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State Superintendent
of Public Instruction

Bilingual Coordinators Network Meeting

ELPAC Update

Traci Albee, Administrator
English Language Proficiency and Spanish
Assessments for California
May 5, 2017

Overview

- English Language Proficiency Assessments for California (ELPAC) Summative Assessment (SA) Trainings
- SA Regional Trainings
- 2017–18 Educator Opportunities
- Reclassification Options for 2017–18
- Computer-based Assessment (CBA) Study Results

ELPAC SA Trainings

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The CDE-sponsored statewide trainings will take place from October 24 through December 13, 2017. The tentative schedule is shown below.

Date	Day	Location		Date	Day	Location
Oct. 24	Tues.	Sacramento		Nov. 16	Thurs.	Merced
Oct. 26	Thurs.	Redding		Nov. 17	Fri.	Modesto-TBD
Oct. 31	Tues.	San Diego		Nov. 28	Tues.	Burbank
Nov. 1	Wed.	Montebello		Nov. 29	Wed.	Costa Mesa
Nov. 2	Thurs.	Burbank		Nov. 30	Thurs.	Torrance
Nov. 3	Fri.	Santa Barbara		Dec. 1	Fri.	Pomona
Nov. 6	Mon.	Monterey		Dec. 5	Tues.	Anaheim
Nov. 7	Tues.	San Jose		Dec. 6	Wed.	Escondido–TBD
Nov. 8	Wed.	Redwood City		Dec. 7	Thurs.	Palm Springs
Nov. 9	Thurs.	Santa Rosa		Dec. 8	Fri.	Riverside
Nov. 14	Tues.	Bakersfield–TBD		Dec. 12	Tues.	Concord
Nov. 15	Wed.	Clovis–TBD		Dec. 13	Wed.	Sacramento

ELPAC Regional Trainings

- Regional trainers attending the October 24 training will receive an optional half day of training on October 25.

- Regional trainers can register early by e-mailing elpac@scoe.net.

- Regional trainings may begin after October 24, 2017.

- County offices may begin booking dates and locations as soon as possible.

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ELPAC Regional Trainings (cont.)

- Regional trainings will be posted on www.elpac.org.

- County offices will receive forms to request the posting of a regional training and to purchase training binders.

- Sign in sheets for regional trainings will be collected.
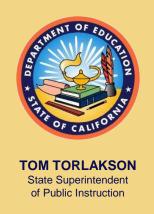
2017–18 Educator Opportunities

Meeting	Date	Application Deadline
IA Writing Range Finding Meetings	October 2017	July 7, 2017
Speaking Range Finding Meetings	January 2018	September 22, 2017
IA Standard Setting Meeting (K, grades 1 and 2)	February 2018	September 22, 2017
IA Standard Setting Meeting (Grades 3–12)	February 2018	September 22, 2017
Item Alignment Meeting	March 2018	November 8, 2017
Speaking Range Finding Meetings	March 2018	November 8, 2017
Speaking Range Finding Meetings	July 2018	March 2, 2018

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Reclassification Criteria

LEAs are to continue using the following four criteria to establish local reclassification policies:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development

2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery

3. Parent opinion and consultation

4. 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

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Reclassification Options for 2017–18

1. Beginning in fall 2017, local educational agencies **may** refer to one or more of the following options as they determine their local criteria for the assessment of ELP (number one of the four reclassification criteria).
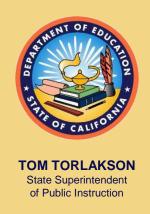
Reclassification Options for 2017–18 (cont.)

Utilize 2016–17 California English Language Development Test (CELDT) Scores

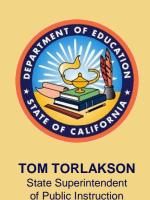| Scenario 1	Steps to take
My student did **not meet** the CELDT criterion in 2016–17.	1. Use your student's 2016–17 CELDT scores. 2. Adjust local criterion based on your locally determined objective assessment instrument that confirms this growth. 3. Reclassify your student if/when all four district criteria are met.

Reclassification Options for 2017–18 (cont.)

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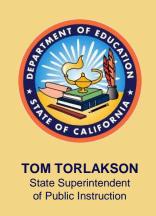| Scenario 2	Steps to take
My student **met** the CELDT criterion in 2016–17.	1. Use your student's 2016–17 CELDT scores. 2. Reclassify your student if/when all four district criteria are met.

Reclassification Options for 2017–18 (cont.)

2. Readminister the 2016–17 Edition CELDT in 2017–18 to obtain more current English language proficiency assessment results.

Reclassification Options for 2017–18 (cont.)

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Scenario 1	Steps to take
My LEA has a **sufficient** amount of 2016–17 CELDT Annual Assessment (AA) test materials to readminister the CELDT to all of our students being considered for reclassification.	1. Readminister the 2016–17 CELDT, and locally score the *Answer Books*. 2. Reclassify your student if/when all four district criteria are met. 3. Return or locally destroy your 2016–17 materials as directed by the testing contractor.

Reclassification Options for 2017–18 (cont.)

