

2017 Bilingual Coordinators Meeting

Moving Forward with the English Language Proficiency Assessments for California

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Overview



- September 2017 Board Item
- New Changes to the English Language Proficiency Assessments for California (ELPAC) Test Materials and Administration
- ELPAC Practice Tests
- Student Score Report
- ELPAC Administration and Scoring Trainings
- ELPAC Academy
- Upcoming Educator Opportunities

September 2017 Board Item

- Proposed revisions to the Summative Assessment (SA) test blueprints
- Proposed reporting hierarchy of the SA and Initial Assessment (IA)
- Proposed revisions to the general performance level descriptors (PLDs)



Proposed Revisions for the SA Test Blueprints



- A test blueprint details the number of items and points by task type and content standards.
- The State Board of Education approved the original test blueprints in November 2015.
- The original test blueprints guided the development of the ELPAC.
- The proposed test blueprints were revised based on stakeholder input and field test statistics.

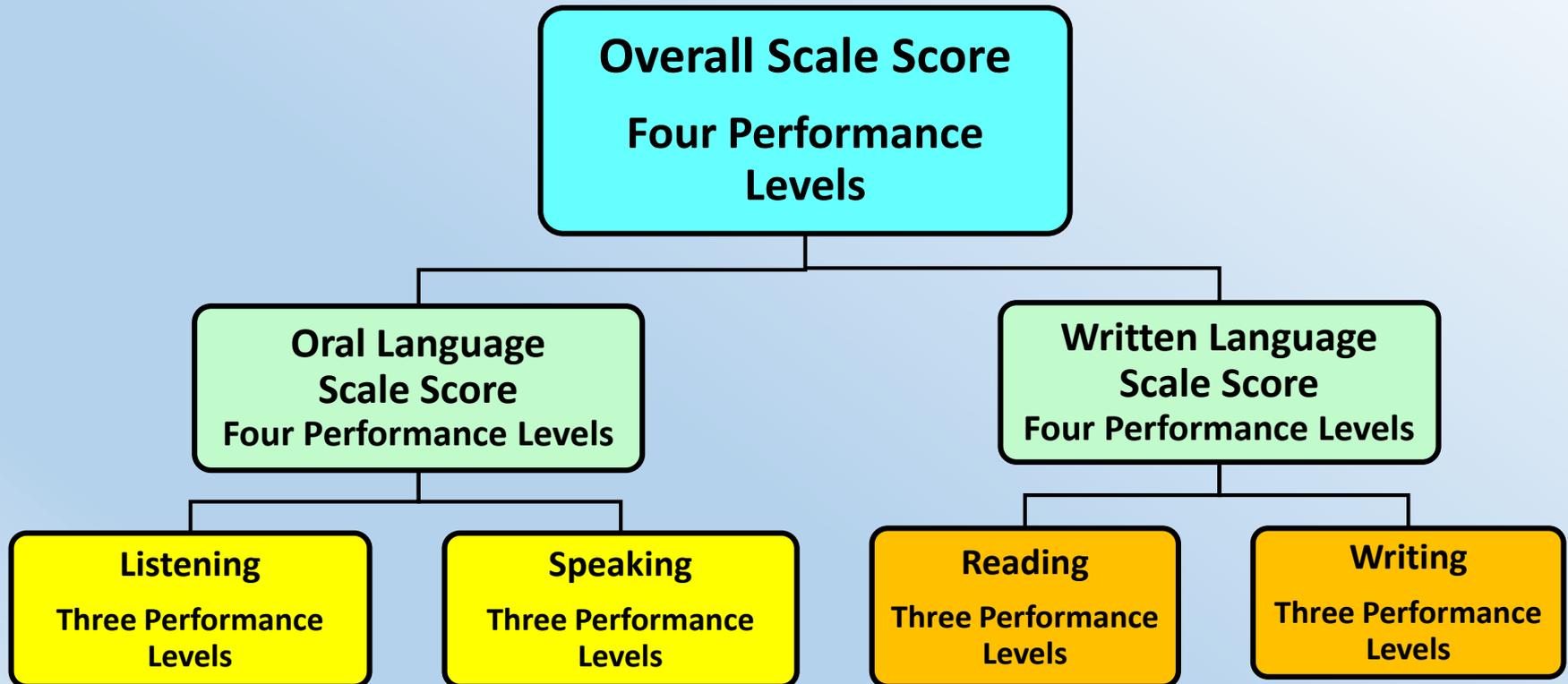
Proposed Reporting Hierarchies



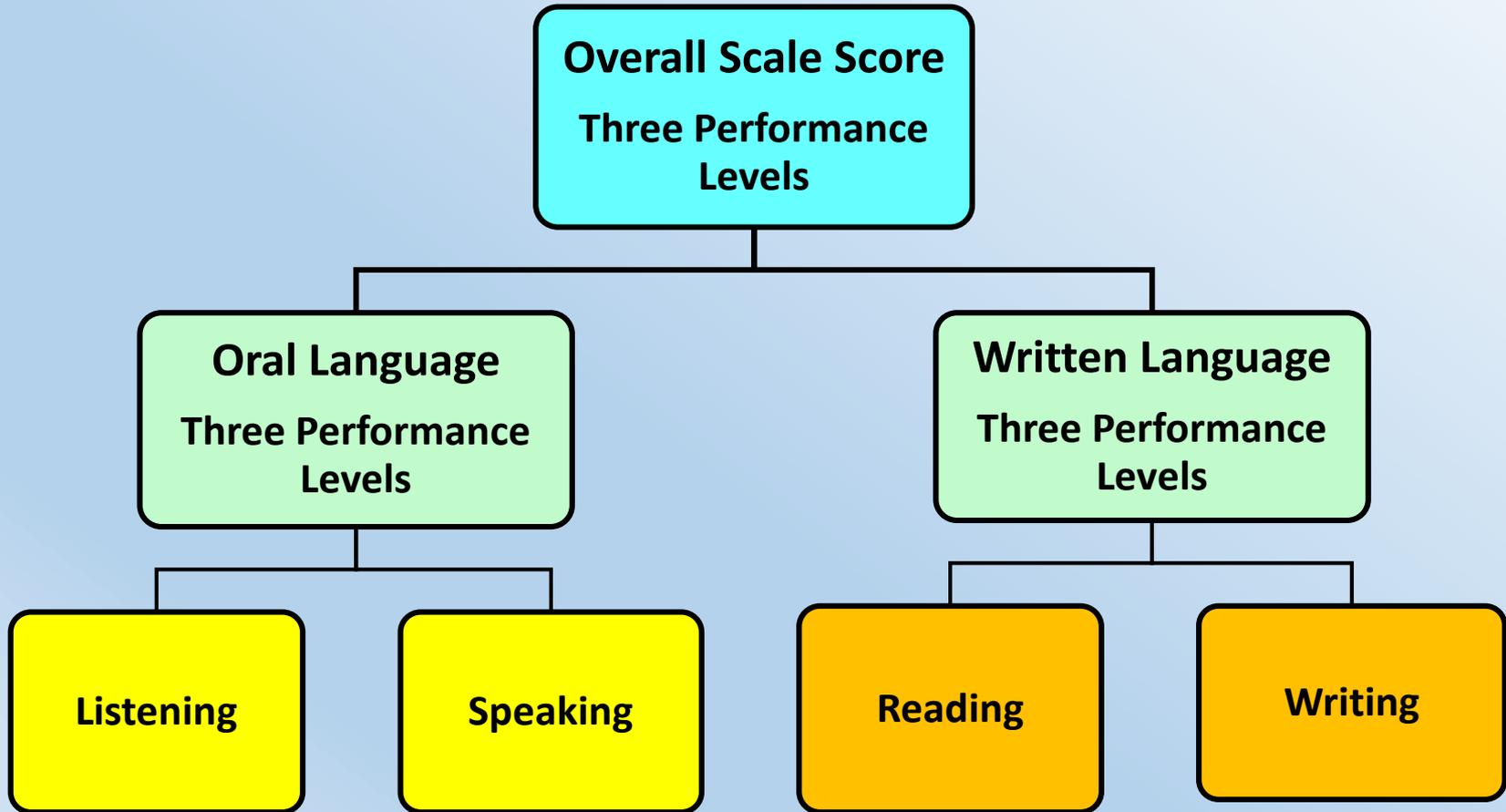
Goal: Generate the most information for schools/teachers/parents while maintaining the ELPAC's validity and reliability

Process: Conduct a dimensionality study based on the field test to determine the quantity of information to provide stakeholders

Proposed K–12 Reporting Hierarchy for the Summative Assessment



Proposed Reporting Hierarchy for the ELPAC K–12 Initial Assessment



Proposed Revisions to the General PLDs



Level	Description
4	<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. <i>This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).</i></p>
3	<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. <i>This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</i></p>

Proposed Revisions to the General PLDs (cont.)



Level	Description
2	<p>English learners 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. <i>This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</i></p>
1	<p>English learners 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. <i>This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.</i></p>

Changes to the ELPAC Test Materials and Administration

- Audio recordings for Speaking—
Summarize an Academic Presentation
- Grades 3–12 students will be able to write in Test Books
- Different covers for the Test Book and Examiner’s Manual (EM)
- Where possible, pointing icons added to the grades 3–12 instructions

New Changes to the ELPAC Test Materials and Administration (cont.)



