



2022–23

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*:

- Further information has been included throughout this guide on the Initial Alternate ELPAC and Summative Alternate ELPAC to support the administration of this test.
- Guidelines for reclassification have been updated for those students who take the Summative ELPAC or the Summative Alternate ELPAC.

2022–23 Planned Testing

The 2022–23 testing windows for the ELPAC are provided in table 1, below.

Table 1. Planned ELPAC Testing, 2022–23

Testing Window	Assessment
July 5, 2022–June 30, 2023	Initial ELPAC and Initial Alternate ELPAC
February 1–May 31, 2023	Summative ELPAC and Summative Alternate 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 *2022–23 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 and the Initial Alternate ELPAC; and
 - the Summative ELPAC and the Summative Alternate ELPAC
- Understand the initial identification and reclassification processes for English learner (EL) students
- 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 2012 California English Language Development Standards (2012 ELD Standards).

The Law

State and federal laws require that all students whose primary language is 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 III 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 III of the federal ESSA, which reauthorized the ESEA.

For California’s students in public schools, the designated ELP test is the ELPAC or, when deemed appropriate by the individualized education program (IEP) team, the Alternate 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 learner students until reclassified as fluent English proficient

The Alternate ELPAC is administered in both of the following ways:

- As an initial assessment to newly enrolled students with the most significant cognitive disabilities whose IEP team determined they are eligible for alternate assessments and have a language other than English, as indicated on a home language survey
- As a summative assessment to EL students with the most significant cognitive disabilities whose IEP team determined they are eligible for alternate assessments. This assessment must be administered annually to eligible students until reclassified as fluent English proficient

The Standards

In November 2012, the California State Board of Education adopted the *2012 ELD Standards*, which can be found on the California Department of Education (CDE) website at <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.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 Initial and Summative ELPAC are aligned with the 2012 ELD Standards.

The Initial Alternate and Summative Alternate ELPAC are also aligned with the 2012 ELD Standards via the English Language Development Connectors (ELD Connectors) which are reduced in depth, breath and complexity for this specific population and are found in the *ELD Connectors for the Alternate ELPAC* document on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx>.

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.

Test Structure

The Initial and Summative ELPAC consist 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 kindergarten¹ 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 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

¹ Kindergarten includes year one of a two-year kindergarten program, known as transitional kindergarten.

² 5 CCR Section 11518.5(e)

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

The Initial and Summative ELPAC are administered by trained test examiners (TEs) who

- are an employee or contractor of the LEA;
- are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency);
- have electronically signed the Test Security Affidavit prior to accessing the test materials or administering the test; and
- certify that they have received ELPAC training from their LEA.

Initial ELPAC Administration

The Initial ELPAC should be administered in person unless the student is receiving instruction through distance learning, then administration may be remote. **The Initial ELPAC testing window opens on July 5 in the test delivery system and goes 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, which can be found on the ELPAC Technology Readiness Checker for Students web page at <https://www.elpac.org/resources/trcs> to determine a student's familiarity with taking computer-based assessments. If the LEA determines the student needs technological support, they may assign the following:

- Test navigation assistance during group administration
- Designated interface assistant for one-on-one administration, where the TE is in control of navigation and entering student responses

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

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 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, students must log on to all four domains, unless exempted, in order to be included in the participation rate for the LEA, considered as tested and to receive a Student Score Report. Refer to the *Initial ELPAC Participation and Scoring* document on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/inelpacpartandscoring.pdf>.

Summative ELPAC Administration

The Summative ELPAC should be administered in person unless the student is receiving instruction through distance learning, then administration may be remote. **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. If your district was selected for field testing, please note that additional testing time for one of the domains will be required. Refer to the Summative ELPAC Estimated Testing Times web page at <https://www.elpac.org/test-administration/sa-estimated-test-time/>.

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

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 59. 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.

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

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 TOMS to the California Longitudinal Pupil Achievement Data System (CALPADS) on July 5, 2022. LEAs will have the ability to print or make available electronically Student Score Reports (SSRs) 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 SSRs will then be available in 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 towards English language proficiency.

The Summative ELPAC results is the first criterion of four used to determine whether EL students are ready to be reclassified as fluent English proficient. Refer to page 50 for more information on reclassification.

Educator Access to Results

Educators have access to state interim and summative results reported in the California Educator Reporting System (CERS) 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

Once a sufficient number of tests are completed and test materials are received by the testing contractor, the CDE and the testing contractor will begin the quality

control process. This process typically begins in mid-April for grades three through twelve and early May for kindergarten through grade two.

LEAs will begin to receive the individual SSRs for the Summative ELPAC approximately four weeks after the CDE and the testing contractor have completed the quality control process to ensure the accuracy of the reports (most results begin to flow in late May).

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.

Summative ELPAC results are used in ELPI of the California School Dashboard. This indicator is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The ELPI represents the percentage of EL students who are progressing towards English language proficiency. The CDE will work with US Department of Education (ED), the California State Board of Education (SBE), and educational partners to determine how the 2022–23 Summative ELPAC and Summative Alternate ELPAC results will be incorporated in the 2023 ELPI report.

