



# 2016 Accountability Leadership Institute

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## Moving Forward with the English Language Proficiency Assessments for California

Traci Albee, Administrator  
English Language Proficiency and Spanish  
Assessments for California  
December 5–6, 2016



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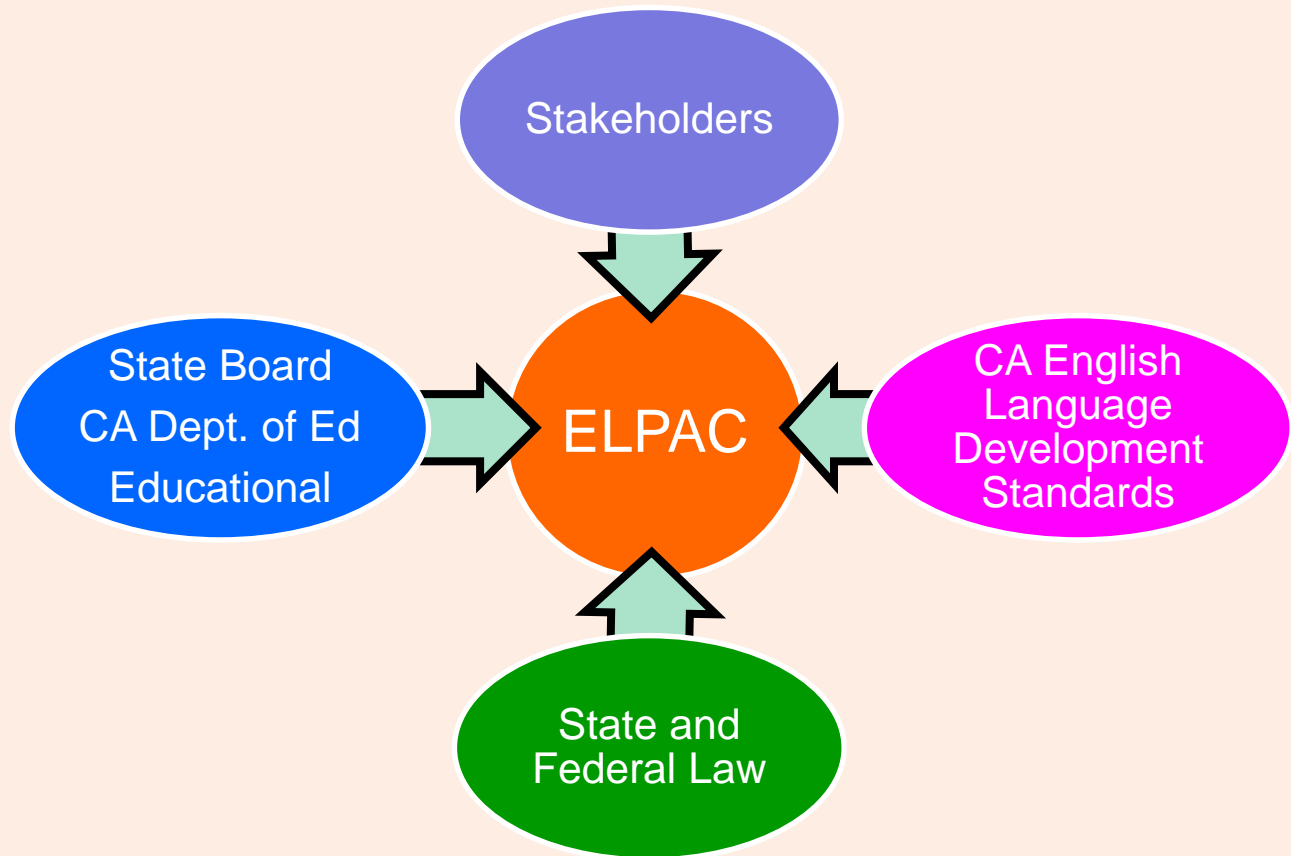
# Transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC)

