students are meeting academic measures that indicate that language is not a barrier to academic achievement, that the student has reached a level of proficiency that allows the student to recuperate any deficit incurred while learning English, and thus is ready for reclassification to fluent English proficient.

##### Definitions for Criterion 4

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

* **Performance in basic skills**: the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessment, district benchmark).
* **Range of performance in basic skills**: a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
* **Students of the same age**: average native English speakers who are enrolled in the same grade level as the student who is being considered for reclassification.

###### Cut Scores for Assessments Used in Criterion 4

LEAs should identify cut scores, or a range of scores, on the selected assessment instrument to determine the skill levels comparable to average native English speakers, keeping the following in mind:

* Students with scores at or above the cut point selected by the LEAs should be considered for reclassification. Students have a civil right to be reclassified when they meet all four criteria.
* 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.

#### Monitoring of Reclassified Students

LEAs must monitor student performance for four years after reclassification to ensure students continue to make academic progress without EL services, in accordance with existing California regulations and Title III of the ESEA.

Additionally, California regulations specify that any local reclassification criteria must be reviewed by the school district committee on programs and services for EL students[[14]](#footnote-15).

**Questions about the reclassification policy should be directed to the CDE Language Policy and Leadership Office by phone at 916-319-0845.**

#### Reclassification of EL Students with Disabilities

**Students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities.**

IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP[[15]](#footnote-16).

In accordance with federal and state laws, the IEP team may address the individual needs of each EL student with a disability using multiple criteria in concert with the four reclassification criteria in *EC* Section 313(f).

**These four criteria are the minimum components required of an LEA’s local reclassification policy.**

Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student. For additional information, refer to “Assessing Students with Disabilities,” which begins on page 39.

##### Applying the Four Criteria

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

* **For Criterion 1: Assessment of ELP Using an Objective Assessment Instrument**, such assessment of ELP includes, but is not limited to, the Summative ELPAC or Alternate ELPAC. The IEP team can use the scores from an alternate assessment aligned with the 2012 California English Language Development Standards for reclassification purposes if the alternate assessment has been specified in the student’s IEP (refer to “Assessing Students with Disabilities," which begins on page 39).

An alternate assessment may be used to measure a student’s ELP on any or all four domains in which the student cannot be assessed using the ELPAC. For further information, refer to the addendum to “September 23, 2016 Non-Regulatory Guidance: ELs and Title III of the ESEA, as amended by the ESSA” at <https://www2.ed.gov/policy/elsec/leg/essa/elandiitleiiiaddendum1219.pdf>.

For purposes of state and federal accountability requirements, a student assessed with an alternate assessment will receive the LOSS on the ELPAC for each domain tested with an alternate assessment. The IEP team, however, may use results from the alternate assessment or ELPAC administration with accommodations in conjunction with the other three required criteria described below (“Teacher Evaluation,” “Parent Opinion and Consultation,” and “Comparison of Performance in Basic Skills”) to determine a student’s eligibility for reclassification. Although the alternate assessment tests the student’s ELP in accordance with the student’s IEP, the alternate assessment results are not comparable to ELPAC results, in general, and are not for the purpose of Title I and state accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this document.

Note: Although the Alternate ELPAC will be administered in the 2021–22 school year from November 1, 2021, to February 15, 2022, results will not be available until late summer 2022. Guidance on the use of these scores for reclassification will be brought to the SBE at a later time.

* **For Criterion 2: Teacher Evaluation**, the LEA can use the student’s classroom performance information that is based on the student’s IEP goals for academic performance and ELD per *EC* Section 56345(a)(2) and 34 CFR Section 300.160(a).
* **For Criterion 3: Parent Opinion and Consultation**, the parent or guardian is a participant on the IEP team, is consulted, and is given the opportunity to offer opinion.
* **For Criterion 4: Comparison of Performance in Basic Skills**, the IEP team should specify in the student’s IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts) per *EC* Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of EL students with disabilities to those of native speakers of English with similar disabilities to determine whether an EL student with disabilities has sufficiently mastered the basic skills for reclassification consideration.