Information on the use of Summative ELPAC results in the ELPI is available in fall of each year on the California School Dashboard website at <https://www.caschooldashboard.org/>.

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 SBE for California approved the high-level test design of the computer-based ELPAC in May 2018 (for more information refer to the *Proposed High-Level Test Design for the Alternate ELPAC* document on the CDE website at <https://www.cde.ca.gov/ta/tq/ep/documents/proposedhltaldaltelpac.pdf>) 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.

Audio capture and score calibration will not affect the official scores that are entered in the moment by TEs.

Initial and Summative ELPAC Domains and Task Types

The ELPAC assesses K–12 students who are EL students 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 Initial Alternate and Summative Alternate ELPAC including communication modes, task types, who takes the assessment, how it is administered, and results.

Initial Alternate and Summative Alternate ELPAC

The Alternate ELPAC should only be administered in person to students with the most significant cognitive disabilities as determined by their IEP team.

- **The Initial Alternate ELPAC testing window is from July 5, 2022, through June 30, 2023.**
- **The Summative Alternate ELPAC testing window is from February 1 through May 31.**

For more information, refer to the Initial Alternate ELPAC and the Summative Alternate ELPAC *Directions for Administration*. The Alternate ELPAC consists of

- the Initial Alternate ELPAC, which will 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 with the most significant cognitive disabilities by their IEP team, the LEA is required to administer the Summative Alternate ELPAC annually until the student meets the reclassification criteria, outlined on page 53.

Students who are identified as EL students 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.

Test Structure

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

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

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 and potential EL students with the most significant cognitive disabilities can fully access and participate in both the Initial Alternate ELPAC and the Summative 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 the 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 students are 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 ELD Standards via the ELD Connectors which are reduced in depth, breadth, and complexity for this specific population. The Initial and Summative Alternate ELPAC follow a single test blueprint, as described in the High-Level Test Design for the Alternate ELPAC.

The test questions, or items, within a task type are aligned with one or more of the primary and secondary ELD Connectors. The *ELD Connectors for the Alternate ELPAC* document is available on the CDE website at <https://www.cde.ca.gov/ta/tq/ep/documents/eldconnectorsaltelpac.docx>.

The Alternate ELPAC balances maximum accessibility while maintaining the intended construct(s) to be assessed as defined by the 2012 ELD Standards though reduced depth, breadth, and complexity. The ELD Connectors were developed through collaboration among California educators, the CDE, and ETS research and assessment experts, 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* and *Alternate ELPAC Test Blueprint* are available under the “Technical Documents” section of the CDE Alternate ELPAC web page at <https://www.cde.ca.gov/ta/tq/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) and the professional judgement of those who developed the ELD Connectors (California educators, CDE staff, and ETS staff, 2020). They can be found under the “Technical Documents” section of the CDE Alternate ELPAC web page at <https://www.cde.ca.gov/ta/tq/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 Initial Alternate and Summative Alternate ELPAC are administered to K–12 students up through the age of twenty-one.

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 Initial Alternate and Summative Alternate ELPAC are administered by trained TEs who

- are an employee or contractor of the LEA;
- are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency);
- have electronically signed the Test Security Affidavit prior to accessing the test materials or administering the test;
- certify that they have received ELPAC training from their LEA; and
- are familiar with the student’s preferred modes of communication.

Test Duration

The Initial Alternate and Summative Alternate ELPAC are untimed tests and should be administered one-on-one; all students should be provided with as much time and as many breaks as necessary. These estimates include 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 and table 24.

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

Task Type	Estimated Administration Time
Recognize and Use Common Words	7–10 minutes
Communicate About Familiar Topics	5–7 minutes
Understand a School Exchange	6–8 minutes
Describe a Routine	9–11 minutes
Understand and Express an Opinion	7–9 minutes
Interact with a Literary Text	5–7 minutes
Interact with an Informational Text	6–8 minutes
Total	45–60 minutes

Table 24. Summative Alternate ELPAC Estimated Testing Times by Task Types

Task Type	Estimated Administration Time
Recognize and Use Common Words	9–15 minutes
Communicate About Familiar Topics	8–11 minutes
Understand a School Exchange	9–15 minutes
Describe a Routine	9–15 minutes
Understand and Express an Opinion	9–13 minutes
Interact with a Literary Text	8–12 minutes
Interact with an Informational Text	8–12 minutes
Total	60–90 minutes

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

Administration Method

The Alternate ELPAC must 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

It is important that when identifying state assessments in a student’s IEP that LEA ELPAC coordinators, testing coordinators, administrators, educators, and case managers must take into consideration all test assignments for the California Assessment of Student Performance and Progress (CAASPP) and ELPAC.

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 2022–23 ELPAC and CAASPP administrations.

Alternate Assessment Resources

CDE Alternate Assessment IEP Team Guidance web page:

<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

CDE Alternate Assessment Decision Confirmation Worksheet:

<https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf>

Results of the Alternate ELPAC

Alternate 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 59. Individual student results are available in the LEA downloadable file in TOMS at the site and district levels. Results may be downloaded on the basis of current enrollment or the LEA-tested location.