	2015–16	2016–17	2017–18		2018–19
<b>ELPAC Pilot Testing</b>	December 2015				
<b>Field Test Administrations (No scores reported)</b>		ELPAC Summative (Spring 2017)	ELPAC Initial (Fall 2017)		
<b>Operational Administrations (Scores reported)</b>	CELDT	CELDT	CELDT Initial only	ELPAC Summative (Spring 2018)	ELPAC Initial (July 1, 2018) Summative (Spring 2019 and beyond)



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# The ELPAC Paradigm

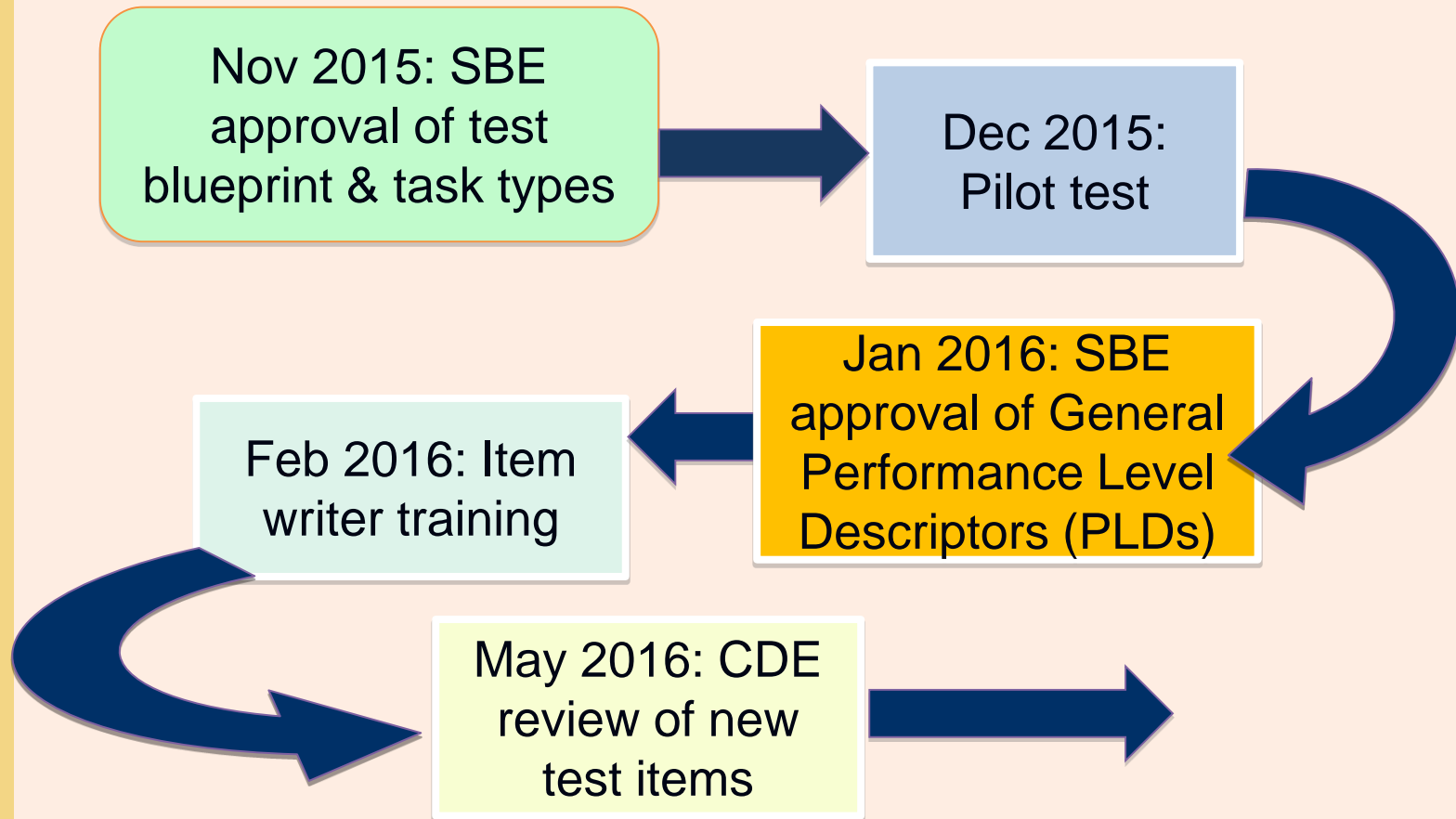


- SBE-State Board of Education
- CDE-California Department of Education
- ETS-Educational Testing Service

# ELPAC Development Process



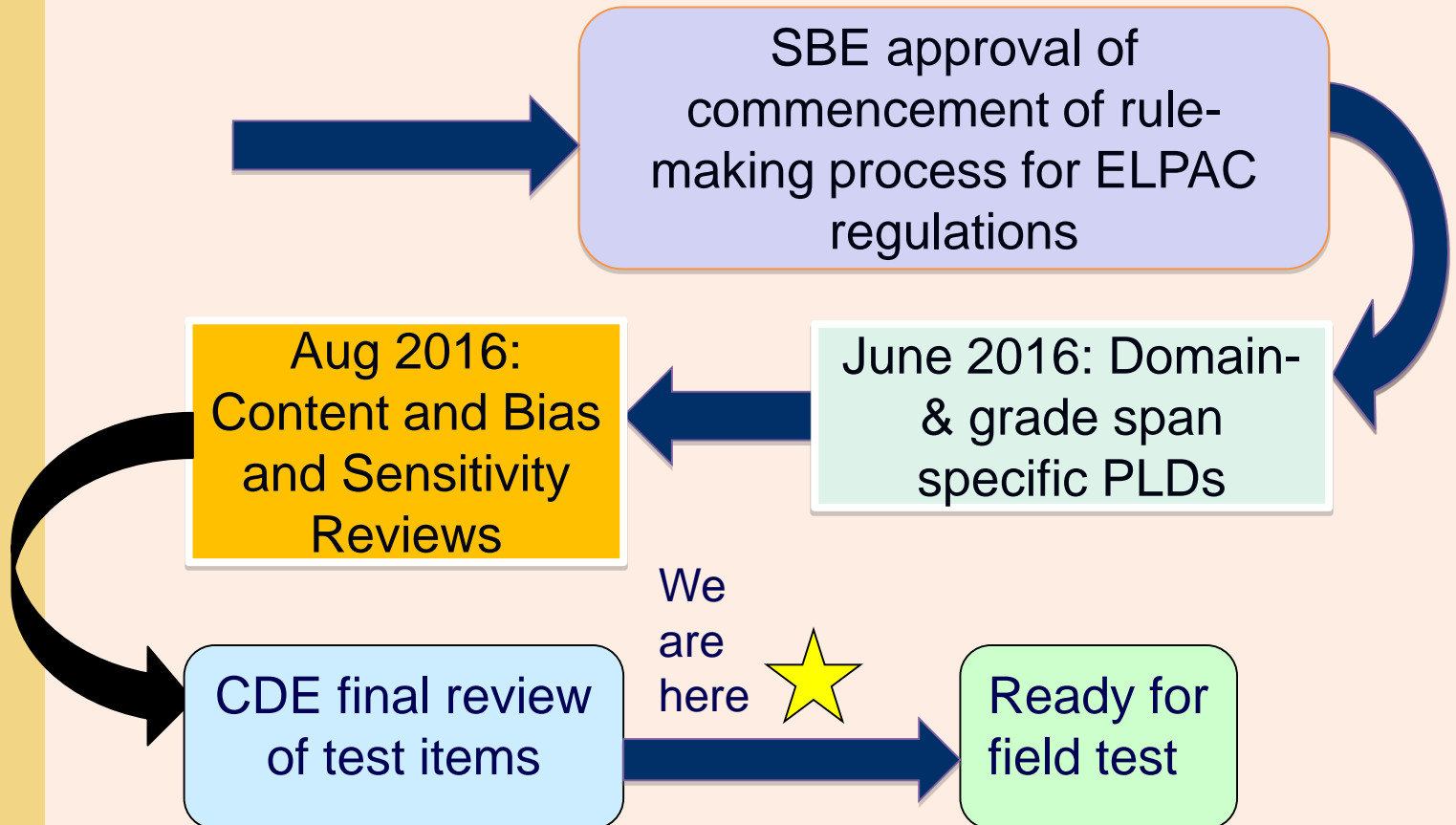
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# ELPAC Development Process (cont.)