###### Selection of an Alternate Assessment

The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and the assessment needs specific to that student.

The IEP team must develop a written statement of why the student cannot participate in the regular Initial ELPAC and why the team has determined that a particular alternate assessment is appropriate for the student.

The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student’s capacities. For more information on Alternate ELPAC, refer to the overview on page 20.

## Section 3 Reporting and Using Individual Results

Reporting and Using Individual Results

Performance Level Descriptors

Scale Score Ranges for 2021–22 Results

### Reporting and Using Individual Results

This section provides information about timeframes for reporting results to families, Student Score Reports, and understanding test results.

#### Timeframe for Reporting Results to Families

State regulations require local educational agencies (LEAs) to provide individual Summative English Language Proficiency Assessments for California (ELPAC) results to parents or guardians within 30 calendar days after the LEA receives them from the testing contractor.

**Only authorized LEA personnel, the student, and parents or guardians may access the ELPAC results of individual students.**

If the Summative ELPAC results are received from the test contractor after the school year’s last day of instruction, 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[[16]](#footnote-17).

##### Title III

LEAs receiving Title III funds are required to inform parents or guardians[[17]](#footnote-18) of:

* the reasons for a student’s identification as an English learner (EL) on the basis of the student’s ELPAC results; and
* the available English language acquisition programs to support instruction.

This notification is to occur no later than 30 calendar days after the beginning of the school year or within two weeks of the student’s placement in the specified EL program after the beginning of the school year. Parents or guardians of EL students with an individualized education program (IEP) also must be notified as to how the recommended placement will help their child meet the objectives of the IEP.

Parents or guardians of English learners have a right to decline or opt their children out of a school’s EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school’s EL program or specific EL services, the children retain their status as English learners. The school remains obligated to ensure the students learn English and achieve academically until reclassified as fluent English proficient.

##### Resources for Communicating to Parents

Sample parent/guardian notification letters are provided on the California Department of Education (CDE) Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/lepparent.asp> and are currently available in English as well as 10 other languages.

#### Student Score Reports

This section provides information about Student Score Reports for the Initial ELPAC, Summative ELPAC, and Alternate ELPAC.

##### Initial ELPAC Student Score Reports

This section provides detailed information about Initial ELPAC Student Score Reports.

###### Official Student Score on the Initial ELPAC

The official score for the Initial ELPAC is produced once the student has completed all four domains and the LEA has entered the student’s Speaking and Writing raw scores in the Data Entry Interface (DEI) or Teacher Hand Scoring System (THSS).

**Individual student Initial ELPAC results include an overall scale score and two composite performance levels.**

The overall scale score indicates which of the three performance levels the student achieved:

* Initial Fluent English Proficient (IFEP)
* Intermediate EL
* Novice EL

Two composite performance levels are produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels for the composite scores are:

* beginning to develop;
* somewhat to moderately developed; or
* well developed.

###### Initial ELPAC Student Score Report

The Initial ELPAC Student Score Report includes the following information:

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

###### Initial ELPAC Scale Score Ranges and Performance Level Descriptors

The scale score ranges are the same for all grade levels and grade spans (refer to “Scale Score Ranges for 2021–22 Results,” which begins on page 59). They are used for identifying a student’s overall performance level, with the weighting percentages used to calculate the ranges.

Overall Initial ELPAC performance level descriptors for students in kindergarten through grade twelve (K–12) are presented in table 25, on page 56.

##### Summative ELPAC Student Score Reports

This section provides detailed information about Summative ELPAC Student Score Reports.

###### Official Student Score

The official score for the Summative ELPAC is produced by the test contractor.

**Individual student Summative ELPAC results include an overall scale score, two composite scale scores, and domain performance levels.**

Overall and Composite Level Scores indicate which of the four performance levels the student achieved:

* Well developed—level 4
* Moderately developed—level 3
* Somewhat developed—level 2
* Minimally developed—level 1

Domain performance levels are reported as:

* well developed;
* somewhat to moderately developed; or
* beginning to develop.