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

Initial Alternate ELPAC Results

The Initial Alternate ELPAC results are used to identify EL students who need to develop their receptive (listening and reading) and expressive (speaking and writing) skills 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 Alternate ELPAC results also identify students who are IFEP and may only need minimal linguistic support.

Timeframe for Results

Students' official Initial Alternate ELPAC English Language Acquisition Status (IFEP or EL) will be generated in TOMS and will begin to be fed to CALPADS on July 5, 2022. LEAs will have the ability to print or make available electronically SSRs approximately 24 hours after the test has been submitted and scored in the test delivery system. The SSRs will then be available in TOMS for download at the site and district levels.

Summative Alternate ELPAC Results

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

The Summative Alternate ELPAC results are used to meet the first criterion of four to determine whether EL students with the most significant cognitive disabilities are ready to be reclassified as fluent English proficient. Refer to page 53 or more information on reclassification.

Educator Access to Results

Educators have access to state interim and summative results reported in CERS to assist with data-driven decision making. In addition, the reporting of summary results will be available on the ELPAC Test Results for California's Assessments web page at <https://caaspp-elpac.cde.ca.gov/elpac/>.

Timeframe for Results

LEAs will begin to receive the individual SSRs for the Summative Alternate ELPAC in late summer, after all testing, post-equating, and the quality control process has been completed.

California School Dashboard

Summative Alternate ELPAC results will be used in the ELPI of the California School Dashboard. The CDE will 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 indicator.

Information on the use of 2022–23 Summative Alternate ELPAC results in the 2023 ELPI will be available in fall 2023 on the California School Dashboard website at <https://www.caschooldashboard.org/>.

Using Results for Reclassification

Interim guidance for reclassification of students with the most significant cognitive disabilities will be available on the CDE Reclassification web page at <https://www.cde.ca.gov/sp/el/rd/index.asp>. Note that the results of the Summative ELPAC (general population) and Summative Alternate ELPAC (EL students with the most significant cognitive disabilities) should not be compared because these have different performance levels (refer to page 67 for details).

Alternate ELPAC Task Types

Each Alternate ELPAC task type includes both expressive and receptive items. Table 25 lists the task types, their descriptions, and their correlating number of items and number of points.

Table 25. 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>
- CDE ELPAC web page: <https://www.cde.ca.gov/ta/tg/ep/>
- ELPAC website: <https://www.elpac.org>
- CDE English Learners web page: <https://www.cde.ca.gov/sp/el/>
- CDE Alternate ELPAC: <https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp>
- CDE Alternate Assessment IEP Team Guidance web page: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>
- CDE English Learner Progress Indicator Calculation web page: <https://www.cde.ca.gov/ta/ac/cm/elpiratecal.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 of EL Students Who Take the Summative ELPAC**
- **Guidelines for Reclassification of EL Students Who Take the Summative Alternate ELPAC**

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 students³. The ELPAC and Alternate ELPAC are administered to eligible kindergarten through grade twelve (K–12) students including students up through age twenty-one who may be in a transition program and to students enrolled in transitional kindergarten, which is the first year of a two-year kindergarten program.

Per Elementary and Secondary Education Act (ESEA) Section 8101(20), the term “English learner,” when used with respect to an individual, means an individual

- A. who is aged three through twenty-one;
- B. who is enrolled or preparing to enroll in an elementary or secondary school;
- C. who:
 - (i) was not born in the United States or whose native language is a language other than English;
 - (ii) who:
 - (I) is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) 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; or
 - (iii) 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
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

³ California *Education Code (EC)* Section 60810(d)

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 receive appropriate services and access to content instruction**. If a student is identified as an English learner

- they are entitled to EL programs and services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program;
- Local educational agencies (LEAs) may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. LEAs should appropriately document that the parent made a voluntary, informed decision to opt their child out; and
- LEAs must still take steps to provide opted-out EL students with access to their educational programs, monitor their progress (administration of ELPAC until reclassified), and offer EL services again if a student is struggling. For further information, please refer to the *Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs* document on the ED website at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

Identifying Eligibility for Initial ELPAC or Initial Alternate ELPAC

For all students in K–12, upon first enrollment in a California public school, LEAs use 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 California Department of Education (CDE) English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/el/forms.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: The LEA 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 proficiency in that language.

Step 3: The LEA determines whether the student has an individualized education program (IEP) which identifies an alternate assessment as the most appropriate for that student. In such instances, the LEA proceeds with administering the Initial Alternate ELPAC, otherwise they administer the Initial ELPAC.

Step 4: Parents must be notified in writing if their child will be administered the Initial ELPAC or Initial Alternate 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 or Initial Alternate 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 that 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 or Initial Alternate ELPAC, but before the administration of the Summative ELPAC or Summative Alternate 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 or Initial Alternate ELPAC, if the HLS was completed incorrectly.

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

For more information, refer to “Correction of Classification Errors” on page 38.

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 EL services, ASL, in and of itself, is not considered a “language other than English,” according to 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 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 or Initial Alternate ELPAC

LEAs are required to administer the Initial ELPAC or Initial Alternate 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 or Initial Alternate 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 Speaking and Writing 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.

Scoring the Initial Alternate ELPAC

TEs enter student responses in the moment during testing. Therefore, once the test is submitted, scores will be calculated to determine a student's performance level.

