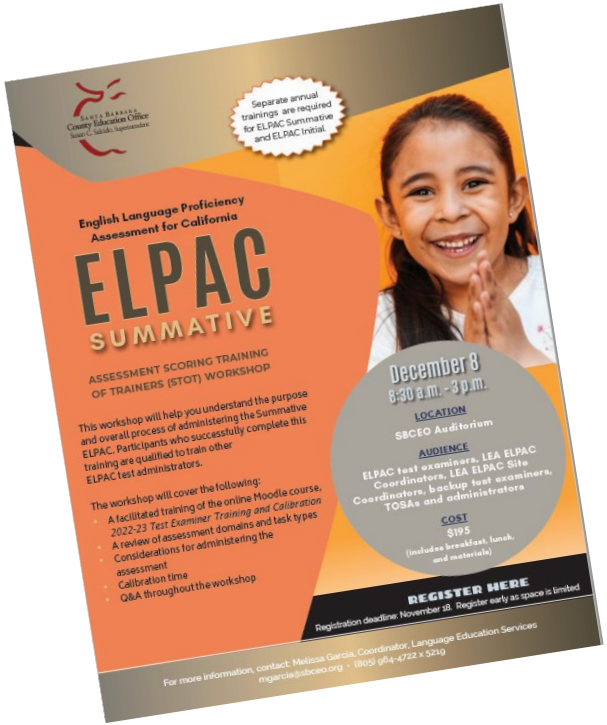
ELPAC
English Language Proficiency Assessments for California

ELPAC Updates

Presented by:
Melissa Garcia, Coordinator, Language Education Services, mgarcia@sbceo.org

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Summative ELPAC STOT Flyer



December 8th,2022

8:30-3:00PM

Summative ELPAC: Assessment Scoring Training of Trainers (STOT) Workshop

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Susan C. Salcido, Superintendent

Summative ELPAC STOT

ELPAC
Coordinators & Test Examiners:

- Need to certify each year
- Benefits of training in-person:
  - Dedicated work time
  - Calibrate with a team
  - Learn and share testing best practices with other districts

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Space is limited. Register ASAP

Summative ELPAC and Summative Alternate ELPAC LEA Certification Reminder

- Complete Summative ELPAC certification by 12/2
- Complete Summative Alternate certification by 12/16
- Test Examiners must complete calibration quizzes prior to administration
- Regional training reminder



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Item Review Meetings for 2023

Item review meetings are scheduled for:

- Summative ELPAC—February and April (registration is closed)
- Summative Alternate ELPAC—April 18–20
- CSA—March 10 and 27 for grades three through six and March 10 and April 5 for grades seven through twelve



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Results Are In—Now What? Summative ELPAC Modules

- Modules 1 through 14 are currently available in the Moodle Training Site.
- The modules demonstrate how to use data to advance English language proficiency through instructional sequences.
- Developing new modules for the Summative Alternate ELPAC for release in 2023–24



2022–23 Pre-Test Workshops

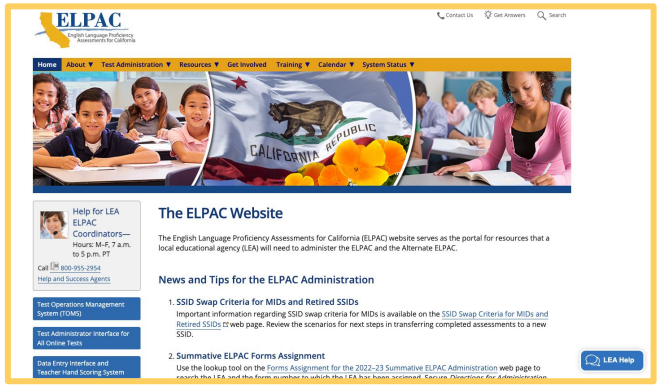
- December 15—ELPAC What's New for Testing?
- January 12—CAASPP What's New for Testing?
- February 9—Administering and Monitoring Testing