###### Summative ELPAC Student Score Report

The Summative ELPAC Student Score Report includes the following information:

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

###### Summative ELPAC Scale Score Ranges and Performance Level Descriptors

The scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grade levels tested (refer to “Scale Score Ranges for 2021–22 Results,” which begins on page 59). They are also used to identify a student’s overall performance level, with the weighting percentages used to calculate the ranges.

Overall Summative ELPAC performance level descriptors for K–12 are presented in table 26, on page 57.

##### Alternate ELPAC Student Score Reports

The Summative Alternate ELPAC Student Score Report was approved in 2020 by the California State Board of Education (SBE). The CDE anticipates that the threshold scores will be brought to the SBE for approval in May 2022 and that the Student Score Reports will be released in late August 2022.

Alternate ELPAC performance level descriptors are presented in table 27, on page 58.

#### Understanding Results

The ELPAC Starting Smarter website at [https://elpac.startingsmarter.org](https://elpac.startingsmarter.org/)/ is provided in English and Spanish to assist LEAs with communicating Initial, Summative, and Alternate ELPAC results to parents and guardians.

This website also provides:

* links to resources;
* sample Student Score Reports for the Initial ELPAC, Summative ELPAC, and Alternate ELPAC;
* information on how to interpret the reports; and
* domain-specific and overall test performance descriptors.

### Performance Level Descriptors

This section provides performance level descriptors for the Initial ELPAC, Summative ELPAC, and Alternate ELPAC.

#### Initial ELPAC Performance Level Descriptors

**Table 25.** Initial ELPAC Performance Level Descriptors

| Level | Description |
| --- | --- |
| **IFEP** | Students at this level have well-developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 English Language Development (ELD) Standards. |
| **Intermediate EL** | Students at this level have somewhat to moderately developed oral (Listening and Speaking) and written (Reading and Writing) skills. This level captures a broad range of EL students, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support necessary may be moderate, light, or minimal); they may require substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards. |
| **Novice EL** | Students at this level have minimally developed oral (Listening and Speaking) and written (Reading and Writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial to moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards. |

#### Summative ELPAC Performance Level Descriptors

**Table 26.** Summative ELPAC Performance Level Descriptors

| Level | Description |
| --- | --- |
| **4  Well Developed** | English learners at this level have well-developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 ELD Standards. |
| **3  Moderately Developed** | English learners at this level have moderately developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards. |
| **2  Somewhat Developed** | EL students at this level have somewhat developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate to light linguistic support to engage in familiar social and academic contexts; they need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low to middle range of the “Expanding” proficiency level as described in the 2012 ELD Standards. |
| **1  Beginning to Develop** | EL students at this level have minimally developed oral (Listening and Speaking) and written (Reading and Writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial to moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards. |

#### Alternate ELPAC Performance Level Descriptors

**Table 27.** Alternate ELPAC Performance Level Descriptors

| Level | Description |
| --- | --- |
| **Fluent English Proficient** | Students at this level have sufficient ELP. They may need occasional linguistic support to enable them to access adapted grade-level content in English. |
| **Intermediate EL** | Students at this level have moderate ELP. They may need frequent linguistic support to enable them to access adapted grade-level content in English. |
| **Novice EL** | Students at this level have minimal ELP. They need substantial linguistic support to enable them to access adapted grade-level content in English. |

### Scale Score Ranges for 2021–22 Results

Raw scores (the number of test questions answered correctly) should not be used to compare results from grade to grade or year to year. For the ELPAC, scale scores are derived from raw scores.

**Scale scores permit the direct comparison of test results from one administration of the ELPAC to another** unless there have been changes in the scoring ranges.

A threshold score, or cut point, is the scale score needed to reach a specified performance level. The Initial ELPAC and the Summative ELPAC are two separate assessments, based on two separate scales; therefore, the scale scores cannot be compared between the two assessments.