Initial ELPAC and Initial Alternate ELPAC Scores and ELAS Status

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

The Initial ELPAC and Initial Alternate ELPAC have three performance level descriptors:

- Initial fluent English proficient (IFEP)
- Intermediate EL
- Novice EL

Table 26, on page 65, provides full descriptions of these performance levels.

IFEP and EL Status

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

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

Correction of Classification Errors

LEAs have the ability to make corrections to classifications in 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 classifications⁴.

Note: *An LEA may submit corrections in 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.

⁴ Based on *California Code of Regulations*, Title 5 (5 CCR), Section 11518.20

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

Timeframe

At least 10 calendar days prior to administration of the Initial ELPAC and Initial Alternate ELPAC the LEA shall notify the student's parent or guardian, in writing, that the student will be assessed. If the test is administered and the student does not meet the 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 or Initial Alternate ELPAC, within 14 calendar days of its determination.

LEA Action

Correction Process A 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 or Initial Alternate 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 ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate 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 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 ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate 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 ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate 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 ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate 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 ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate 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 student, but before the administration of the summative assessment to that student, upon request from the student's parent or guardian or a certificated employee of the LEA, an LEA shall collect and review evidence, as described in Section D, about the student's English language proficiency (ELP).

Timeframe

Based upon its review of the evidence, 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 of the review within 14 calendar days of its determination.

This review shall occur only once over the course of the student'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 who were timid during the Initial ELPAC or Initial Alternate ELPAC administration and are classified as EL students, but further evidence is collected that demonstrates the students' 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 or Summative Alternate ELPAC. Students' records of Initial ELPAC or Initial Alternate ELPAC scores will be maintained in TOMS and the ELAS will be corrected as IFEP in 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 or Initial Alternate ELPAC;
- Parent or guardian opinion and consultation results; and
- 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 their 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, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC determination of program services processes.

Initial ELPAC and Initial Alternate ELPAC Determination Process

This is a multi-step process to determine a student's ELAS.

Initial ELPAC Determination Process

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 following the requirements set forth in the *Directions for Administration* and online Test Administration Manual.
4. Parent/guardian is notified of results, which will be either
 - a. EL, resulting in EL services; or
 - b. IFEP, resulting in placement in regular instruction.

Initial Alternate ELPAC Determination Process

1. The IEP team has determined the student is eligible for alternate assessments.
2. Student has a language other than English as indicated on the HLS.
3. Parent/guardian is notified in writing.
4. Initial Alternate ELPAC is administered following the requirements set forth in the *Directions for Administration* and online Test Administration Manual.
5. Parent/guardian is notified of results, which will be either
 - a. EL, resulting in EL services; or
 - b. IFEP, resulting in placement in regular instruction.

As noted previously, LEAs must administer an HLS for 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 or Initial Alternate ELPAC shall be administered. Parents and guardians must be notified in writing that their child will be assessed immediately.

The Initial ELPAC and Initial Alternate ELPAC are 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 fluent English proficiency, and no further testing is required. An instructional program appropriate for the student is to be implemented providing occasional linguistic support, and no EL programs or services are necessary.

Students with the most significant cognitive disabilities may need occasional linguistic support to enable them to access adapted grade-level content in English as determined appropriate by the IEP team.

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, the appropriate EL language acquisition program services that best meet the needs of the student are 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 or Summative Alternate ELPAC. Refer to page 12 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 or Summative Alternate ELPAC. Refer to the correction of classification process, as detailed on page 38.

Summative ELPAC and Summative Alternate ELPAC Determination Process

Determination is a multi-step process, as shown below.

Summative ELPAC

1. Student is identified as an EL.
2. They are assessed annually, until reclassified as fluent English proficient.
3. When reclassification occurs, the student receives English instruction with monitoring for four years.

Summative Alternate ELPAC

1. IEP team has determined the student is eligible for alternate assessments.
2. Student is identified as an EL.
3. They are assessed annually, until reclassified as fluent English proficient.
4. When reclassification occurs, the student receives English 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 or Summative Alternate 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 50 for students taking the Summative ELPAC and page 53 for students taking the Summative Alternate ELPAC, 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 EL Students with Disabilities

All EL students and potential EL students with disabilities are required to participate in the state ELP assessment, in accordance with ED guidance issued in July 2014, which can be found on the IDEA Q&A Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives (August 3, 2015) web page at <https://sites.ed.gov/idea/idea-files/ga-regarding-inclusion-of-english-learners-with-disabilities-in-english-language-proficiency-assessments-and-title-iii-annual-measurable-achievement-objectives/>.

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
- The Initial Alternate ELPAC should be given in lieu of the Initial ELPAC 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 and requires an alternate assessment.
- The Summative Alternate ELPAC should only be given in lieu of the Summative ELPAC 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 and requires an alternate assessment.

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 EL students with disabilities, and making decisions about how students can access and participate in the state ELP assessment.

