

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.

Parent Notification

Each local educational agency (LEA) using funds under this part (Title I), or Title III, to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. (20 United States Code [U.S.C.] Section 6312) The Annual Parent Notification Letter in Spanish is updated and includes state and federal legislation. The revised letter is posted on the CDE Parent Notification web page <https://www.cde.ca.gov/sp/el/t3/lepparent.asp>

Summary Reports

The Summative ELPAC electronic summary reports are available in TOMS.

Transfer of student ELPAC results

Per *California Code of Regulations*, Title 5, Section 11518.80(b), if a student transfers from one LEA to another, the student's results must be transferred to the sending LEA within 10 calendar days from the date of a request from the receiving LEA where the student is now enrolled. If your LEA receives a request for a student's ELPAC results, please send the student's score report to the requesting LEA within the required 10-day timeline. This will assist the receiving LEA in meeting the 30 calendar day requirement for sending the federal Title I/Title III Annual Parent Notification Letter.

Amended Emergency ELPAC Regulations

The State Board of Education adopted amended emergency ELPAC regulations at the July 2018 SBE meeting. Included was language allowing a disability exemption in subsection 11518.25(c) and (c)(1).

The following includes specific language regarding the amended emergency regulations:

- When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.
- A pupil may be assigned an overall score only if assessed in both oral and written language. To be considered assessed in oral language, the student must have been assessed in either listening or speaking. To be considered assessed in written language, the student must have been assessed in either reading or writing.

For questions about disability exemptions, please contact the English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at elpac@cde.ca.gov.

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Question Corner

1. Is American Sign Language (ASL) considered a language other than English?

No. Per the US Department of Education, ASL is not considered a language other than English for ELPAC testing.

2. If an LEA receives test results over the summer when school is not in session, how soon must each student's parent or guardian be notified of the results?

Per the amended emergency regulations, when test results are received from the testing contractor after the last day of instruction for the school year, the LEA shall notify each student's parent or guardian of the student's results within 15 working days of the start of the next school year.

3. How can an LEA determine whether a newly enrolled student has been administered the Initial ELPAC?

The LEA can locate the student's score report in TOMS under the Local Scoring Tool (LST).

4. Are there guidelines for the individualized education program (IEP) teams to determine the necessary accommodations for students with disabilities?

Test Resources

Students may need testing resources in order to complete one or more domains of the ELPAC, such as universal tools, designated supports, accommodation(s), or an alternate assessment. IEP teams and Test Examiners who are accessing resources for test administration should refer to Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC external icon, which is found on the California Department of Education (CDE) Assessment Information external icon web page.

Accommodations

Accommodations or alternate assessments should be noted in a student's IEP or Section 504 plan and marked on the demographics page of the Answer Book if used for the appropriate domain.

5. Is there an alternate assessment that is recommended by the state?

IEP teams may determine that a student is unable to participate in one or more domains of the ELPAC, even with accommodations, due to short- or long-term disabilities. In this instance, the IEP team may determine that the student should be tested with an alternate assessment. At this time, the CDE does not provide a list of approved alternate assessments. If a student takes an alternate assessment, make sure to return a blank ELPAC Answer Book for the student with the demographic information completed and mark the *Alternate Assessment* bubble (box 11) for each domain in which an alternate assessment was administered. Also note: the Alternate Assessment bubble should not be filled in for students who take the braille version. The braille version of the ELPAC is not an alternate assessment. Students who take an alternate assessment will receive the Lowest Obtainable Scale Score (LOSS) for each domain marked as an alternate assessment. If a student takes an alternate assessment for all domains, the Overall Scale Score will also be the LOSS.

6. Where can I locate additional information on ELPAC and CALPADS?

The webinar "Understanding the California Longitudinal Pupil Achievement Data System's (CALPADS) Role in the ELPAC" is now posted on the CDE ELPAC web page. This webinar explains how CALPADS data is used in the Local Scoring Tool for the Initial ELPAC in the

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Test Operations Management System. It also provides in-depth details about the process for the correction of classification.

Student Accessibility Resources

ISAAP Tool

The 2018–19 Online Student Test Settings template and 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) tool are now available on the Student Accessibility Resource and Test Settings web page. The template can be used to assign designated supports and accommodations for CAASPP testing. The ISAAP tool is for use in the ISAAP process, which represents a thoughtful and systematic approach to addressing student access needs concerning the CAASPP summative assessments. For more information on how to use the ISAAP tool, view the training video “TOMS Using the ISAAP Tool.” Use this link http://www.caaspp.org/rsc/videos/archived-training_using-the-isaap-tool.2018.html

Updated Accessibility Resources

Updated accessibility resources for the 2018–19 CAASPP administration are now available. The revised [Matrix One](#) displays the embedded and non-embedded universal tools, designated supports, and accommodations that are allowed as a part of the CAASPP System for 2018–19. Other changes include the following:

- Streamline accommodation is now a designated support.
- Medical device as a designated support has been added.
- Abacus includes expanded recommendations for use.
- Scratch paper includes the use of non-embedded digital graph paper.

Use this link view the revised Matrix: <https://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>

CAASPP

Summary Reports

The 2017–18 California Assessment of Student Performance and Progress (CAASPP) annual summary reports are available. Use this link <https://caaspp.cde.ca.gov/>. The 2017–18 CAASPP summary reports will include all results for the following:

- Smarter Balanced English language arts/literacy (ELA) and mathematics summative assessments in grades three through eight and grade eleven
- California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight and grade eleven
- Standards-based Tests in Spanish for reading/language arts in grades two through eleven
- The 2017–18 CAASPP summary reports will not include:
 - Preliminary indicator data for the California Science Test field test and the CAA for Science, year two pilot in grades five and eight and high school

Parent Resources

Resources for Communicating with Parents web pages provides parents and guardians information about the assessments and their child’s results. Use this link: <https://www.cde.ca.gov/Ta/Tg/ca/communicationskit.asp>

California Assessment System

- The 2018–19 California Assessment System listed by subject content, test name, test type, student participant groups, grade levels, and testing window timeframe is available for download using this link: <https://www.cde.ca.gov/ta/tg/ai/documents/calassesssystem.pdf>
- The Assessment development timeline for the 2018–19 and 2019–20 school years is available for download using this link: <https://www.cde.ca.gov/ta/tg/ai/documents/assessmentstimeline.pdf>