

What Do the Scores Mean?

The Summative Alternate English Language Proficiency Assessments for California (ELPAC) measures progress towards English language proficiency by students who have been identified 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 Summative Alternate ELPAC assesses four domains of Listening, Reading, Speaking, and Writing in an integrated manner—a single task type assesses multiple domains. The test is administered annually to previously identified EL students in kindergarten through grade twelve with the most significant cognitive disabilities whose individualized education program teams have determined they are eligible for an alternate assessment.

The Summative 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 evaluate students' progress in developing English proficiency and to help determine whether they are ready to be reclassified as fluent English proficient. 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.

Test Scores

A student's test is scored based on their performance across the four domains using their preferred method of communication. The overall score and performance level are 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 eligibility for reclassification.

Fluent English Proficient—Students at this level have **sufficient** English language proficiency. They may need **occasional** linguistic support to enable them to access adapted grade-level content in English.

Intermediate English Learner—Students at this level have **moderate** English language proficiency. They may need **frequent** linguistic support to enable them to access adapted grade-level content in English.

Novice English Learner—Students at this level have **minimal** English language proficiency. They need **substantial** linguistic support to enable them to access adapted grade-level content in English.

Policymakers can use the Summative 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.