In accordance with federal guidance, which can be found on the IDEA Q&A Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives (August 3, 2015) web page at <https://sites.ed.gov/idea/idea-files/qa-regarding-inclusion-of-english-learners-with-disabilities-in-english-language-proficiency-assessments-and-title-iii-annual-measurable-achievement-objectives/>, the IEP team is responsible for the following:

- **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 the use of one or more appropriate accommodations as indicated in the student’s IEP, or the Alternate ELPAC (ED, July 2014 Q&A, question number four).
- **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 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 and in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals (ED, July 2014 Q&A, question number nine—the *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives* document can be found on the ED website at https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_q-and-a-on-elp-swd.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 interpreter⁶. When parents or guardians themselves are not

⁵ Code of Federal Regulations, Title 34 (34 CFR), Section 300.321(a)

⁶ 34 CFR Section 300.322(e)

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—the *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives* document can be found on the ED website at https://sites.ed.gov/idea/files/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**, and take the Initial or Summative ELPAC with or without universal tools, designated supports, and the use of one or more appropriate accommodations as indicated in the student’s IEP or take the Initial Alternate or Summative Alternate ELPAC, if necessary⁷. Decisions about the content of a student’s IEP, including whether a student must take a regular State assessment, with or without appropriate accommodations, or an alternate assessment in lieu of the regular ELP assessment, must be made by the student’s IEP Team. These decisions cannot be made unilaterally by a single teacher or other school employee outside of the IEP process⁸ (ED, July 2014 Q&A, question number seven—the *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives* document can be found on the ED website at https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_q-and-a-on-elp-swd.pdf).

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

Administration of the ELPAC

The initial and summative administrations of the ELPAC are the responsibilities of the LEA⁹. Most students with disabilities are able to participate effectively on the Initial and Summative ELPAC with universal tools, designated supports, or accommodations. For students whose disabilities preclude them from participating in the Initial ELPAC or Summative ELPAC with accommodations, their IEP teams

⁷ Every Student Succeeds Act Section 1119(b)(7) and IDEA Section 612(a)(16)(A)

⁸ 34 CFR sections 300.320–300.324

⁹ *California Code of Regulations*, Title 5 (5 CCR) sections 11511 and 11516–11516.7 (Division 1, Chapter 11, Subchapter 7.5) and EC Section 313

may recommend administration of the Initial Alternate ELPAC or the Summative Alternate ELPAC¹⁰.

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 the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC.

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 assessments¹¹ (ED, July 2014 Q&A, question number nine—the *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives* document can be found on the ED website at https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_q-and-a-on-elp-swd.pdf). 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.

Selective Mutism

Although the CDE does not make specific recommendations about accommodations or alternate assessments, it has received a number of inquiries

¹⁰ EC Section 56385 and 5 CCR sections 11516.5–11516.7

¹¹ 34 CFR sections 300.304–300.305

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/>.

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 California Assessment of Student Performance and Progress (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 of EL Students Who Take the Summative ELPAC

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. An IEP team determines eligibility for any necessary accommodations when taking the Summative ELPAC or eligibility for the Summative Alternate ELPAC (refer to page 53 for more information). It is critical that these decisions are made early in the academic year to ensure that students are administered the correct assessment based on their eligibility.

The threshold scores for the Summative ELPAC, 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 the Summative ELPAC are found on page 69.

In January 2019, the SBE approved the use of the Summative ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion (Criterion 1) to inform reclassification decisions 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 for Students Who Take the Summative ELPAC

The reclassification criteria set forth in *EC* Section 313 and 5 *CCR* Section 11303 are unchanged. Any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for EL students¹² including the IEP team. A professional with training and expertise in second language acquisition who understands how to differentiate between the student's ELP and the student's disability should be part of the team for EL students with disabilities.

¹² Pursuant to 5 *CCR* Section 11308(c)(6)

LEAs are required to use 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 the performance* of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

*An assessment (e.g., Smarter Balanced Summative English language arts assessments) that is administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

Applying the Four Criteria for Students Who Take the Summative ELPAC

Follow the guidance below when applying the four criteria for reclassification decisions:

- **For Criterion 1, Assessment of ELP**
 - LEAs must use the Summative ELPAC results as the primary assessment of ELP. LEAs shall use Overall PL 4 as the determination that a student has met the ELP assessment criterion.
- **For Criterion 2, Teacher Evaluation**
 - LEAs must use the student's classroom academic performance in core subject areas as evidence of curriculum mastery.
- **For Criterion 3, Parent Opinion and Consultation**
 - LEA staff including IEP team members, when applicable, will initiate consultation with parents or guardians regarding their child's ELP status, present the data that indicates the student is ready for reclassification, and encourage them to participate in the decision during the reclassification process. Every effort should be made to provide opportunities to consult with parents or guardians. These opportunities should include, but are not limited to, in-person, phone, or virtual meetings.

- **For Criterion 4, Comparison of Performance in Basic Skills**

- LEAs identify local or state assessments, supported by empirical evidence and approved by the school district committee on programs and services for English learners, to determine whether the EL student has reached a level of proficiency to meet academic achievement goals that demonstrates the student has recouped any deficit incurred while learning English.
- **For dually identified students**, 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 select any locally determined assessment that has technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility, such as the Woodcock-Johnson Scales of Independent Behavior (SIB), Vineland Adaptive Behavior Scale, the Developmental Profile II, etc.