- Revised directions in the EM for increased clarity
- Stopping points and break times added
- In grades 6–12, graphics for the Speaking task types (Present and Discuss Information and Summarize and Academic Presentation) are added to Test Book

ELPAC Practice Tests



The ELPAC Practice Tests will:

- Provide examples of the Listening, Speaking, Reading, and Writing task types that are administered at each grade/grade span (K, 1, 2, 3–5, 6–8, 9–10, and 11–12).
- Provide a sense of how the 2012 English Language Development Standards are assessed on the ELPAC.
- Be readily available so that students, parents, teachers, other educators, and other interested members of the public can easily obtain them.
- The ELPAC Practice Tests will be posted on www.ELPAC.org by October 30.

ELPAC Practice Test Features



Language Domain	Features
Listening	<ul style="list-style-type: none">• Listening items will include scripts that can be read aloud. No audio recordings will be developed to accompany the practice tests.• Listening stimuli (and items) will represent the general style and alignment to standards found on the ELPAC.• Listening items will be accompanied by a key of correct responses.
Speaking	<ul style="list-style-type: none">• Speaking items will be accompanied by their corresponding rubrics, which describe the criteria for performance at each score point.• Speaking items will not be accompanied by scripts or recordings of sample responses.
Reading	<ul style="list-style-type: none">• Reading passages (and items) will represent the general style and alignment to standards found on the ELPAC.• Reading items will be accompanied by a key of correct responses.
Writing	<ul style="list-style-type: none">• Writing items will be followed by write-on-lines that are the same length as the write-on-lines in operational tests.• Writing items will be accompanied by their corresponding rubrics, which describe the criteria for performance at each score point. Writing items will not be accompanied by sample responses.
For All Domains	<ul style="list-style-type: none">• Information about the standard(s) which the task type is designed to assess will be included.

Student Score Report (SSR)



SSRs and data sent to the local educational agency (LEA) that submitted the Answer Books (current process)

Pros	Cons
The LEA will be able to review the data	The student is no longer enrolled in the LEA
	The LEA may not have access to the student's new contact information, if applicable
	The LEA will still be responsible for mailing the SSR

SSR (cont.)



SSRs are sent to the new LEA, but data goes to the original LEA (proposed process)

Pros	Cons
The new LEA will have a record of the SSR for each student's cumulative file	Cost to the new LEA to mail reports
The new LEA will have each student's current contact information	
The new LEA would not need to request scores from the previous LEA	

ELPAC Administration and Scoring Trainings



- The California Department of Education-sponsored statewide trainings for the operational SA will take place from October 24 through December 13, 2017.
- October 25—Optional half-day training in Sacramento to provide regional training hosts with additional support
- Access the registration link on www.ELPAC.org at:
<https://ord.scoe.net/elpac/pg00.php>

ELPAC Academy



Two models:

- Regular ELPAC Academy
- Train-the-Trainers



Training highlights:

- How the ELPAC task types connect to the 2012 California English Language Development Standards and classroom instruction
- How educators play a critical role in advancing the English proficiency of English learners
- How to develop interim assessments and formative tools based on the ELPAC task types

ELPAC Academy (cont.)



Regular ELPAC Academy

- Sacramento—October 12, 2017
- Santa Clara—October 17, 2017
- Los Angeles—November 3, 2017



Train-the-Trainers ELPAC Academy

- San Diego—October 6, 2017
- Sacramento—October 11, 2017

New ELPAC Resources



- Do we administer the California English Language Development Test or the ELPAC in 2017–18?
- A Parent Guide to Understanding the ELPAC (translated into seven languages)
- ELPAC Assessments Fact Sheet
- Domain Information Sheets
- Matrix Four



These resources are located at:
<http://www.cde.ca.gov/ta/tg/ep/>

Upcoming Educator Opportunities



- March 2018-SA and IA Item Alignment Meeting
(Application Deadline November 8, 2017)
- March 2018-Speaking Range Finding
(Application Deadline November 8, 2017)
- July 2018-Speaking Range Finding
(Application Deadline March 2, 2018)

Submit application at:

<https://www.surveymonkey.com/r/elpacapp2017>



Three ELPAC Take-aways



- Understanding the reporting hierarchies
- ELPAC practice tests
- New ELPAC resources



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ELPAC Web page: <http://www.cde.ca.gov/ta/tg/ep/>

CSA Web page: <http://www.caaspp.org/> (under the Test Administration tab)

Join the CDE's ELPAC e-mail list by sending a blank e-mail to: subscribe-elpac@mlist.cde.ca.gov.