LEA staff can access student ELPAC results—except for the Initial ELPAC—in the California Educator Reporting System.

#### Initial ELPAC Overall Scale Score Ranges

This section provides information about overall scale score ranges for the Initial ELPAC.

##### Weighting

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

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

##### Overall Scale Score Ranges

The overall scale score ranges for the Initial ELPAC are presented in table 28, below.

**Table 28.** Initial ELPAC Score Ranges

| Grade | Novice EL | Intermediate EL | IFEP |
| --- | --- | --- | --- |
| K–12 | 150–369 | 370–449 | 450–600 |

#### Summative ELPAC Overall Scale Score Ranges

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

##### Weighting

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

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

##### Overall Scale Score Ranges

The overall scale score ranges for the Summative ELPAC are presented in table 29, below.

**Table 29.** Summative ELPAC Overall Scale Score Ranges

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

##### Composite Scale Score Ranges

The Overall score on the Summative ELPAC 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. Refer to tables 30 and 31.

**Table 30.** Summative ELPAC Oral Language Scale Score Ranges

| Grade Level | Level 1 | Level 2 | Level 3 | Level 4 |
| --- | --- | --- | --- | --- |
| K | 1150–1373 | 1374–1421 | 1422–1473 | 1474–1700 |
| 1 | 1150–1410 | 1411–1454 | 1455–1506 | 1507–1700 |
| 2 | 1150–1423 | 1424–1470 | 1471–1531 | 1532–1700 |
| 3 | 1150–1385 | 1386–1426 | 1427–1477 | 1478–1700 |
| 4 | 1150–1407 | 1408–1450 | 1451–1492 | 1493–1700 |
| 5 | 1150–1413 | 1414–1459 | 1460–1509 | 1510–1700 |
| 6 | 1150–1434 | 1435–1465 | 1466–1511 | 1512–1800 |
| 7 | 1150–1438 | 1439–1471 | 1472–1521 | 1522–1800 |
| 8 | 1150–1446 | 1447–1476 | 1477–1532 | 1533–1800 |
| 9 and 10 | 1150–1449 | 1450–1483 | 1484–1541 | 1542–1900 |
| 11 and 12 | 1150–1455 | 1456–1497 | 1498–1553 | 1554–1900 |

**Table 31.** Summative ELPAC Written Language Scale Score Ranges

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

#### Alternate ELPAC Scale Score Ranges

The Alternate ELPAC threshold scores will be included in the *2022–23 ELPAC Information Guide* upon the SBE’s approval.

## Appendices

Appendix A—Acronyms and Initialisms

Appendix B—Glossary

Appendix C—Contact Information for ELPAC-Related Questions

Appendix D—Online Resources

### Appendix A—Acronyms and Initialisms

CDE—California Department of Education

CERS—California Educator Reporting System

DEI—Data Entry Interface

DFA—Directions for Administration

EL—English learner

ELD—English language development

ELP—English language proficiency

ELPAC—English Language Proficiency Assessments for California

EO—English only

HLS—home language survey

IFEP—initial fluent English proficient

LEA—local educational agency

RFEP—reclassified as fluent English proficient

RSVP—Rotating Score Validation Process

STAIRS—Security and Test Administration Incident Reporting System

TAM—Test Administration Manual

TBD—to be determined

TDS—test delivery system

TE—test examiner

THSS—teacher hand scoring system

TOMS—Test Operations Management System

TRCS—technology readiness checker for students

For a complete list of acronyms and initialisms used by the CDE, visit the CDE Acronyms and Initialisms web page at <https://www.cde.ca.gov/re/di/aa/ap/index.asp>.

### Appendix B—Glossary

This glossary provides definitions for terms used frequently throughout this guide.

**accommodations**

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

**administration**

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

**Alternate English Language Proficiency Assessments for California (Alternate ELPAC)**

An assessment used to measure ELP for students with the most significant cognitive disabilities who have been identified as eligible in their IEP.