LEA Coordinator Resources:

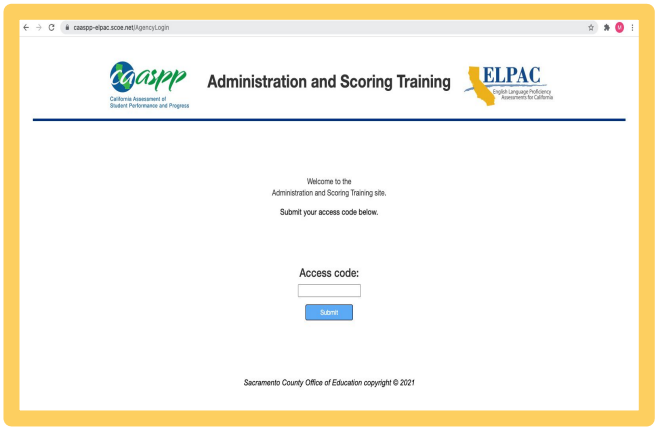
- ELPAC Website
- Administration and Scoring Training Website
- Moodle Website

ELPAC Website



- **Resource Highlights:**
  - Online practice tests
  - Latest manuals and instructions
  - Template letters
  - Videos and quick reference guides
  - Virtual Training opportunities
  - TOMS portal
  - All Coordinator emails in one place

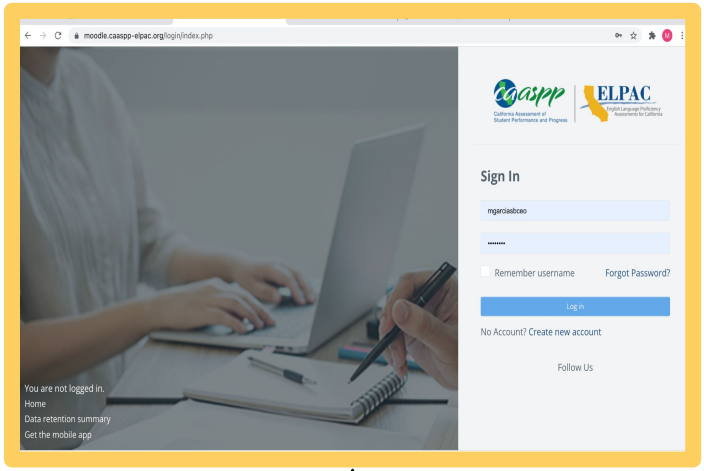
Administration and Scoring Training (AST) Website



LEA Coordinators

- **LEA access code needed**
  - If you do not have an access code **the LEA Coordinator can contact** CALTAC: region8@ets.org (Patrisia Q.)
- **AST website provides:**
  - Moodle Keys for courses
  - Give Moodle Report Access to Trainers (3 max)to monitor Test Examiners calibration progress

Moodle Website



LEA Certification Course (DUE 12/2)

- 2022-23 Summative ELPAC Training Resources:
  - Test Examiner Training and Calibration
  - 2022-23 LEA Certification (K-12)
  - 2022-2023 LEA Certification (6-12)
  - Trainer Resources
- ELPAC: The Results Are In, Now What?

***** Downloads no longer exist ******

- Each Course has an electronic Test Security Affidavit
  - If training non-TOMS users: PDF Security Affidavit

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Accessibility:

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Accessibility

Why:

- To promote meaningful access to quality instruction
- To promote access to accurate demonstration of language proficiency and needs

How:

- TOMs
- District Procedures
- Communication and Awareness

Why are accessibility resources underused at some schools?