Note: For dually identified students, their disability, as determined by the IEP team and not English language proficiency, precludes them from meeting the LEA's reclassification criteria.

Definitions of Terms Related to Criterion 4 for Students Who Take the Summative ELPAC

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, California Alternate 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 for the student's grade 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.

Performance Ranges for Locally Determined Benchmark Assessments Used in Criterion 4

LEAs should identify performance ranges, on the selected locally determined 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 performance range selected by the LEAs should be considered for reclassification.
- For students scoring below the performance range, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and provide the necessary interventions until the performance range is met.

Guidelines for Reclassification of EL Students Who Take the Summative Alternate ELPAC

The **Summative Alternate ELPAC** became operational on November 1, 2021. Then in May 2022, the SBE approved the Summative Alternate ELPAC threshold scores. Threshold scores were developed for the following grades and grade spans: kindergarten, grade one, grade two, grades three through five, grades six through eight, grades nine and ten, and grades eleven and twelve. The Alternate ELPAC replaces all locally determined alternate assessments and provides a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities. A student's IEP team determines eligibility for an alternate assessment.

The Summative Alternate ELPAC threshold scores, which are reported on a three-performance-level scale, will be used by LEAs to determine the level designation for ELP starting with the 2021–22 administration.

The CDE's recommendation to use the Summative Alternate ELPAC overall performance level 3 (Fluent English Proficient) as the statewide standardized ELP criterion for the Summative Alternate ELPAC (Criterion 1) to inform reclassification decisions will be brought to the SBE for approval in the 2022–23 academic year. The Overall performance level 3 for Criterion 1 will begin with the 2021–22 Summative Alternate ELPAC results for K–12. 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 for Students Who Take the Summative Alternate ELPAC

The reclassification criteria set forth in *EC* Section 313 and 5 *CCR* Section 11303 are unchanged. Any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for EL students including the IEP team. A professional with training and expertise in second language acquisition who understands how to differentiate between the student's ELP and the student's disability should be part of the team for EL students with disabilities.

LEAs are required to 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 the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

*An assessment (e.g., California Alternate Assessments for English language arts) that is administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

Applying the Four Criteria for Students Who Take the Summative Alternate ELPAC

Follow the guidance below when applying the four criteria for reclassification decisions:

- **For Criterion 1, Assessment of ELP**
 - LEAs must use the Summative Alternate ELPAC results as the primary assessment of ELP. LEAs shall use Overall PL 3 as the determination that a student has met the ELP assessment criterion.

- **For Criterion 2, Teacher Evaluation**

- LEAs must 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**

- LEA staff, inclusive of IEP team members, will initiate consultation with parents or guardians regarding their child's ELP status, present the data that indicates the student is ready for reclassification, and encourage them to participate in the decisions during the reclassification process. Every effort should be made to provide opportunities to consult with parents or guardians. These opportunities should include, but are not limited to, in-person, phone, or virtual meetings.

- **For Criterion 4, Comparison of Performance in Basic Skills**

- LEA staff, inclusive of the IEP team, identify local or state alternate assessments to determine whether the student has reached the level of proficiency to meet alternate academic achievement goals that demonstrates the student has recouped any deficit while learning English.

- **For dually identified students**, 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 select any locally determined assessment that has technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility, such as the Woodcock-Johnson Scales of Independent Behavior (SIB), Vineland Adaptive Behavior Scale, the Developmental Profile II, etc.

Note: For dually identified students, their disability, as determined by the IEP team and not English language proficiency, precludes them from meeting the LEA's reclassification criteria.

Definitions of Terms Related to Criterion 4 for Students Who Take the Summative Alternate ELPAC

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., California Alternate 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 for students with similar disabilities in the grade or grade span.
- **Students of the same age:** average native English speakers who are enrolled in the same grade or grade span as the student who is being considered for reclassification.

Performance Ranges for Locally Determined Benchmark Assessments Used in Criterion 4

LEAs should identify performance ranges, on the selected locally determined 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 performance range selected by the LEAs should be considered for reclassification.
- For students scoring below the performance range, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and provide the necessary interventions until the performance range is met.

Additional Guidance Regarding Reclassification for students with IEPs

EL students who take the Summative Alternate ELPAC should be provided with the same opportunities to be reclassified as EL students who take the Summative ELPAC. LEA staff, including the IEP team, district, and site EL personnel, will meet and consult with parents to consider whether the disability is impacting their ability to meet the reclassification criteria. If the IEP team determines that the primary reason the student does not meet LEA reclassification criteria is due to the disability rather than a student's English language proficiency and there is no evidence that the student needs EL services and programs, they will recommend reclassification.

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 tandem 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, such as performance in English at home and in community (e.g., use of English in home on phone, watching television and communication in the community), 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 45.

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 Titles I and 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 students¹³.

Questions about the reclassification policy should be directed to the CDE Language Policy and Leadership Office by phone at 916-319-0845 or by email at msd@cde.ca.gov.