**California Educator Reporting System (CERS)**

California’s online educator reporting system. CERS provides teachers and schools with assessment results to help guide instruction.

**composite score**

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

**designated supports**

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

**domains**

The areas that are assessed by the ELPAC, which are Listening, Speaking, Reading, and Writing.

**Elementary and Secondary Education Act (ESEA)**

The federal ESEA, enacted in 1965, is the nation's national education law and shows a longstanding commitment to equal opportunity for all students. ESEA authorizes state-run programs for eligible schools and districts eager to raise the academic achievement of struggling learners and address the complex challenges that arise for students who live with disability, mobility problems, learning difficulties, poverty, or transience, or who need to learn English.

**English Language Proficiency Assessments for California (ELPAC)**

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

**ELPAC blueprints**

Blueprints that outline the specific ELD Standards tested and the number of questions included within each domain on the ELPAC for each grade level/grade span from kindergarten through grade twelve (K–12). The *Test Blueprints for the Initial English Language Proficiency Assessments for California* are posted on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinitialbluprt.pdf>, and the *Test Blueprints for the Summative English Language Proficiency Assessments for California* are posted on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummativebluprt.pdf>.

**ELPAC vertical scale**

The vertical scale used for the Summative ELPAC allows for the year-to-year comparisons of a student’s scale scores on each composite. A student’s scale score on the vertical scale can be compared from grade level to adjacent grade level regardless of grade span.

**English Language Development (ELD) Standards, 2012**

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

**English learner (EL) student**

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

**English Learner Progress Indicator (ELPI)**

The ELPI is one of the state indicators on the California School Dashboard. The ELPI measures EL progress toward ELP. LEAs and schools use this data in the ongoing process of program monitoring and evaluation. Due to the COVID-19 pandemic, the US Department of Education (ED) removed the requirement to report the ELPI on the California School Dashboard for the 2020–21 school year. Information on COVID-19 and accountability is available on the CDE COVID-19 Accountability FAQs web page at <https://www.cde.ca.gov/ta/ac/cm/covid19faq.asp>. The CDE will continue to work with the ED, California State Board of Education (SBE), and stakeholders to determine the best method of incorporating 2021–22 Summative ELPAC results into the ELPI reported on the 2022 California School Dashboard.

**Every Student Succeeds Act (ESSA)**

"ESSA is the federal law that reauthorizes the ESEA wherein lie definitions of federal programs for students. This law requires many things, one of which is the identification of English learners." ESSA requires states to administer a test to newly enrolled students with a language other than English to determine their level of English language fluency. In California, the Initial ELPAC serves this purpose. Students identified through the Initial ELPAC as English learners must be given the Summative ELPAC annually until they are reclassified as fluent English proficient.

**home language survey (HLS)**

A survey used to determine which students are to be assessment for ELP, with the possibility of being identified as an EL or IFEP student. Based on the responses in the HLS, students may be tested with the ELPAC to determine their level of ELP. The HLS is to be completed by the student’s parent or guardian at the time of the student’s first enrollment in a California public school. A sample HLS is available on the CDE English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/elforms.asp>. Note that federal and state laws require schools to identify English learners, as stated in California *Education Code* (*EC*) Section 52164.1(a). The HLS assists LEAs to identify who to assess and ultimately determine who is an EL.

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

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

**Initial ELPAC**

An initial assessment of English language fluency. The Initial ELPAC is first administered to students whose primary language is other than English within 30 calendar days of their enrollment.

**Initial ELPAC window**

The testing window that begins on July 1 and ends on June 30 of each school year. Note, however, that the LEA must assess a newly enrolled student, enrolled for the first time in a California public school, within 30 days of the student’s enrollment.

**initial fluent English proficient (IFEP)**

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

**local educational agency (LEA)**

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

**lowest obtainable scale score (LOSS)**

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

**performance levels**

The ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular ELP level. Students’ Initial ELPAC scores are identified as falling into one of three performance levels: IFEP, intermediate EL, or novice EL. Student Summative ELPAC scores are identified as falling into one of four performance levels: Level 4 (well developed), Level 3 (moderately developed), Level 2 (somewhat developed), or Level 1 (minimally developed).

