



English Language Proficiency Assessments Office

Updates on the English Language Proficiency Assessments for California

**Bilingual Coordinators Network Meeting
November 20, 2015**



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Overview

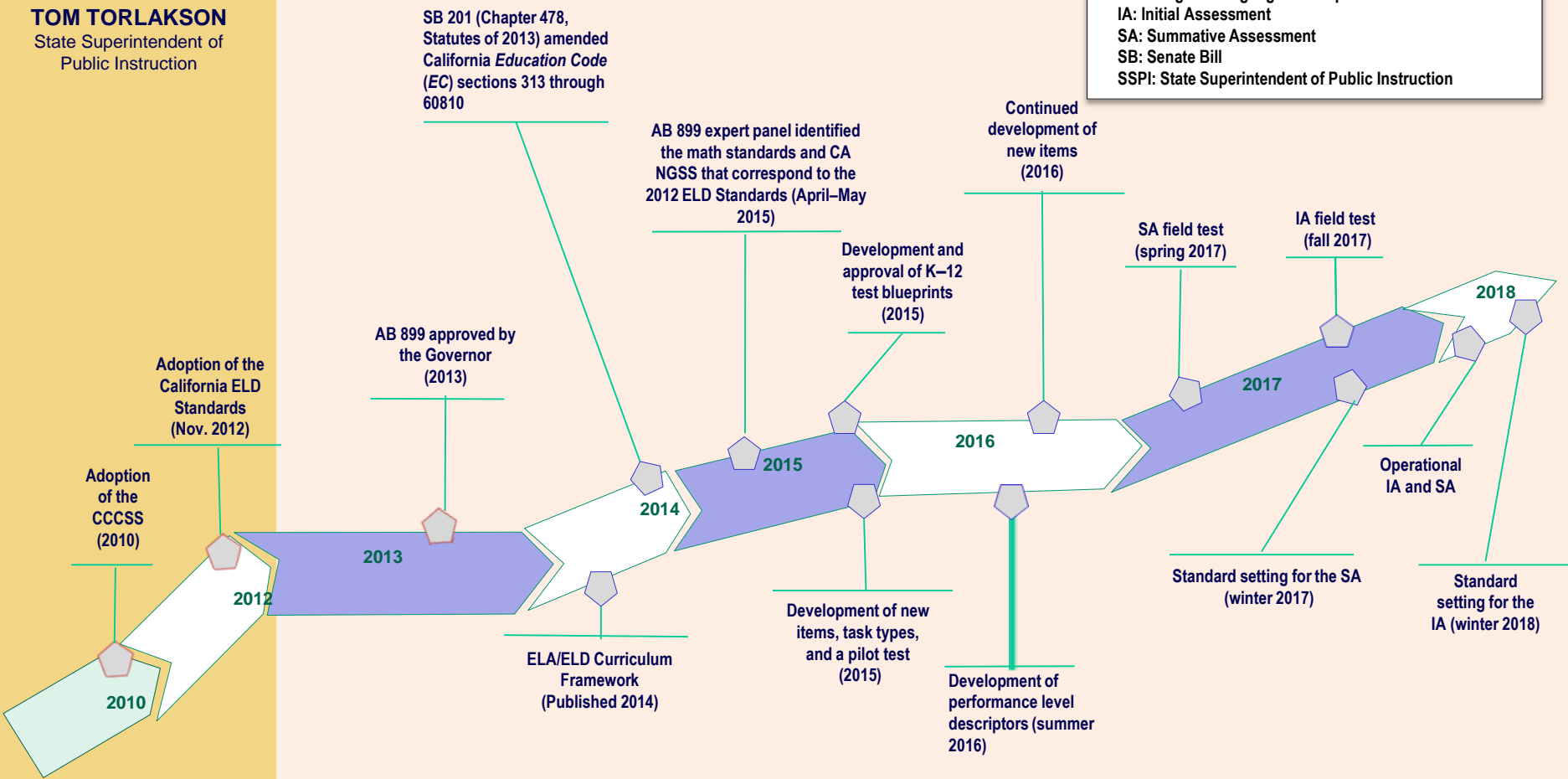
- Road to the English Language Proficiency Assessments for California (ELPAC): A Historical Perspective
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Road to the English Language Proficiency Assessments for California (ELPAC): A Historical Perspective

