LAS PRUEBAS DE SUFICIENCIA EN EL IDIOMA INGLÉS EN CALIFORNIA

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

LAURA DIAZ
ELPAC is an Evaluation that:

• Measures how well students understand English when it is not their primary language
• Provides information that helps your child’s teacher support him or her in the right areas
• Provides information to parents about their child's progress in learning in English
• Replaces the California English Language Development Test (CELDT) and is aligned with the 2012 California English Language Development Standards.
The timeline that led to the adoption of the ELPAC

USING THE HISTORY OF LOS ANGELES UNIFIED DISTRICT
WHO ARE EL STUDENTS?

- THEY ARE K-12 STUDENTS WHOSE PRIMARY LANGUAGE IS NOT ENGLISH YET ARE FLUENT IN THEIR HOME LANGUAGE AND BRING RICH CULTURAL EXPERIENCES FROM THEIR OWN BACKGROUND.

- THEY ARE STUDENTS WHO QUALIFY FOR PROGRAMS THAT HELP THEM BUILD ACADEMIC ENGLISH SKILLS WHILE THEY LEARN THE K-12 CURRICULUM.

- K-12 GRADE LEVEL STUDENTS THAT WORK TOWARDS BUILDING PROFICIENT LEVEL SKILLS OF SPEAKING, READING, WRITING AND COMPREHENSION IN THE ENGLISH LANGUAGE, THROUGH AN OBJECTIVE EVALUATION SYSTEM, WHILE THEY PARTICIPATE IN A REGULAR SCHOOL PROGRAM.
HOW THE EL'S ARE IDENTIFIED

- ENROLLMENT

- DETERMINE THE STUDENT'S FIRST LANGUAGE:
  - HOME LANGUAGE SURVEY
  - RESULTS FROM PREVIOUS SCHOOL DISTRICT
  - ELPAC INITIAL ASSESSMENT (IA)
    - IFEP: INITIAL FLUENT ENGLISH PROFICIENT
    - EL: ENGLISH LEARNERS
      - PLACEMENT OF THE STUDENT AT THE APPROPRIATE LEVEL OF ELD AND PROGRAM SELECTION
      - ELPAC SUMMATIVE ASSESSMENT (SA)
      - RECLASSIFICATION
        - RFEP: RECLASSIFY FLUENT ENGLISH PROFICIENT
C. Origen Étnico: (Por favor marque una)
   El Departamento de Educación del Estado de California requiere la siguiente información (Secciones 90-101, del Código Administrativo de California, Título 5.)

☐ 1. Indio Americano/Nativo de Alaska: Persona cuyo origen viene de cualquier persona nativa de Norte América y que mantiene identificación cultural por medio de afiliación a la tribu o por reconocimiento de la comunidad.

☐ 4. Filipino: Persona cuyo origen viene de cualquier persona nativa de las Islas Filipinas.

☐ 5. Hispano: Persona de cultura o origen mexicano, puertorriqueño, cubano, de América Central o del Sur, o de cualquier otro grupo de cultura hispánica, sin importar su raza.

☐ 6. Negro, no de Origen Hispano: Persona no hispana cuyo origen viene de cualquier grupo de raza negra de África.

☐ 7. Blanco no de Origen Hispano: Persona no hispana cuyo origen viene de cualquier persona nativa de Europa, África del Norte, o del Medio Oriente.

☐ 8. No me interesa identificar a mi niño en un grupo racial/étnico. Entiendo que cuando los padres eligen esta opción, es requerido que el Distrito haga las designaciones raciales/étnicas en todos los alumnos.

Por favor marque uno de los grupos siguientes con el cual se identifica el alumno:

☐ A-Coréano    ☐ C-Chino    ☐ E-Cambayano    ☐ G-Indo Asiático    ☐ M-Hawaiiano    ☐ O-Guamaniano    ☐ Q-Iseño del Pacífico
☐ B-Japonés   ☐ D-Vietnamita    ☐ F-Laotiano    ☐ H- Otro Asiático    ☐ N-Samoano    ☐ P-Tahitiano

D. Información de escuelas anteriores (Por favor mencione dos escuelas a las que asistió anteriormente)

<table>
<thead>
<tr>
<th>Escuela anterior</th>
<th>Dirección</th>
<th>Ultima Fecha en que asistió</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Escuela anterior</th>
<th>Dirección</th>
<th>Ultima Fecha en que asistió</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

E. Nivel de Educación del padre/tutor (Por favor indique el nivel de educación más alto completado por el padre/madre o tutor.)