**performance level threshold scores**

SBE-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.

**practice tests**

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

**primary language**

The language identified (by a parent or guardian at the local level) to be a student’s primary language based on information provided on the HLS upon the student’s first enrollment in a California public school. The term primary language does not mean the language used the most, rather it refers to the language other than English regardless of the proficiency in that language. This identification is done only once during the course of the student’s academic career, and the results of the survey are used to identify whether the student is to be assessed with the ELPAC.

**raw score**

The number of score points earned or answered correctly for each domain. Raw scores should not be used to compare results from grade to grade or year to year. (Refer also to “scale score.”)

**reclassification**

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

**reclassified fluent English proficient (RFEP)**

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

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

**research files**

Electronic reports available to LEAs once the data is verified and ready for public reporting. Both Summative ELPAC and Initial ELPAC reports are accessed through the CDE Test Results for California's Assessments (formerly known as Public Web Reporting) web page at <https://caaspp-elpac.cde.ca.gov/elpac/>.

**rotating score validation process (RSVP)**

The CDE identifies approximately 10 percent of LEAs to participate in the RSVP for Initial ELPAC. Participating LEAs return their scannable kindergarten through grade two Writing Answer Books to the testing contractor. The purpose of this process is to generate a comparison report of item statistics for the Initial ELPAC in order to validate the LEA’s scores. For more information, refer to the ELPAC RSVP web page at <https://www.elpac.org/test-administration/rsvp/>.

**scale score**

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

**State Board of Education (SBE)**

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

**Student Score Report**

A report that provides results of the ELPAC for individual students. The report includes student identifier information, purpose of the assessment (Initial or Summative), Overall performance, and Oral Language and Written Language composite scores. The Summative Student Score Report will have performance levels for each domain. This report must be provided to the parent or guardian within 30 calendar days of receipt by the LEA from the testing contractor, or within the first 15 working days of the next calendar school year, if received after last day of instruction.

**Summative ELPAC**

The annual administration of the ELPAC, which is administered only to those identified as EL students on the Initial ELPAC, to identify a student’s level of ELP and assess a student’s progression in acquiring skills in Listening, Speaking, Reading, and Writing. This assessment is given annually until the EL student reclassifies to RFEP.

**Summative ELPAC window**

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

**Summative Student Score Extract**

The Summative Student Score Data Extract Report provides the LEA’s student score results for all students testing within a particular test administration. LEA coordinators can use this report to upload the student results to their student information system.

**Test Results for California’s Assessments**

This website publicly reports aggregate results from all California Assessment of Student Performance and Progress (CAASPP) and ELPAC tests. This CDE website is located at <https://caaspp-elpac.cde.ca.gov/>.

**universal tools**

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

**unlisted resource**

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

### Appendix C—Contact Information for ELPAC-Related Questions

The following organizations can be contacted for answers to all ELPAC-related questions.

#### ETS

**ETS** is the contact for questions about:

* district portal web logon and password;
* ordering test materials;
* scoring and reporting of test results;
* superintendent’s Designation Form for LEA ELPAC coordinator; and
* test administration and security.

**Contact Information:**

Phone 800-955-2954

Website <https://www.elpac.org/>

Email [caltac@ets.org](mailto:caltac@ets.org)

#### California Department of Education (CDE)

**Assessment Development and Administration Division**, English Language Proficiency and Spanish Assessments Office is the contact for questions about:

* testing policies for EL students;
* testing resources; and
* uncommon testing scenarios.

**Contact Information:**

Web page <https://www.cde.ca.gov/ta/tg/ep/>Email [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov)

**Special Education Division** is the contact for questions about:

* accommodations and alternate assessments;
* IEP teams; and
* IDEA requirements.