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

¹³ Pursuant to 5 CCR Section 11308(c)(6)

Section 3

Reporting and Using Individual Results

- **Reporting and Using Individual Results**
- **Performance Level Descriptors**
- **Scale Score Ranges for 2022–23 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 Summative Results to Families

State regulations require local educational agencies (LEAs) to provide individual Summative ELPAC or Summative Alternate 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 or Summative Alternate 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 year¹⁴.

Title III

LEAs receiving Title III funds are required to inform parents or guardians¹⁵ of

- the reasons for a student's identification as an English learner (EL) student 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 EL students 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 EL students. The school remains obligated to ensure the students learn English and achieve academically until reclassified as fluent English proficient.

¹⁴ California *Education Code (EC)* Section 11518.15

¹⁵ Section 6312 of Title I of the Every Student Succeeds Act (ESSA)

Resources for Communicating to Parents

Sample parent/guardian notification results letters are provided on the California Department of Education (CDE) Identification & Parent Notification Requirements 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 (SSRs)

This section provides information about SSRs for the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC.

Initial ELPAC and Initial Alternate ELPAC SSRs

This section provides detailed information about Initial ELPAC and Initial Alternate ELPAC SSRs.

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 SSR

The Initial ELPAC SSR 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 “Initial ELPAC Overall Scale Score Ranges,” which begins on page 68). 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 26, on page 65.

Official Student Score on the Initial Alternate ELPAC

The official score for the Initial Alternate ELPAC is produced once the student has completed the assessment.

Individual student Initial Alternate ELPAC results include an overall scale score.

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

- Fluent English Proficient (FEP)
- Intermediate EL
- Novice EL

Initial Alternate ELPAC SSR

The Initial Alternate ELPAC SSR includes the following information:

- An overall performance level and scale score

Initial Alternate ELPAC Scale Score Ranges and Performance Level Descriptors

The scale score ranges are the same for all grade levels and grade spans (refer to “Alternate ELPAC Scale Score Ranges,” on page 73). They are used for identifying a student’s overall performance level.

Overall Initial Alternate ELPAC performance level descriptors for students in K–12 are presented in Table 28, on page 67.

Summative ELPAC and Summative Alternate ELPAC SSRs

This section provides detailed information about Summative ELPAC Student and Summative Alternate ELPAC SSRs.

Official Student Score on the Summative ELPAC

The official score 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:

- Level 4—Well developed
- Level 3—Moderately developed
- Level 2—Somewhat developed
- Level 1—Minimally developed

Domain performance levels are reported as

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

Summative ELPAC SSR

The Summative ELPAC SSR 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 “Summative ELPAC Overall Scale Score Ranges,” which begins on page 69). 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 27, on page 66.

Official Student Score on the Summative Alternate ELPAC

The official score is produced by the test contractor.

Individual student Summative Alternate ELPAC results include an overall scale score and performance level.

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

- Level 3—FEP
- Level 2—Intermediate EL
- Level 1—Novice EL

Summative Alternate ELPAC SSR

The Summative Alternate ELPAC SSR includes the following information:

- An overall performance level and scale score

Summative Alternate ELPAC Scale Score Ranges and Performance Level Descriptors

The scale score ranges for each of the three performance levels are identified for Overall for all grade levels tested (refer to “Alternate ELPAC Scale Score Ranges,” on page 73). They are also used to identify a student’s overall performance level.

Overall Summative Alternate ELPAC performance level descriptors for K–12 are presented in Table 28, on page 67.

Understanding Results

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

This website also provides

- links to resources;
- sample SSRs for the Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative 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, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC.

Initial ELPAC Performance Level Descriptors

Table 26. Initial ELPAC Performance Level Descriptors

Level	Description
IFEP	<p>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 California English Language Development Standards (2012 ELD Standards).</p>
Intermediate EL	<p>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.</p>
Novice EL	<p>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.</p>

Summative ELPAC Performance Level Descriptors

Table 27. Summative ELPAC Performance Level Descriptors

Level	Description
<p style="text-align: center;">4 Well Developed</p>	<p>English learners at this level have well-developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate 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.</p>
<p style="text-align: center;">3 Moderately Developed</p>	<p>English learners at this level have moderately developed oral (Listening and Speaking) and written (Reading and Writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.</p>
<p style="text-align: center;">2 Somewhat Developed</p>	<p>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.</p>
<p style="text-align: center;">1 Beginning to Develop</p>	<p>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.</p>

Initial Alternate and Summative Alternate ELPAC Performance Level Descriptors

Table 28. Initial Alternate and Summative Alternate ELPAC Performance Level Descriptors

Level	Description
Fluent English Proficient	Students at this level have sufficient English language proficiency (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 2022–23 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, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC are separate assessments, based on separate scales; therefore, the scale scores cannot be compared between the Initial and Summative assessments.

LEA staff can access student ELPAC results—except for the Initial ELPAC and Initial Alternate ELPAC—in the California Educator Reporting System (CERS).

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 29, below.

Table 29. Initial ELPAC Overall 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 California State Board of Education (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 30, below.

Table 30. Summative ELPAC Overall Scale Score Ranges

Grade/ Grade Span	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 Table 31 and Table 32.

