

# CALIFORNIA ASSESSMENT SYSTEM UPDATES

## English Language Proficiency Assessment For California (ELPAC)

The ELPAC is the test used to measure how well students in kindergarten through grade twelve understand English when it is not their primary language. The ELPAC replaces the California English Language Development Test (CELDT). The ELPAC has two parts; Initial and Summative. The Initial is used to identify a student as either an English learner who needs support to learn English, or as proficient in English. Students are given the Initial ELPAC within 30 days of when they enroll in school. Students who are English Learners are given the Summative ELPAC every spring between February and May, until they are reclassified as proficient in English.

### ELPAC Summary Reports Released

The 2017–18 Summative ELPAC summary reports were released to the public on the California Department of Education (CDE) [DataQuest Reporting website](#) on October 26. The website displays the state-, county-, district-, and school-level reports for the spring 2018 ELPAC administration. Any questions regarding the release can be directed to the ELPAC Office by phone at 916-319-0784 or by email at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov).

### New Resources Offers Guidance on the ELPAC

The highly anticipated [2018–19 ELPAC Information Guide](#) is now available on the CDE website! This guide provides local educational agencies (LEAs) and schools with the information they need to:

- Understand the differences between the Initial ELPAC and the Summative ELPAC.
- Understand the initial identification and reclassification processes for English learners (ELs).
- Provide information about assessing ELs with disabilities.
- Prepare teachers to understand and use their students' ELPAC results.
- Communicate ELPAC results to parents and guardians.

### New English-Spanish Glossary Available

The [2018 English-Spanish Glossary for Educational Settings](#) is here! This glossary encourages the consistent use of words and terminology that are common to state and federal communication documents about assessment, education, and accountability. In particular, the CDE has used the glossary for the production of materials for Spanish-speaking audiences. The CDE now offers this resource to local educational agencies to use for the same purpose.

### ELPAC Guidance

LEAs have options for clarifying matters related to the ELPAC:

- LEAs seeking clarification on the Local Scoring Tool (LST), Test Operations Management System (TOMS), reports, technical issues, Student Score Reports, and test materials can contact the California Technical Assistance Center (CaTAC) by phone at 844-782-2717 or by email at [elpac@ets.org](mailto:elpac@ets.org).

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- LEAs that have questions related to ELPAC policies and procedures can contact the CDE English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov).

## Question Corner

- 1. How are the “English Language Acquisition Status” and the “Date Testing Completed” submitted to the California Longitudinal Pupil Achievement Data System (CALPADS) for new students?**

After generating the official-results letter and downloading the results from the LST in TOMS, the LEA imports (or manually enters) the results into its local student information system. The information must then be submitted to CALPADS. We recommend that each LEA submit updates to CALPADS on a weekly basis to ensure that it will have current information on students eligible for testing when the ELPAC Summative administration window opens on February 1, 2019.

- 2. Where in the Summative ELPAC Answer Book must test examiners enter the designated supports and accommodations for English learners?**

Designated supports are not required to be marked. If accommodations are used, the test examiner marks the accommodation(s) bubble on the ELPAC Summative Answer Book.

- 3. Does the use of non-embedded supports in Smarter Balance Assessments affect final scoring?**

The use of any universal tool, designated support, or accommodation that is listed as “Approved for Use” on a specific assessment in Matrix One will yield a valid score. The use of any resources that are not listed as approved for a given assessment will result in an invalidated score.

Additionally, the use of any non-embedded unlisted resource that is on the pre-identified unlisted resource on page 18 of the Matrix One will yield an invalidated score. Unlisted resources that are not on the pre-identified list can be requested in the Test Operations Management System (TOMS). The CDE determines these requests to either be valid or invalid depending on the resource and assessment.