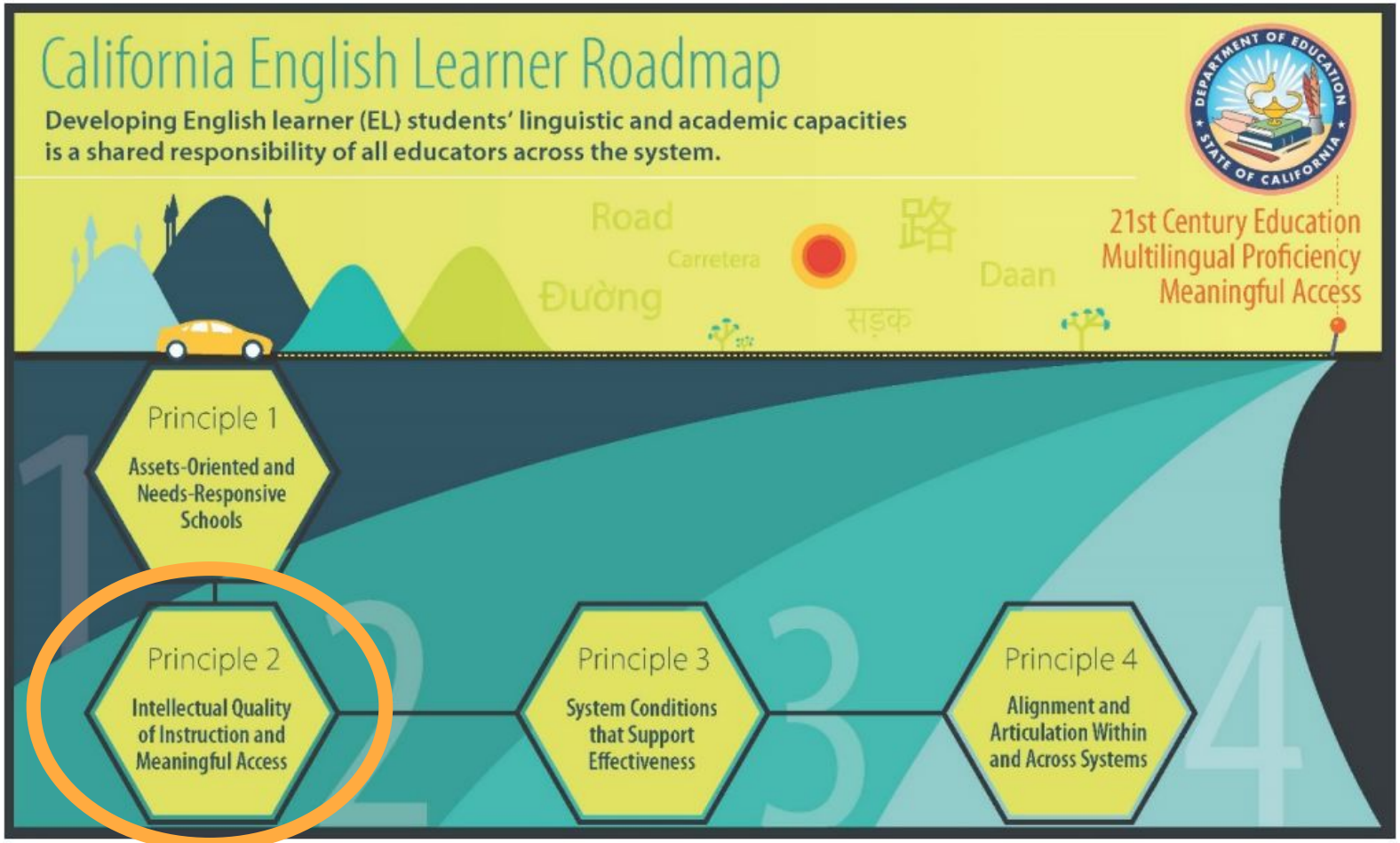
Top Three Reasons:

1. Myth that there's a penalty for the school/district if students use accessibility resources
2. Misconception that accessibility resources are only for students with disabilities
3. There are time constraints and limited resources for schools

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Source: 22-23 California Accessibility Conference: *Advancing Equity through Accessibility* Session