Table 31. Summative ELPAC Oral Language Scale Score Ranges

Grade/ Grade Span	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 32. Summative ELPAC Written Language Scale Score Ranges

Grade/ Grade Span	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	150–1528	1529–1594	1595–1645	1646–1950

Alternate ELPAC Scale Score Ranges

The Initial Alternate and Summative Alternate ELPAC threshold scores were approved by the SBE in May 2022. The following scale score ranges were produced based on these scores for reporting purposes.

Table 33. Initial Alternate ELPAC Scale Score Ranges

Grade	Level 1 Novice EL	Level 2 Intermediate EL	Level 3 Fluent English Proficient
K–12	101–143	144–159	160–199

Table 34. Summative Alternate ELPAC Scale Score Ranges

Grade/ Grade Span	Level 1 Novice EL	Level 2 Intermediate EL	Level 3 Fluent English Proficient
K	201–243	244–259	260–299
1	301–343	344–359	360–399
2	401–443	444–459	460–499
3–5	501–543	544–559	560–599
6–8	601–643	644–659	660–699
9–10	701–743	744–759	760–799
11–12	801–843	844–859	860–899

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
ELPI—English learner progress indicator
EO—English only
HLS—home language survey
IEP—individualized education program
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 ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate 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—Initial and Summative ELPAC

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 blueprints—Alternate ELPAC

Blueprints that outline the specific ELD Standards via the ELD Connectors tested and the number of questions included by task type for K–12. The blueprints are the same for the Initial Alternate ELPAC and the Summative Alternate ELPAC. The *Alternate English Language Proficiency Assessments for California Test Blueprint* is available on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf>.

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>.

ELD Connectors are aligned to the 2012 ELD Standards. They are reduced in depth, breadth, and complexity for this student population. The *ELD Connectors for the Alternate ELPAC* are available on CDE website at <https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx>.

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, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC.

English Learner Progress Indicator (ELPI)

The ELPI is one of the state indicators on the California School Dashboard. The ELPI measures EL students’ progress toward ELP. LEAs and schools use this data in the ongoing process of program monitoring and evaluation. ELPI represents the percentage of EL students who are progressing toward English language proficiency. The CDE will continue to work with ED, the SBE for California, and educational partners to determine how the 2022–23 Summative ELPAC and Summative Alternate ELPAC results will be incorporated into the ELPI reported on the 2023 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 and Initial Alternate ELPAC serve this purpose. Students identified through the Initial ELPAC or Initial Alternate ELPAC as English learners must be given the Summative ELPAC or Summative Alternate 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 Alternate ELPAC

An initial assessment of English language fluency. Students are eligible when their IEP determines alternate assessments are appropriate and whose primary language is other than English. The Initial Alternate ELPAC must be administered within 30 calendar days of enrolling in a California public school for the first time.

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.

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 and Training Test Resources 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.”)

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.

research files

Electronic reports available to LEAs once the data is verified and ready for public reporting. Summative ELPAC, Summative Alternate ELPAC, Initial ELPAC, and Initial Alternate 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 for the Initial ELPAC 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. The Summative ELPAC is vertically scaled, which 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. Student scale scores on the Initial ELPAC, the Initial Alternate ELPAC, and the Summative Alternate ELPAC are not linked from year-to-year but provide a measure of the student's performance during the tested year.

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 (SSR)

A report that provides results of the ELPAC for individual students. The report includes student identifier information, purpose of the assessment and results. 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 for the testing year.

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.

Summative Alternate ELPAC

The annual administration of the Summative Alternate ELPAC, which is administered only to those identified as EL, and have been identified as eligible in their IEP for alternate assessments. This assessment is given annually to measure a student's ELP and assess a student's progress in acquiring English until they are reclassified.

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 are available on the ELPAC Test Results for California's Assessments (formerly known as Public Web Reporting) web page at <https://caaspp-elpac.cde.ca.gov/elpac/>.

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.

California Department of Education (CDE)

Analysis, Measurement, and Accountability Reporting Division (AMARD), Accountability Development and Policy Analysis Unit 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

AMARD Data Processing and 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

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

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

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

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

Sacramento County Office of Education is the contact for questions about Moodle training and certification and educator participation in development meetings.

Contact Information:

Email for general questions elpac@scoe.net

Email for Moodle questions moodlesupport@scoe.net

Email for development meetings edopportunities@scoe.net

Phone 916-228-2682

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

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

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

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

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>
- 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>

CERS

- California Educator Reporting System (CERS) allows teachers and administrators to access their students’ individual and aggregate test results from state summative and interim assessments. To access CERS, educators must use their assigned Test Operations Management System (TOMS) credentials: CAASPP CERS Resources web page at <https://www.caaspp.org/ta-resources/cers.html>

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>

ELPAC resources

- 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>

ELD Standards

- Standards, videos, and other resources to assist local educational agencies with the design, implementation, and enhancement of ELD instruction for EL students: 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.

- *A Parent Guide to Understanding the ELPAC* document on the CDE website at <https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf>
- *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 ELPAC Test Results for California's Assessments (formerly known as Public Web Reporting) web page 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: Office of Elementary & Secondary Education Legislation web page at <http://www2.ed.gov/about/offices/list/osee/legislation.html>
- Reports and information: CDE Title III Accountability web page at <https://www.cde.ca.gov/ta/ac/t3/>