

What Do the Scores Mean?

The Initial Alternate English Language Proficiency Assessments for California (ELPAC) measures the English language proficiency of students who are being assessed for initial identification as English learner (EL) students based on the *2012 California English Language Development Standards: Kindergarten Through Grade Twelve* via the English Language Development Connectors. The Initial Alternate ELPAC assesses four domains of Listening, Reading, Speaking, and Writing in an integrated manner—a single task type assesses multiple domains. This test is designed for students in kindergarten through grade twelve whose primary language is not English, and who are enrolling in a California public school for the first time with the most significant cognitive disabilities whose individualized education program teams have determined they are eligible for an alternate assessment.

The Initial Alternate ELPAC is a computer-based assessment administered one-on-one by a trained test examiner who is familiar with the student's needs. It is designed to determine a student's initial level of English language proficiency in order to provide students with appropriate supports. The assessment tasks are aligned to real-world language use and are structured to evaluate how students comprehend and communicate in English across the four domains using their preferred mode(s) of communication.

Test Scores

A student's test is scored based on their performance across the four domains using their preferred mode of communication. The overall score and performance level is based on the student's responses to expressive (Speaking and Writing) and receptive (Reading and Listening) questions.

Interpretation and Use

Students will receive an overall score that falls into one of three performance levels. Results are used to determine initial EL classification.

Initial Fluent English Proficient (IFEP)—Students at this level have **well developed** English skills and can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

Intermediate English Learner—Students at this level have **intermediate** English skills and may sometimes use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less-familiar topics.

Novice English Learner—Students at this level have **novice** English skills and may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Policymakers can use the Initial Alternate ELPAC results to help describe statewide student performance and to help focus state resources to best impact student outcomes.

Educators can use results, along with other information from local assessments, to help identify performance patterns among their students and to inform decisions about curriculum investments and district supports.

Families and students can use results to support conversations with students' teachers about opportunities for their students to benefit from additional support.