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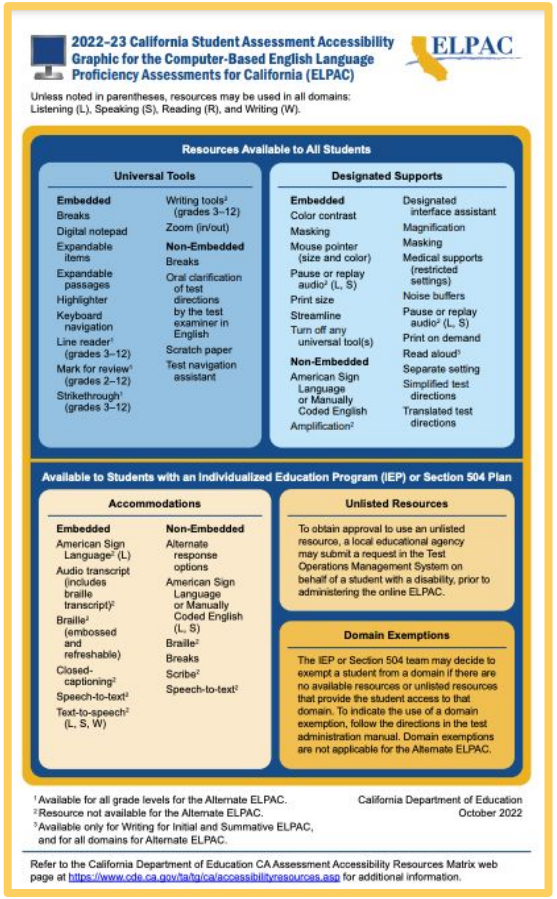

California English Learner Roadmap
Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system.
DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA
21st Century Education
Multilingual Proficiency
Meaningful Access
Road
Carretera
Đường
Daan
सड़क
Principle 1
Assets-Oriented and Needs-Responsive Schools
Principle 2
Intellectual Quality of Instruction and Meaningful Access
Principle 3
System Conditions that Support Effectiveness
Principle 4
Alignment and Articulation Within and Across Systems

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

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Accessibility Graphic



AVAILABLE TO ALL STUDENTS

Universal Tools

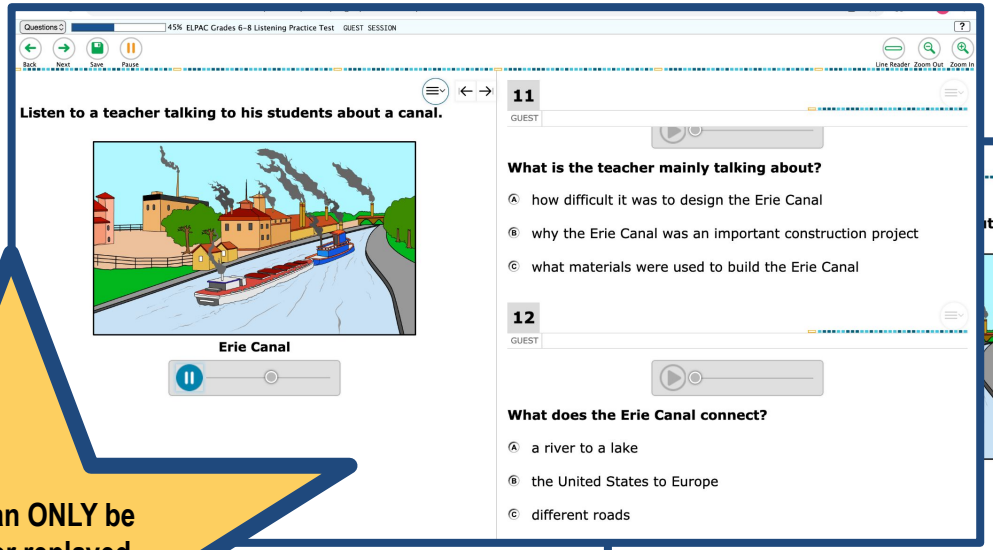
- No settings required
- Communicate to teachers, test examiners, and students