Madre: ☐ No está graduado de la escuela secundaria
☐ Graduado de la escuela secundaria
☐ Graduado de la universidad
☐ Graduado de la escuela/posgraduado
☐ Algun estudio en la universidad (dos o cuatro años)
☐ Refusó a contestar o información desconocida

Padre: ☐ No está graduado de la escuela secundaria
☐ Graduado de la escuela secundaria
☐ Graduado de la universidad
☐ Graduado de la escuela/posgraduado
☐ Algun estudio en la universidad (dos o cuatro años)
☐ Refusó a contestar o información desconocida

Firma del padre/tutor

Imprima nombre

Fecha
WHY THE CHANGE?

Language Acquisition Programs

Biliteracy Pathway
- Dual Language Immersion:
  - 90:10
  - 80:20
  - 50:50
- Immersion
- Development or Maintenance Bilingual/Bliteracy
- Transitional Bilingual Education
- Heritage Language
- Flex (Foreign Language Elementary Experience)
- FLES (Foreign Language in Elementary Schools)
- SEAL Program (Sobrato)

English Pathway
- Newcomer (optional)
- Structured English Immersion SEI
- English Language Development ELD

Designated and Integrated ELD
CALIFORNIA COMMON CORE STATE STANDARDS IN SPANISH

- NEW COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ART AND LITERACY IN HISTORY-SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS STANDARDS (COMMON CORE ELA/LITERACY) AND THE MATHEMATICS STANDARDS HAVE BEEN TRANSLATED INTO SPANISH.
COMMON CORE STATE STANDARDS IN SPANISH

- Establishes a guide for equitable assessment and curriculum development, resulting in high levels of biliteracy.
- Maintain a parallel, aligned, and equitable architecture between the Spanish translation and linguistic augmentation of the California Common Core ELA/Literacy Standards.
- Transferable language learnings between English and Spanish for instruction in both languages.
- The linguistic augmentation is based on the conventions for oral and written Spanish from the Real Academia de la Lengua Española (RAE)
Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

   b. Know spelling-sound correspondences for additional common vowel teams

   c. Decode regularly spelled two-syllable words with long vowels.

   d. Decode words with common prefixes and suffixes.

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Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, tanto en forma aislada como en un texto.

   a. Distinguen los sonidos de las vocales y de los diphtongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).

   b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.

   c. Decodifican palabras multisilábicas.

   d. Decodifican palabras con prefijos y sufijos de uso frecuente.
California’s English learners make academic progress as they also develop their skills in English.
ELD STANDARDS OBJECTIVES

1. Contents
   - Knowledge of material presented
   - Academic Vocabulary

2. Language Development
   - Use of English
   - Language Acquisition
   - Practice of Language structure
INTEGRATED & DESIGNATED ELD
DOUBLE IMMERSION PROGRAMS

Figure 14: Dual Language Education Programs

- World Language Immersion Program: This program is designed for English speakers.
- Dual Language Two-Way Immersion Program: This program is designed for English learners and English speakers.
- Dual Language One-Way Immersion Program: This program is designed for English learners.
### CELDT to ELPAC Transition Timeline

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELPAC Pilot Testing</strong></td>
<td>December¹ 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field Test Administrations (No scores reported)</strong></td>
<td></td>
<td>ELPAC² Summative (Spring 2017)</td>
<td>ELPAC³ Initial (Fall 2017)</td>
<td></td>
</tr>
<tr>
<td><strong>Operational Administrations (Scores reported)</strong></td>
<td>CELDT¹</td>
<td>CELDT²</td>
<td>CELDT³ Initial only</td>
<td>ELPAC⁵ Initial (July 1, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELPAC⁴ Summative (Spring 2018)</td>
<td>ELPAC⁶ Operational (Initial and Summative)</td>
</tr>
</tbody>
</table>

1. ELPAC Pilot Testing
2. ELPAC Summative (Spring 2017)
3. ELPAC Initial (Fall 2017)
4. CELDT Initial only
5. ELPAC Initial (July 1, 2018)
6. ELPAC Operational (Initial and Summative)


For practice these test click here.
<table>
<thead>
<tr>
<th>CELDT</th>
<th>ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aligned with the 1999 California English Language Development (ELD)</strong>&lt;br&gt;Standards with five proficiency levels</td>
<td>Must be aligned with the 2012 California ELD Standards, which have three proficiency levels&lt;br&gt;(Emerging, Expanding, and Bridging)</td>
</tr>
<tr>
<td><strong>One test used for two purposes: initial assessment and annual assessment</strong></td>
<td>Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.</td>
</tr>
<tr>
<td><strong>Paper-pencil tests with a potential to transition to computer-based tests</strong></td>
<td>Paper-pencil tests with a potential to transition to computer-based tests</td>
</tr>
<tr>
<td><strong>July 1–October 31 Annual Assessment window</strong></td>
<td>Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time</td>
</tr>
<tr>
<td><strong>Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12</strong></td>
<td><strong>Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12</strong></td>
</tr>
<tr>
<td><strong>Five performance levels</strong></td>
<td><strong>Four performance levels</strong></td>
</tr>
<tr>
<td><strong>Reporting domains: Listening, Speaking, Reading, and Writing</strong></td>
<td><strong>Reporting domains: Listening, Speaking, Reading, and Writing</strong></td>
</tr>
</tbody>
</table>
DIFFERENCES BETWEEN CELDT/ELPAC