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# Purpose of the ELPAC Test Blueprints

To provide and illustrate:

- Proposed number of test items
- Proposed number of points for each task type
- Alignment of the test items/task types with the 2012 California English Language Development Standards and its correspondence to the 2010 Common Core State Standards in Mathematics and Science



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# ELPAC General PLDs

Level	Description
4	English learners at this level have <b>fully functional</b> receptive and productive 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.
3	English learners at this level have <b>moderately functional</b> receptive and productive 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.
2	English learners at this level have <b>somewhat functional</b> receptive and productive 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.
1	English learners at this level have <b>limited to no functional</b> receptive and productive 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.



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# ELPAC Pilot Test

- Tested new task types
- Gathered information about how effectively the task types function
- Piloted 27 new task types
- Participation from schools in the Sacramento area





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# Non-integrated versus Integrated Tasks

- Non-integrated Tasks: Require language use mainly in one area—Listening, Speaking, Reading, or Writing.
- Integrated Tasks: In ELPAC, integrated tasks require students to draw information from a listening or reading passage to generate a spoken or written response.
  - Types of activities:
    - Listen to a story, then retell it.
    - Read information in a graphic organizer, then write about it.



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# Sample Integrated Task Type in the ELPAC Pilot

- Label a Picture—Sentence
  - Before pilot—Writing only
  - After pilot—Integrated skills:  
Writing with Reading



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# Label a Picture—Sentence: Before the Pilot

Look at the picture. Write a sentence that tells what is happening in the picture.





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# Label a Picture—Sentence: Reflections After the Pilot

- Educators wanted a Writing task that:
  - Elicited sentence-level writing
  - Targeted collaborative writing skills described in P1.A.2, Interacting via Written English
  - Targeted Part II ELD Standards
  - Reflected classroom instructional practices
- The Result: Label a Picture became a task with integrated skills: Describe a Picture



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# Describe a Picture: Revisions Based on the Pilot

- At grades 3–5, 6–8, 9–10, and 11–12, students will be asked to:
  - View a picture and read a description that represents writing by a peer
  - Edit and improve several sentences from the peer’s description
  - Write a new sentence describing some other aspect of the picture



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# Describe a Picture: Revisions Based on the Pilot

- Types of edits in questions 1 and 2:
  - Correct a Sentence: The girl is throws the ball. → The girl is throwing the ball.
  - Expand a Sentence: The boy is playing. → The boy is playing catch with the girl at the school.
  - Combine Sentences: The girl likes to play catch with the ball. The girl likes to play during lunchtime. → The girl likes to play catch with the ball during lunchtime.



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# Benefits of Integrated Task Types

- Promote critical thinking
- Addresses the ELD Standards
- Potentially have a positive impact on measurement accuracy and instruction as they reflect authentic language uses



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# Pilot Test: Listening Domain via Audio

As a result of the pilot test:

- Listening items in grade K–2 would be delivered by the examiner.
- Listening items in grades 3–12 are planned to be delivered via audio recordings.
  - Benefits include:
    - Standardized delivery of listening stimuli
    - Realistic presentation of conversation







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# Educator Item Writer Training