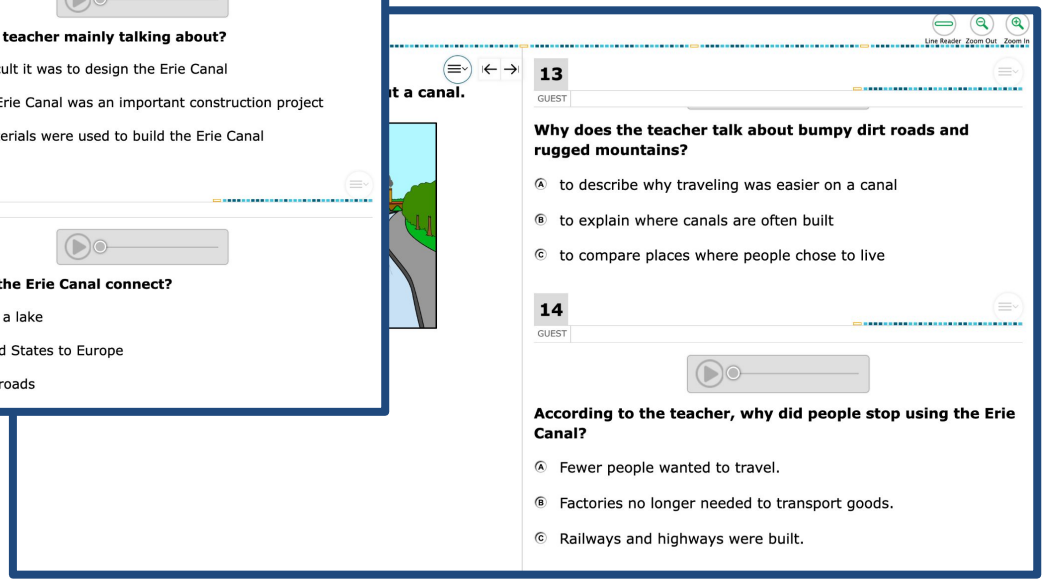
Designated Supports

- Must be set in TOMS by Site or LEA Coordinator
- Communicate to teachers, test examiners, and students

Speaking & Listening Domain Considerations: Example from the Listening Domain

Audio is about 2-3 minutes of a continuous oral presentation using academic language possibly on an unknown topic





Audio can ONLY be paused or replayed as a <u>Designated Support</u>

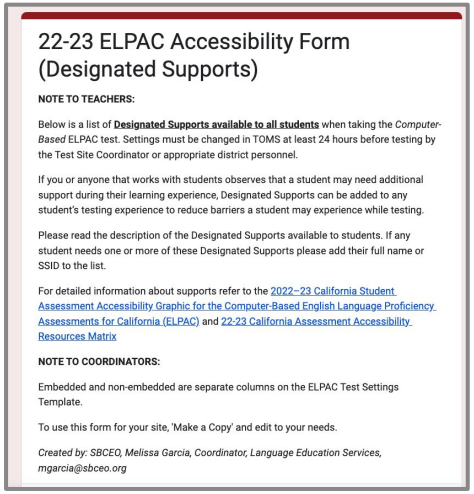
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Sample Streamline Procedure to Gather Accessibility Information

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22-23 ELPAC Accessibility Form (Designated Supports)

Make a copy



22-23 ELPAC Accessibility Form (Designated Supports)

NOTE TO TEACHERS:

Below is a list of **Designated Supports available to all students** when taking the *Computer-Based* ELPAC test. Settings must be changed in TOMS at least 24 hours before testing by the Test Site Coordinator or appropriate district personnel.

If you or anyone that works with students observes that a student may need additional support during their learning experience, Designated Supports can be added to any student's testing experience to reduce barriers a student may experience while testing.

Please read the description of the Designated Supports available to students. If any student needs one or more of these Designated Supports please add their full name or SSID to the list.