CELDT Levels

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Early Intermediate</td>
<td>Intermediate</td>
<td>Early Advanced</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

ELD Standards Proficiency Level

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Somewhat developed</td>
<td>Moderately developed</td>
<td>Well developed</td>
</tr>
</tbody>
</table>

ELPAC Levels

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning stage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking | Listening | Reading | Writing
THE INITIAL ASSESSMENT

• The ELPAC Initial Assessment is used to identify students as either an English learner (EL), or as fluent in English.
• The Initial Assessment is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored Initial Assessment will be the official score.
• The Initial Assessment is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
• The Initial Assessment is administered 30 days after the initial enrollment of the student in a public school in California.
INITIAL ASSESSMENT SCORES

General result of the scale
Three levels of performance

Oral language
Three levels of performance
Listen
Speak

Written language
Three levels of performance
Reading
Writing
THE SUMMATIVE ASSESSMENT

- The ELPAC SA is only given to students who have previously been identified as an EL based upon the Initial Assessment results, in order to measure how well they are progressing with English development in each of the four domains.
- The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
- The SA is given only to students in grades K–12 who have been identified as an EL. ELs will take the SA every year until they are reclassified as fluent English proficient.
- The summative assessment is given at the end of every school year, between February 1st and May 31st, as long as your child needs support in learning English.
SUMMATIVE ASSESSMENT SCORES

General result of the scale
Four levels of performance

Oral language
Four levels of performance

Written language
Four levels of performance

Listen
Three levels of performance

Talk
Three levels of performance

Reading
Three levels of performance

Writing
Three levels of performance
**WHAT IS THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST CELDT (ELPAC*)?**

**California English Language Development Test - CELDT**

CELDT results include 1 Overall Proficiency Level and 4 Subtests Scores.

<table>
<thead>
<tr>
<th>Overall</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Level 5</td>
<td>Level 5</td>
<td>Level 5</td>
<td>Level 5</td>
<td>Level 5</td>
</tr>
<tr>
<td>Early Advanced Level 4</td>
<td>Level 4</td>
<td>Level 4</td>
<td>Level 4</td>
<td>Level 4</td>
</tr>
<tr>
<td>Intermediate Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
</tr>
<tr>
<td>Early Intermediate Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
<tr>
<td>Beginning Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

This student is an Overall C4 with Reading as the lowest Subtest.
Anita's overall score of 0000 is in Level 3.
Students at this level have moderately developed English skills.
The Oral Language Score is a combination of Anita's Listening and Speaking performance, shown below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

The Written Language Score is a combination of Anita's Reading and Writing performance, shown below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

For more information about this assessment, visit the California Department of Education ELPAC Web site at [https://www.cde.ca.gov/ta/tg/elp/](https://www.cde.ca.gov/ta/tg/elp/).

If you have questions about your child's ELPAC results, please contact your school for more information.
<table>
<thead>
<tr>
<th>ELPAC Level</th>
<th>ELPAC Gauge</th>
<th>What Students Can Typically Do at Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 4</td>
<td></td>
<td>Students at this level have <strong>well developed</strong> English skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They can usually use English to learn new things in school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They may occasionally need help using English.</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td></td>
<td>Students at this level have <strong>moderately developed</strong> English skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They can sometimes use English to learn new things in school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td></td>
<td>Students at this level have <strong>somewhat developed</strong> English skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They usually need help using English to learn new things at school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They can often use English for simple communication.</td>
</tr>
<tr>
<td>LEVEL 1</td>
<td></td>
<td>Students at this level are at a <strong>beginning stage</strong> of developing English skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They usually need substantial help using English to learn new things at school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They may know some English words and phrases.</td>
</tr>
</tbody>
</table>

The table below shows how the four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Standards Proficiency Levels</td>
<td>Emerging—Requires substantial linguistic support</td>
<td>Expanding—Requires moderate linguistic support</td>
<td>Bridging—Requires light linguistic support</td>
<td></td>
</tr>
</tbody>
</table>
Resources
Laura Díaz,
Email: ldiaz@gocabe.org