- Occurred in February 2016
- 24 elementary and 18 secondary educators participated
- Trained to write test items aligned with the ELPAC test blueprints





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# ELPAC Regulations

- Establish consistent statewide administration
- Establishes a new testing window
- Describes accommodations and additional resources
- Currently in the rule-making process





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# Content Review Panel (CRP) and Bias and Sensitivity Review Panel (BSRP)

- Reviewed new ELPAC items for appropriate grade-level content, language, and pictures.
- Occurred August 1–5, 2016
- Broad representation of California educators
- Recommended changes to the CDE for review and potential approval

# California Educator Reflections

“Authentic California voices are valued and heard...”

Adriana Vazquez,  
Val Verde Unified  
School District (USD)



The ELPAC includes much more academic writing and information that is interesting to children...”

Laura Gotz,  
Los Angeles USD

“The ELPAC emphasizes the importance of having students engage routinely in meaningful interactions...”

Leisa Machado,  
Turlock USD

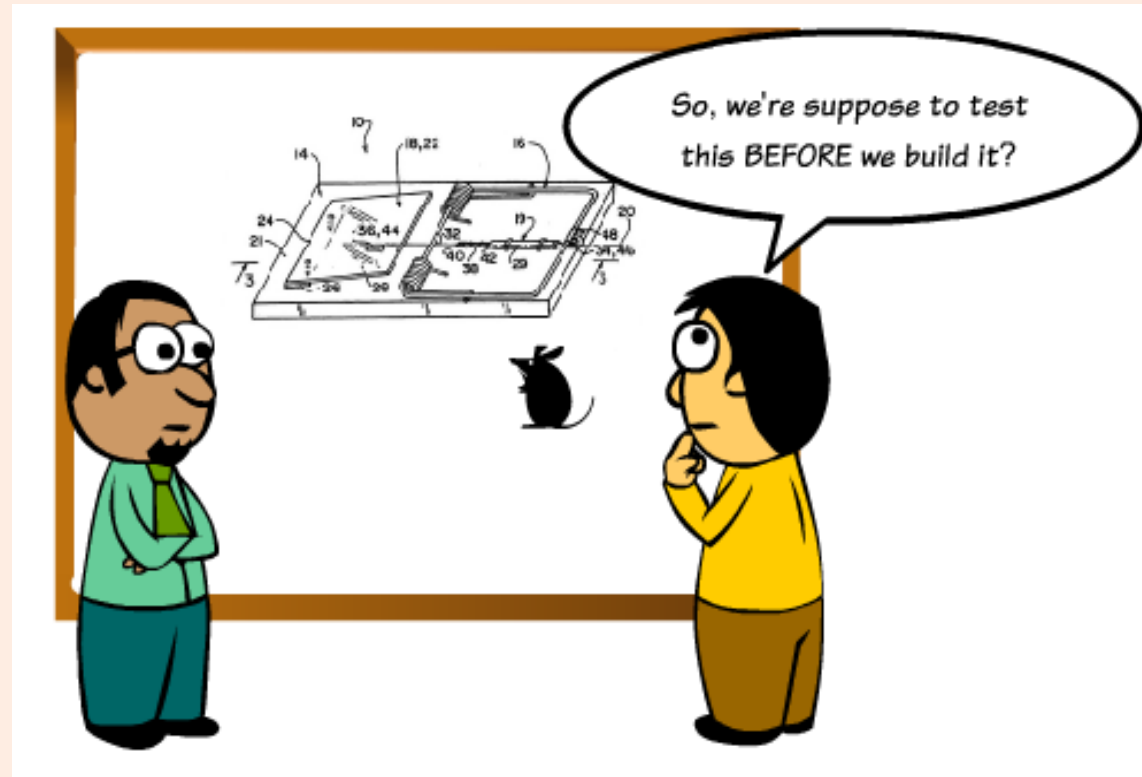
“[The ELPAC] is richer in its representation of different people and experiences...it allows students to feel more included as they may see themselves in the assessment questions.”