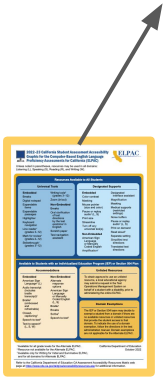
For detailed information about supports refer to the 2022–23 California Student Assessment Accessibility Graphic for the Computer-Based English Language Proficiency Assessments for California (ELPAC) and 22-23 California Assessment Accessibility Resources Matrix

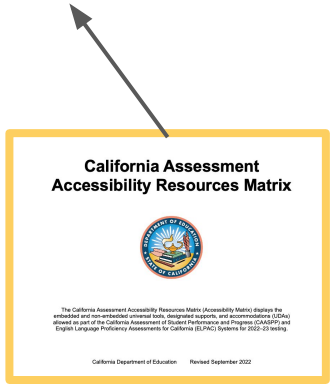
NOTE TO COORDINATORS:

Embedded and non-embedded are separate columns on the ELPAC Test Settings Template.

To use this form for your site, 'Make a Copy' and edit to your needs.

Created by: SBCEO, Melissa Garcia, Coordinator, Language Education Services, mgarcia@sbceo.org





California Assessment Accessibility Resources Matrix

The California Assessment Accessibility Resources Matrix (Accessibility Matrix) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Systems for 2022–23 testing.

California Department of Education Revised September 2022

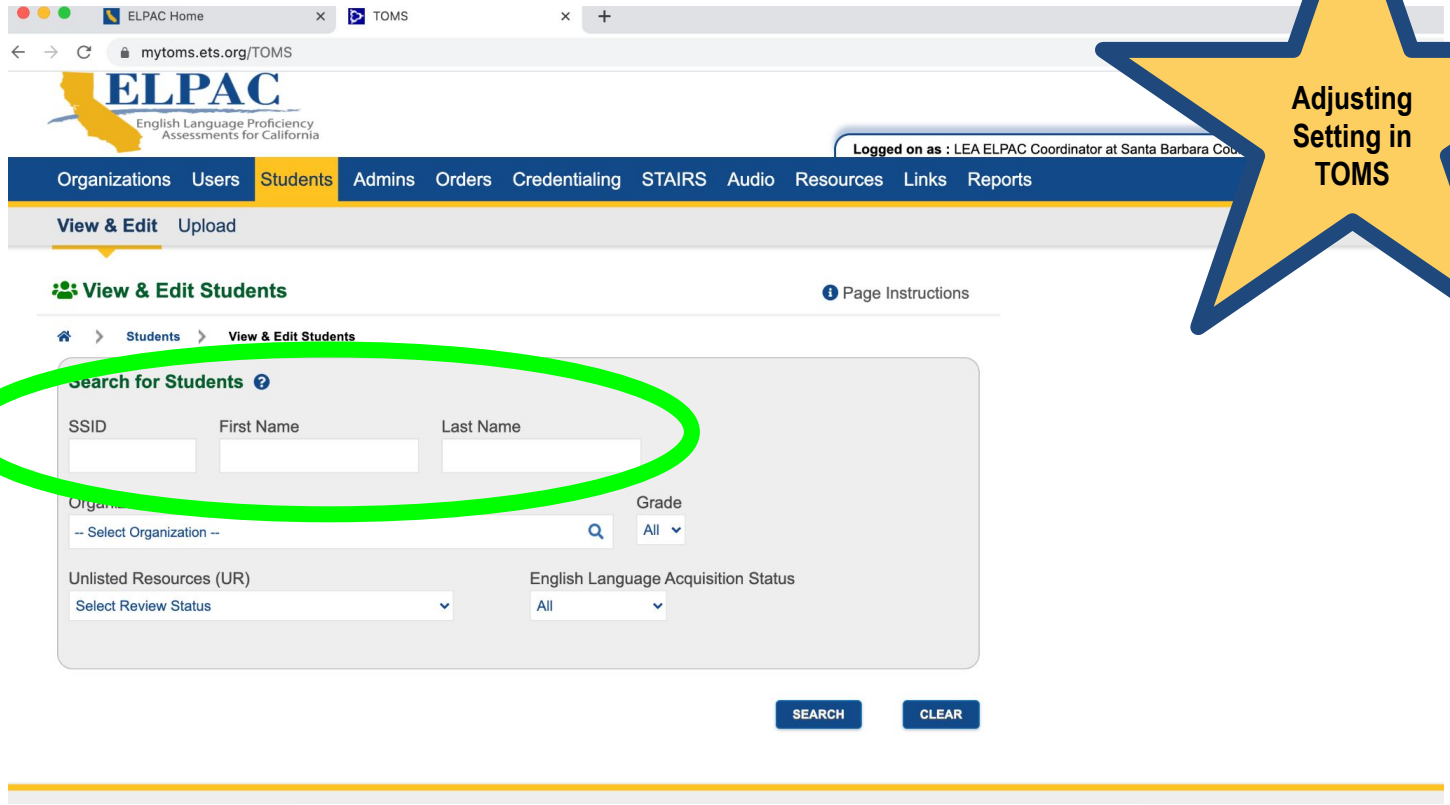
- **Editable Google Form to share with site coordinators**
- **Form communicates supports available with brief a description**
- **Links included on form:**
  - 2022–23 California Student Assessment Accessibility Graphic for the Computer-Based English Language Proficiency Assessments for California (ELPAC)
  - 22-23 California Assessment Accessibility Resources Matrix
- **Distribute to teachers**
- **Electronically capture student accessibility needs**

