



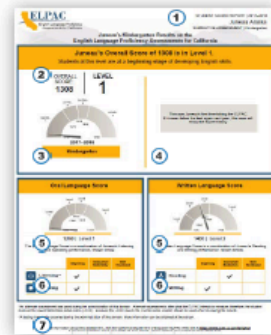
UNDERSTANDING YOUR STUDENT SCORE REPORT English Language Proficiency Assessments for California (ELPAC)

2017–18 SUMMATIVE ELPAC

This guide explains your child's Summative ELPAC score report. Please speak to your child's teacher(s) if you have more questions.

A message from the State Superintendent, Tom Torlakson

This report shows your child's results on the ELPAC, the newly-developed state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency. Because the ELPAC measures new English-language development standards, your child's ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT).



What is on the score report?

1 Your child's name and test information

Your child's name, grade, and the testing year are shown.

2 Overall score and performance level

Your child's overall score and performance level are shown. They are followed by a short description of the English skills that children at this performance level typically have. This test has four performance levels. More information about the ELPAC levels is in the table on the second page of this guide.

3 Chart of overall score and performance level

The chart shows the position of your child's overall score.

4 Overall score history

This was your child's first time taking the ELPAC. If your child takes the test again next year, this area on next year's report will show your child's scores from this year.

5 Charts of oral language score and written language score

Your child's overall score is a combination of two other scores: an oral language score (Listening and Speaking) and a written language score (Reading and Writing). These charts show your child's score and performance level for oral language and written language. As your child's performance in English improves, the score will move toward the right side of the chart.

6 Tables of results for Listening, Speaking, Reading, and Writing

The test measures English skills in four domains: Listening, Speaking, Reading, and Writing. Your child's performance in each domain is shown with a check (✓) in one of three categories: "Beginning," "Somewhat/Moderately Developed," or "Well Developed." This information is most useful to identify skills your child is performing well (Well Developed) or skills your child may need help to improve (Beginning or Somewhat/Moderately Developed).

7 Notices for some students

Some students take an alternate version of the ELPAC. In other cases, a testing irregularity may happen during an ELPAC administration. If either of these applies to your child, a notice will appear here. For more information, contact your child's school.

The following information appears on the back of the student score reports. It provides more information about the test and about your child's scores.

What Is the ELPAC?

The English Language Proficiency Assessments for California (ELPAC) Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

The ELPAC Summative Assessment:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English.

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have well developed English skills. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

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

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging —Requires substantial linguistic support	Expanding —Requires moderate linguistic support	Bridging —Requires light linguistic support	

For more information about this assessment, visit the California Department of Education ELPAC Web site at <https://www.cde.ca.gov/ta/tg/ep/>.