Key:
 AB: Assembly Bill
 CA NGSS: California Next Generation Science Standards
 CCCSS: California Common Core State Standards
 ELA: English Language Arts
 ELD: English Language Development
 IA: Initial Assessment
 SA: Summative Assessment
 SB: Senate Bill
 SSPI: State Superintendent of Public Instruction





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Proposed Timeline for the Transition from the CELDT to the ELPAC

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



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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 ELD Standards and its correspondence to the 2010 CA CCSS mathematics and science standards



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Summary of Task Types

Task types in the ELPAC:

- Incorporate Foundational Literacy Skills in grades K–1
- Include teacher scaffolding in grades K–1
- Include some listening items that are recorded
- Contain integrated task types (e.g., reading with writing, speaking with listening)
 - 2012 ELD Standards call for students to develop language skills that integrate tasks
 - Scores are allocated to the area of student production (i.e., for speaking with listening, score would be given for speaking)
- Can be discrete or in sets of questions

Overview of Task Types



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Listening	Speaking
<ul style="list-style-type: none"> • Listening to a Classroom Conversation • Choose a Reply • Listen to a Story • Listen to an Oral Presentation • Listen to Speakers Support Opinion 	<ul style="list-style-type: none"> • Talk about a Scene • Answer and Ask Questions [Integrated: Speaking with Listening] • Speech Functions • Speaking — Support an Opinion • 4-Picture Narrative • Summarize an Academic Presentation [Integrated: Speaking with Listening] • Present and Discuss Information [Integrated: Speaking with Reading]
Reading	Writing
<ul style="list-style-type: none"> • Read-Along Word with Scaffolding • Read-Along Story with Scaffolding • Read-Along Sentence • Read-Along Information • Read and Choose a Word • Read and Choose a Sentence • Read a Short Informational Passage • Read a Literary Passage • Read an Informational Passage • Read a Student Essay 	<ul style="list-style-type: none"> • Label a Picture – Word with Scaffolding • Write a Story Together with Scaffolding • Write an Informational Text Together • Write and Support an Opinion • Label a Picture – Sentence • Read and Respond to a Message [Integrated: Writing with Reading] • Write about an Experience • Write about Academic Information [Integrated: Writing with Reading] • Justify an Opinion • Summarize a Presentation [Integrated: Writing with Listening]



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Listening

Listening Task Types	Aligning Standard(s)
Listening to a Classroom Conversation	Part I, A1 – Exchanging information and ideas Part I, A3 – Offering and supporting/justifying opinions
Choose a Reply	Part I, A1 – Exchanging information and ideas
Listen to a Story*	Part I, B5 – Listening actively Part I, B7 – Evaluating language choices
Listen to an Oral Presentation*	Part I, B5 – Listening actively Part I, B7 – Evaluating language choices
Listen to Speakers Support Opinions	Part I, A1 – Exchanging information and ideas Part I, B5 – Listening actively Part I, B7 – Evaluating language choices

*Items are similar to a CELDT item that is aligned with the 2012 ELD Standards.



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Speaking

Speaking Task Types	Aligning Standard(s)
Talk about a Scene	Part I, A1 – Exchanging information and ideas
Answer and Ask Questions [Integrated: Speaking with Listening]	Part I, A1 – Exchanging information and ideas
Speech Functions**	Part I, A4 – Adapting language choices
Speaking – Support an Opinion	Part I, C11 – Supporting own and evaluating other’s opinions Part I, A3 – Offering and supporting/justifying opinions
4-Picture Narrative**	Part I, C9 – Expressing information and ideas
Summarize an Academic Presentation [Integrated: Speaking with Listening]	Part I, C9 – Expressing information and ideas
Present and Discuss Information [Integrated: Speaking with Listening]	Part I, C9 – Expressing information and ideas Part I, A3 – Offering and supporting/justifying opinions

**Items are the same as CELDT items that are aligned with the 2012 ELD Standards.



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Reading

Reading Task Types	Aligning Standard(s)
Read-Along Word with Scaffolding	Part I, B6 – Reading closely literary and informational texts
Read-Along Story with Scaffolding	Part I, B6 – Reading closely literary and informational texts
Read-Along Sentence	Part I, B6 – Reading closely literary and informational texts
Read-Along Information	Part I, B6 – Reading closely literary and informational texts
Read and Choose a Word	Part I, B6 – Reading closely literary and informational texts
Read and Choose a Sentence	Part I, B6 – Reading closely literary and informational texts Part I, B6a – Explain ideas
Read a Short Informational Passage	Part I, B6 – Reading closely literary and informational texts (including a – Explain ideas, b – Express inferences, and c – Use knowledge of morphology (e.g. affixes, roots and base words)) Part 1, B7 – Evaluating language choices Part 1, B8 – Analyzing language choices Part 2, A1 – Understanding text structure Part 2, A2 – Understanding cohesion



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Reading (cont.)