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English Language Proficiency Assessments for California

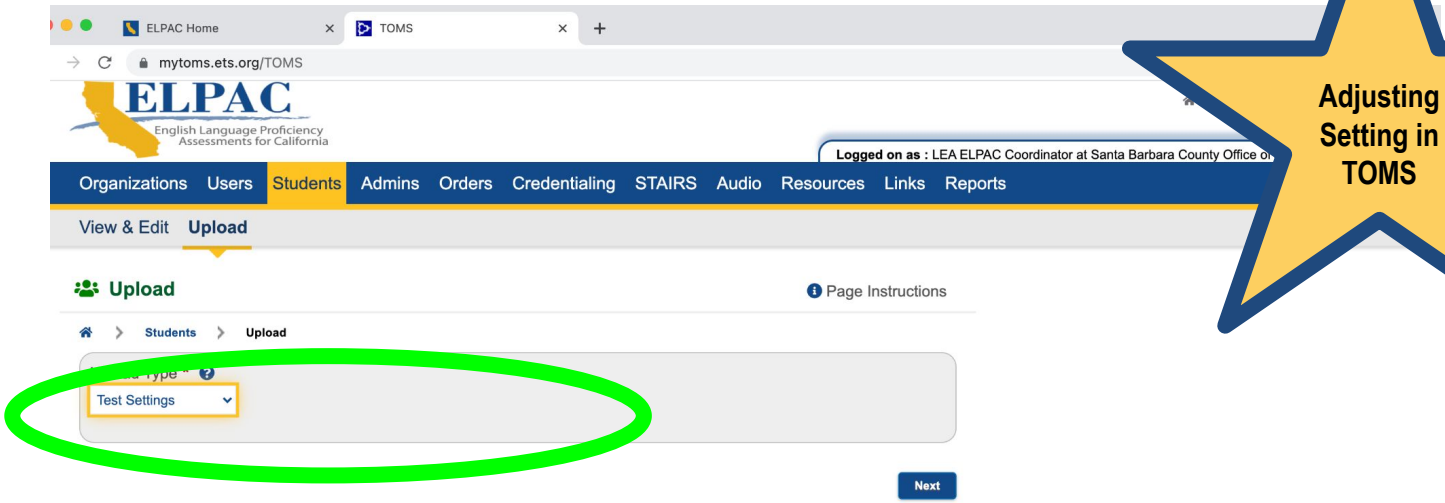
Steps for Setting Supports in TOMS

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Adjusting Setting in TOMS



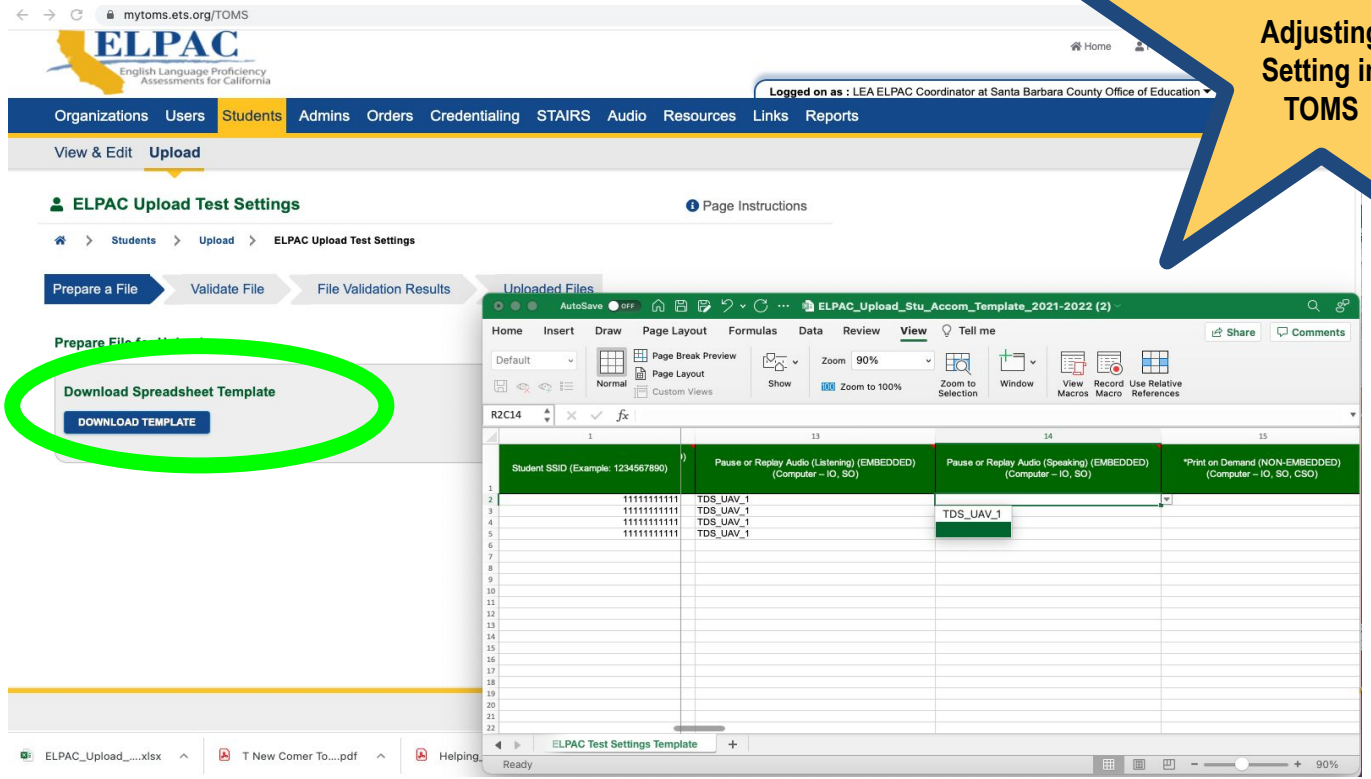
- Presetting Designated Supports ensures student will have access. Pause or Replay Audio and Non-Embedded Supports can only be set in TOMS.



Adjusting Setting in TOMS

- Presetting Designated Supports ensures student will have access. Pause or Replay Audio and Non-Embedded Supports can only be set in TOMS.

Adjusting Setting in TOMS



- LEA Coordinator OR Test Site Coordinators have the ability adjust test settings in batch uploads. Spreadsheet is downloaded, filled with SSIDs & Test Settings are adjusted, then saved & uploaded.

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Additional Training Opportunities for Accessibility:

Accessibility Resources Virtual Training Series

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