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Scenario 2	Steps to take
My LEA has an **insufficient** amount of 2016–17 CELDT AA *Answer Books* to readminister the CELDT to all of our students being considered for reclassification.	1. Enter into an agreement with Educational Data Systems (EDS) to order a special edition of the CELDT *Answer Books* and have them scored by EDS. Or, locally score the *Answer Books*. 2. Reclassify your student if/when all four district criteria are met. 3. Return or locally destroy your 2016–17 materials as directed by the testing contractor.

Considerations in the Transition of the ELPAC Paper-Pencil Tests to CBAs

Purpose of the study:

– To provide the California Department of Education (CDE) with useful information and recommendations regarding considerations and issues involved in a potential transition of the ELPAC from paper-pencil tests (PPTs) to CBAs.

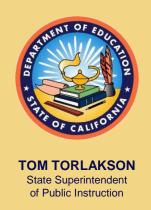# Goals of the Computer-based Assessment (CBA) Study

Educational Testing Service (ETS) provided a set of recommendations to the CDE regarding the transition of the ELPAC from a PPT to a CBA. The recommendations aimed to ensure that:

- The ELPAC assessments will remain valid, fair, and technically sound as CBAs.

- The CBA will take appropriate advantage of the computer platform for improvement in coverage of the standards, improvements in student engagement, and other available improvements.

Goals of the Computer-based Assessment (CBA) Study (cont.)

- The transition to CBAs is efficiently managed, making good use of time, budget, and resources, including the utilization of the existing California Assessment of Student Performance and Progress (CAASPP) platform and features as appropriate.

- The planning and execution of the transition to CBA is conducted with strong CDE and stakeholder engagement, ensuring that informed decisions are made.
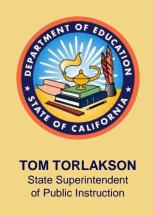
General Recommendations

Maintain the ELPAC Initial Assessment (IA) as a PPT.

- Reduces risk of Initial Assessment test takers having difficulty in demonstrating their abilities as a result of unfamiliarity with computers.
- IA may transition to a CBA at a later date.

Transition the ELPAC SA to CBA.

- Ensure that all K–2 task types and administration models are developmentally appropriate.
- Employ digital voice capture for Speaking section (which makes automated scoring feasible).
- Maintain K–2 Writing as PPT.

Use a common data management system for CBA SA and for PPT IA.

Key Assessment Development Recommendations

Maintain the current ELPAC task types on the CBA, adding technology-enhanced features in a principled way.
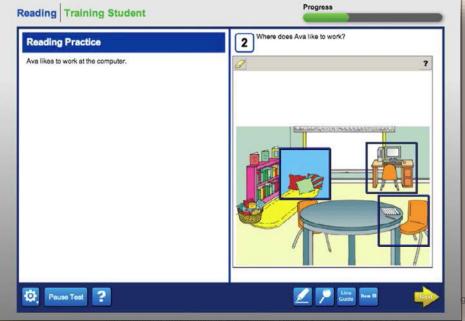
- Add an avatar to guide the test taker through the assessment.

- Present all graphics in color and add context-setting images where appropriate.

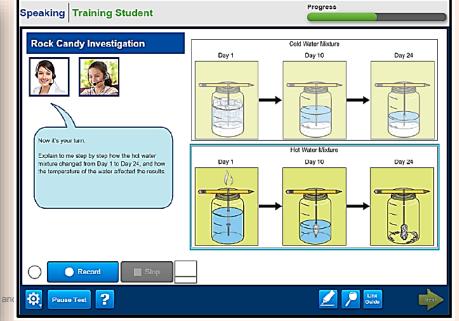- Enhance selected existing task types with developmentally appropriate technology-enhanced items.

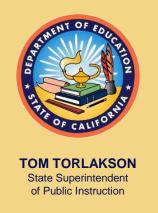# CBAs of English Language Proficiency: Some K–12 Examples

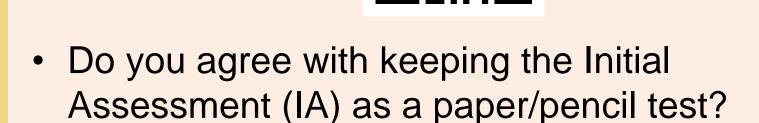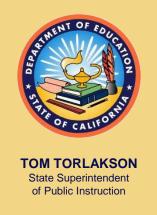**ELPA21 & WIDA**
- Sample Tasks
- Sample Interface Features

Input

ELPAC Transition to the CBA Survey QR Code:

http://etc.ch/LZTK

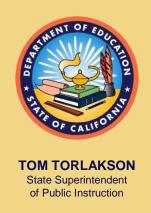- Do you agree with keeping the Initial Assessment (IA) as a paper/pencil test?

- In the future, would your local educational agency use a platform for the test examiner to score student responses online for the IA?

Input (cont.)

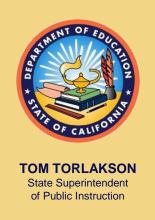**TOM TORLAKSON**
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- Do you think schools will be able to handle digital voice capture for the Speaking domain? (e.g., technology, administration logistics).

- Do you agree with keeping K–2 writing as a paper/pencil test, as it would delay the overall results?

Please e-mail your support for transitioning to the CBA to ELPAC@cde.ca.gov.

Questions?

Contact Information

English Language Proficiency and Spanish Assessments Office

Phone: 916-319-0784

CELDT e-mail: celdt@cde.ca.gov

ELPAC e-mail: 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.