**Contact Information:**

Phone 916-445-4613  
Web page<https://www.cde.ca.gov/sp/se/>  
Email [specedinfoshare@cde.ca.gov](mailto:specedinfoshare@cde.ca.gov)

**Multilingual Support Division**, Language Policy and Leadership is the contact for questions about:

* home language surveys;
* parental rights to decline or remove child from an EL instructional program;
* reclassification; and
* 2012 California ELD Standards.

**Contact Information:**

Phone 916-319-0845  
Web page <https://www.cde.ca.gov/sp/el/>

[Email msd@cde.ca.gov](mailto:msd@cde.ca.gov)

**Analysis, Measurement, and Accountability Reporting Division (AMARD),** Data Visualization and Reporting Office is the contact for questions about:

* the California School Dashboard; and
* ELPI and EL accountability reporting requirements.

**Contact Information:**

Phone 916-323-3071  
Web page <https://www.cde.ca.gov/ta/ac/cm/>  
 [Email elaccountability@cde.ca.gov](mailto:elaccountability@cde.ca.gov)

**AMARD DataQuest Management Team** is the contact for questions about:

* language census data; and
* reports for state, county, LEA, and school levels.

**Contact Information:**

Phone 916-327-0219  
Web page <https://dq.cde.ca.gov/dataquest/>  
Email [dataquest@cde.ca.gov](mailto:dataquest@cde.ca.gov)

**AMARD Data Reporting Office** is the contact for questions about reports on long-term EL students and students at risk of becoming long-term EL students (per *EC* sections 313.1 and 313.2).

**Contact Information:**

Phone 916-327-0219  
Web page <https://dq.cde.ca.gov/dataquest/>   
Email [dro@cde.ca.gov](mailto:dro@cde.ca.gov)

**Educational Data Management Division, CALPADS Service Desk** is the contact for questions about:

* English language acquisition status codes (e.g., EO, IFEP, EL, or RFEP);
* race and ethnicity categories; and
* Statewide Student Identifiers.

**Contact Information:**

Phone 916-325-9210  
Web page <https://www2.cde.ca.gov/calpadshelp/default.aspx> (service request form)  
Email [calpads-support@cde.ca.gov](mailto:calpads-support@cde.ca.gov)

**Sacramento County Office of Education** is the contact for questions about Moodle training and certification.

**Contact Information:**

Email [ELPAC@scoe.net](mailto:ELPAC@scoe.net)

Web page of SCOE <https://www.scoe.net/>

Web page of Moodle training <https://moodle.caaspp-elpac.org/>

### Appendix D—Online Resources

The following list of online resources is organized by topic.

**Accountability—EL students**

* For a more complete picture of how schools and districts are meeting the needs of all students: California School Dashboard at [https://www.caschooldashboard.org](https://www.caschooldashboard.org/)
* Methodology for measuring performance on the ELPI: CDE ELPI Calculation web page at <https://cde.ca.gov/ta/ac/cm/elpiratecal.asp>

**Alternate ELPAC**

* Program overview of Alternate ELPAC: CDE Alternate ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp>
* Background, form assignment, second scoring, and resources: Alternate ELPAC web page at <https://www.elpac.org/test-administration/alternate>

**CAASPP**

* Information regarding CAASPP—California’s statewide student assessment system: CDE CAASPP web page at <https://www.cde.ca.gov/ta/tg/ca>

**Demographic information—EL students**

* Summary and detailed data reports for multiple subject areas at the school, district, county, and state levels: DataQuest website at [https://dq.cde.ca.gov/dataquest](https://dq.cde.ca.gov/dataquest/)

**ELPAC resources**

* *ELPAC Information Guide*, communication materials, practice tests, test blueprints, and resources for planning for students with disabilities: ELPAC website, under the Resources tab, at [https://www.elpac.org](https://www.elpac.org/)

**ELD Standards**

* Standards, videos, and other resources to assist local educational agencies with the design, implementation, and enhancement of ELD instruction for EL student: CDE ELD Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

**ETS—ELPAC contractor**

* Interpretation materials, data file layouts, ordering of test materials, and training workshops: ETS website at <http://www.ets.org/>

**Parent Guides to Understanding the ELPAC:** A resource for parents and guardians that provides the what, where, when, why, and how of the ELPAC.