Graciela Camacho, Santa Ana USD



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# ELPAC Field Tests





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# ELPAC Field Tests

- Summative assessment field test: Spring 2017
- Initial assessment field test: Fall 2017
- Includes English-only and reclassified fluent-English proficient students
- Sample field tests, not census
- Participation by invitation
- District representatives must attend a full day of training in February 2017.



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# Upcoming Educator Opportunities

- April/May 2017-Speaking Range Finding  
(Application Deadline January 6, 2017)
- May/June 2017-Writing Range Finding  
(Application Deadline January 6, 2017)
- Fall 2017-Standard Setting  
(Application Deadline March 10, 2017)



Submit application at:

<https://www.surveymonkey.com/r/ELPACApp2016>



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# Questions?







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# California Spanish Assessment

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**California** DEPARTMENT OF  
**EDUCATION**

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# Primary Purposes of California Comprehensive Assessments

The primary purposes include:

- Assisting teachers, administrators, and pupils, and their parents
- Improving teaching and learning
- Promoting high-quality teaching and learning using a variety of assessment approaches and item types.



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# Development of the High-Level Test Design

- Consulted with stakeholders, including assessment and English learner experts, to determine the content and purpose
- Developed the high-level test design
- Approved by the State Board of Education (SBE) on September 9, 2016



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# California Spanish Assessment (CSA) Design Team

- Nationally recognized experts in linguistics, Dr. Kenji Hakuta and Dr. Guadalupe Valdés
- Educational Testing Service, contractor, assessment development experts, psychometricians, and research scientists





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# Recommended CSA Test Purposes(s)

- Measure a student's competency in Spanish language arts and provide student-level data in Spanish competency
- Evaluate the implementation of Spanish language arts programs at the local level
- Provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy



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# Benefits for Local Educational Agencies

- Recognize the value of bilingualism and biliteracy
- Develop literacy at a deeper level
- Inform instructional practices and, as a result, increase learning
- View CSA results in combination with English Language Arts (ELA) results
- May be added to Local Control and Accountability Plans



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# Target Population

The target population will be:

- students receiving instruction in Spanish in California; and/or
- students seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills.





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# Key Assumptions of the Proposed High-Level Test Design

- Aligned with the Common Core State Standards for ELA en Español
- Computer-based assessment
- Assess reading, writing, and listening
- Administered in grades 3–8 and high school
- Accessible to students with disabilities





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# Key Assumptions of the Proposed High Level Test Design (cont.)

- Optional
- Test blueprint will be aligned with general performance level descriptors
- Fair, valid, and reliable
- No human scoring





# Educator Reflections on Test Development

The focus was on all of our students who come from different populations with varying specific needs.”

“Brainstorming and making well-informed decisions take time.”



“I feel privileged to learn and understand how the assessment development process works and the amount of time, work, review, and effort that come with it.”

“We feel a strong sense of purpose!”



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# Upcoming Educator Opportunities 2016

- December 7 and 8, 2016: WebEx Meeting for CSA Blueprint Input  
Application Deadline: November 23
- January 25–26, 2017: Item Writer Training in Orange County  
Application Deadline: January 13



Submit an application at:

<http://caaspp.org/reviewers.html>

# High-Level Proposed Timeline



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September 2016	SBE Approved the Proposed High-Level Test Design for the CSA
March 2017	SBE action on the Proposed Test Blueprints and General Performance Level Descriptors
Fall 2017	Administration of the pilot test
Fall 2018	Administration of the field test
Spring 2019	Operational test



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# Contact Information

## English Language Proficiency and Spanish Language Assessments Office

Phone: 916-319-0784

CELDT e-mail: [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov)

ELPAC e-mail: [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov)

CELDT Web page: <http://www.cde.ca.gov/ta/tg/el/>

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

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



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# Contact Information (cont.)

## English Language Proficiency and Spanish Assessments Office

Phone: 916-319-0784

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