Reading Task Types	Aligning Standard(s)
Read a Literary Passage*	Same as “Read a Short Informational Passage”
Read an Informational Passage*	Same as “Read a Short Informational Passage”
Read a Student Essay	Part I, B6 – Reading closely literary and informational texts (including a – Explain ideas, b – Express inferences, and c – Use knowledge of morphology (e.g. affixes, roots and base words) Part I, B7 – Evaluating language choices Part I, B8 – Analyzing language choices Part II, B3 – Using verbs and verb phrases Part II, B4 – Using nouns and noun phrases Part II, B5 – Modifying to add details Part II, C6 – Connecting ideas Part II, C7 – Condensing ideas

*Items are similar to a CELDT item that is aligned with the 2012 ELD Standards.



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Writing

Writing Task Type	Aligning Standard(s)
Label a Picture – Word with Scaffolding	Part I, C10 – Composing/writing literary and informational texts
Write a Story Together with Scaffolding	Part I, A2 – Interacting with others in written English Part I, C10 – Composing/writing literary and informational texts
Write an Informational Text Together	Part I, A2 – Interacting with others in written English Part I, C10 – Composing/writing literary and informational texts Part II, A1 – Understanding text structure Part II, A2 – Understanding cohesion Part II, B4 – Using nouns and noun phrases Part II, B5 – Modifying to add details Part II, C6 – Connecting ideas
Write and Support an Opinion	Part I, C11 – Support own and evaluating other’s opinions Part I, C10 – Composing/writing literary and informational texts Part I, C11a – Justify opinions or persuade others



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Writing (cont.)

Writing Task Type	Aligning Standard(s)
Label a Picture – Sentence	Part I, C10b – Write clear and coherent summaries of text Part I, C12 – Selecting and applying language choices Part I, C12b – Use knowledge of morphology appropriately Part II, B4 – Using noun and noun phrases
Read and Respond to a Message [Integrated: Writing with Reading]	Part I, A2 – Interacting with others in written English Part I, C11 – Support own and evaluating other’s opinions Part I, C12 – Selecting and applying language choices
Write about an Experience	Part I, C10b – Write clear and coherent summaries of text
Write about Academic Information [Integrated: Writing with Reading]	Part I, C10b – Write clear and coherent summaries of text Part I, A2 – Interacting with others in written English
Justify an Opinion	Part I, C11a – Justify opinions or persuade others
Summarize a Presentation [Integrated: Writing with Reading]	Part I, C10b – Write clear and coherent summaries of text



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Sample Task Type

Domain	Task Type	Description	ELD Standard
Writing	<p>Justify an Opinion</p> <p><u>Initial:</u> Grades 9–10, 11–12</p> <p><u>Summative:</u> Grades 6–8, 9–10, 11–12</p>	<p><u>Communicative Context:</u> The test taker is writing a letter to a school newspaper.</p> <p><u>Stimulus:</u> A common topic (e.g., wearing school uniforms, best type of exercise) is introduced.</p> <p><u>Response:</u> The test taker writes a paragraph containing his/her opinion along with support.</p> <p><u>Scoring:</u> The examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Part I, A2 – Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>Part I, C11 – Justifying/arguing</p> <p>Part I, C12 – Selecting language resources</p>



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Sample Task Type (cont.)

Domain	Task Type	Description	ELD Standard
Writing	Read and Respond to a Message [Integrated Skills: Writing with Reading] <u>Initial:</u> Grades 6–8 <u>Summative:</u> Grades 3–5, 6–8, 9–10, 11–12	<p><u>Communicative Context:</u> The test taker is answering a written message.</p> <p><u>Stimulus:</u> The student reads a written note, letter, e-mail, or text message asking for help, information, etc. Appropriate graphics will be used to make the message look authentic.</p> <p><u>Response:</u> The test taker writes an appropriate response to the questions in the message.</p> <p><u>Scoring:</u> The examiner scores the response after the test administration based on Writing Rubrics.</p>	Part 1, A2 – Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)



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Future Updates to the Test Blueprints

- Format
- Technical adjustments based on results from the pilot and field tests



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Next Steps

State Board Approval of:

- General performance level descriptors
- Performance level cut scores based on standard setting



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Questions





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Proficiency Level Descriptors of the 2012 ELD Standards

Three levels of English language development
as a continuum:

- Emerging
- Expanding
- Bridging

Each level includes:

- Overall Proficiency
- Early Stage
- Exit Stage

Proficiency Level Descriptors (cont.)