* Initial and Summative ELPAC guide: on the CDE website at <https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf>
* Alternate ELPAC guide: *A Parent Guide to Understanding the Alternate ELPAC* document on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacpgtu.pdf>

**Smarter Balanced Assessment System**

* Latest information about the Smarter Balanced assessments: CDE Smarter Balanced Assessment System web page at <https://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>

**Smarter Balanced Tools for Teachers**

* Resources aligned with the Common Core State Standards that support the formative assessment process: Tools for Teachers website at <https://smartertoolsforteachers.org/>

**Special Education—specialized programs**

* Information and resources to serve the unique needs of persons with disabilities: CDE Special Education web page at <https://www.cde.ca.gov/sp/se/>

**Specialized programs—EL students**

* Programs and services to help students who do not speak, read, write, or understand English well as a result of English not being their home language: CDE English Learners web page at <https://www.cde.ca.gov/sp/el/>

**Starting Smarter—ELPAC**

* Sample ELPAC score reports, test questions, and other ELPAC-related resources to help families support children’s learning: ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>

**Test Results for California’s Assessments**

* This website publicly reports aggregate results from all CAASPP and ELPAC tests and locations on the CDE website at <https://caaspp-elpac.cde.ca.gov/>

**Title III, Elementary and Secondary Education Act (ESEA), reauthorized by the Every Student Succeeds Act (ESSA)**

* Accountability and Annual Measurable Achievement Objectives (AMAOs) requirements under the federal Title III of the ESEA: CDE Title III web page at <https://www.cde.ca.gov/sp/el/t3/>
* Federal Title III requirements: ED Legislation web page at <http://www2.ed.gov/about/offices/list/oese/legislation.html>
* Reports and information: CDE Title III Accountability web page at <https://www.cde.ca.gov/ta/ac/t3/>

1. Kindergarten includes year one of a two-year kindergarten program, known as transitional kindergarten. [↑](#footnote-ref-2)
2. 5 *CCR* Section 11518.5(e) [↑](#footnote-ref-3)
3. California *Education Code* (*EC*) Section 60810(d) [↑](#footnote-ref-4)
4. Based on *California Code of Regulations*, Title 5 (5 *CCR*), Section 11518.20 [↑](#footnote-ref-5)
5. Code of Federal Regulations, Title 34 (34 CFR), Section 300.321(a) [↑](#footnote-ref-6)
6. 34 CFR Section 300.322(e) [↑](#footnote-ref-7)
7. Every Student Succeeds Act (ESSA), Section 1119(b)(7) and Individuals with Disabilities Education Act, Section 612(a)(16)(A) [↑](#footnote-ref-8)
8. According to 5 *CCR* sections 11511 and 11516–11516.7 (Division 1, Chapter 11, Subchapter 7.5) as well as California *Education Code* (*EC*) Section 313 [↑](#footnote-ref-9)
9. *EC* Section 56385 and 5 *CCR* 11516.5 through 11516.7 [↑](#footnote-ref-10)
10. In accordance with 34 CFR sections 300.304 through 300.305 [↑](#footnote-ref-11)
11. *EC* sections 56341.1(b) and 56345(b)(2) [↑](#footnote-ref-12)
12. 34 CFR Section 300.321(a)(5) [↑](#footnote-ref-13)
13. Pursuant to 5 *CCR* Section 11308(c)(6). [↑](#footnote-ref-14)
14. 5 *CCR* sections 11303 (Reclassification) and 11308(c)(6) (Advisory Committee) [↑](#footnote-ref-15)
15. *EC* Section 313(f) [↑](#footnote-ref-16)
16. Per California *Education Code* (*EC*) Section 11518.15 [↑](#footnote-ref-17)
17. Section 6312 of Title I of the Every Student Succeeds Act (ESSA) [↑](#footnote-ref-18)