

What Do the Scores Mean?

The Summative 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*. The assessment focuses on four domains: Listening, Speaking, Reading, and Writing. The test is administered annually to previously identified EL students in kindergarten through grade twelve.

The Summative ELPAC is a computer-based assessment for all grade levels, except for kindergarten through grade two Writing, which is a paper-pencil test. 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. The overall score is based on the student's Oral Language (Speaking and Listening) and Written Language (Reading and Writing) performance levels. The weighting of the Oral Language and Written Language performance levels is based on the student's grade level.

Interpretation and Use

Students will receive an overall score that falls into one of four performance levels. Results are used to determine eligibility for reclassification.

Level 4—Students at this level have **well developed** English skills. They can usually use English to learn new things in school and to interact in social situations. They may occasionally need help using English.

Level 3—Students at this level have **moderately developed** English skills. They can sometimes use English to learn new things in school and to interact in social situations. They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.

Level 2—Students at this level have **somewhat developed** English skills. They usually need help using English to learn new things in school and to interact in social situations. They can often use English for simple communication.

Level 1—Students at this level are **beginning to develop** their English skills. They usually need substantial help using English to learn new things in school and to interact in social situations. They may know some English words and phrases.

Policymakers can use the Summative 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 and interim 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.