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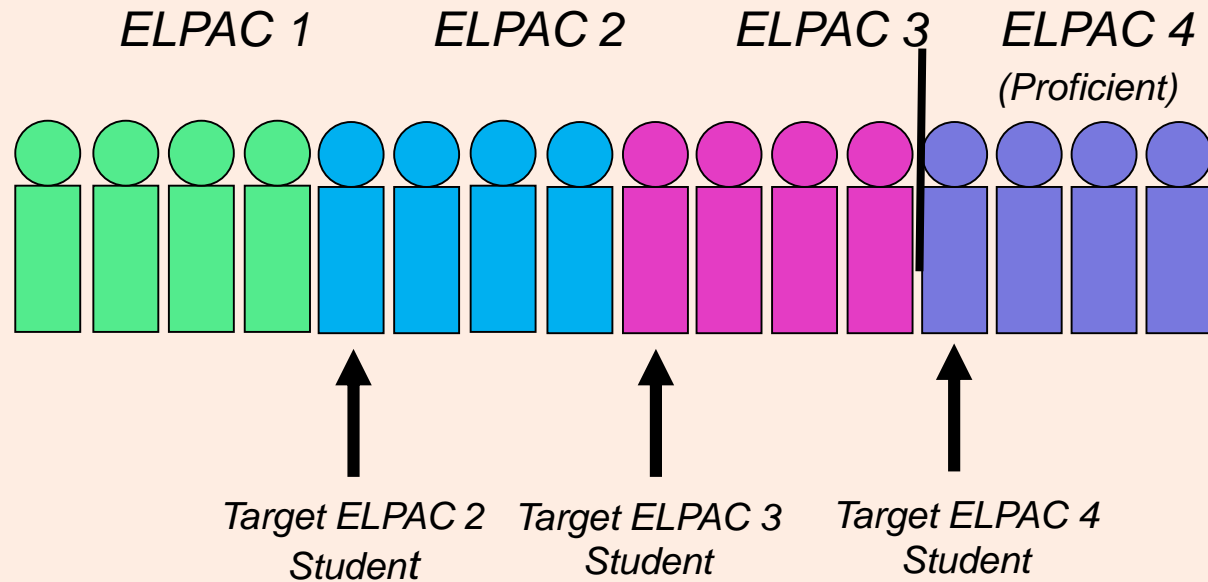
The descriptors for early and exit stages of each proficiency level are detailed across three modes of communication:

- **Collaborative:** Engaging in dialogue with others
- **Interpretive:** Comprehension and analysis of written and spoken text
- **Productive:** Creation of oral presentations and written text



Proposed ELPAC Performance Levels

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Proposed ELPAC General Performance Level Descriptors

Level	Description
4	English learners at this level have fully functional 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 moderately functional 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 somewhat functional 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 limited to no functional 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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Educator Opportunities for Participation in ELPAC Development

- February 22–23, 2016—Item Writer Training 1
- February 24–25, 2016—Item Writer Training 2
- July 2016—Content review panel (five days)
- July 2016—Bias and sensitivity review panel (three days)
- August 2016—Development of domain-specific performance level descriptors

The online application can be accessed at
<https://www.surveymonkey.com/r/ELPACApp2015>.



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Update on the ELPAC Regulations

- Revisions based on legal review
- To the January SBE meeting to approve the commencement of the rulemaking process
- 45-day public comment period ending with a public hearing at the California Department of Education in March 2016
- Anticipated adoption of the regulations for the spring 2017 ELPAC field test



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2016 CELDT Scoring Training of Trainers

Workshop registration will open on **Wednesday, February 24, 2016.**

Date	Day	Location
April 7	Thurs.	Sacramento
April 13	Wed.	Downey
April 14	Thurs.	Riverside
April 15	Fri.	San Diego
April 19	Tues.	San Jose
April 20	Wed.	Stockton
April 21	Thurs.	Clovis
August 16	Tues.	Anaheim
August 23	Tues.	Sacramento



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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.