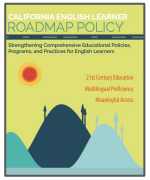
Reflecting on Assessment Systems: ELPAC Coordinator Checklists



Implementing the English Learner Roadmap



Principle 3: System Conditions that Support Effectiveness

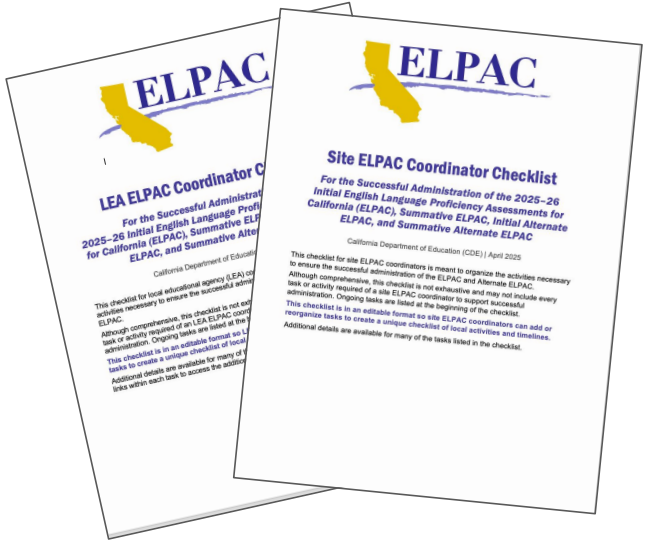
"Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners."

–English Learner Roadmap Policy Priorities: Advancing the Vision

Reflecting on Assessment Systems

State assessments require coordination across **district leadership, site administration, technology teams, and instructional staff**.

The operational checklists developed by the California Department of Education for **CAASPP** and **ELPAC** outline the key actions needed for successful test administration.

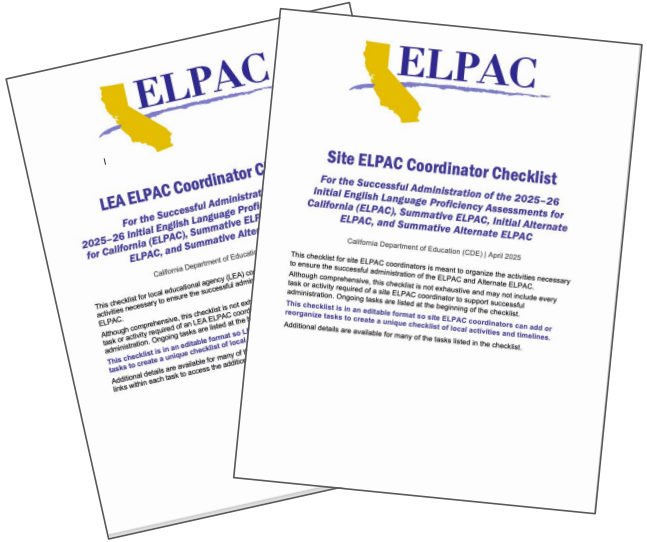


Reflecting on Assessment Systems

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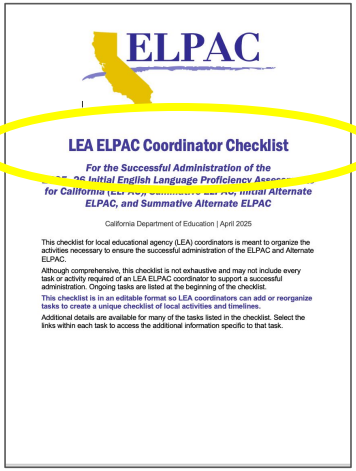
Use these tools as lenses to reflect on how your district and school sites organize assessment responsibilities.

- How clearly are roles defined across district and site levels?
- How well is our systems support site leaders responsible for testing?
- Where is coordination across departments necessary for success?



Checklist Organization: LEA ELPAC Coordinator

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ELPAC

LEA ELPAC Coordinator Checklist

For the Successful Administration of the
[illegible] Initial English Language Proficiency Assessments
for California (ELPAC), Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC

California Department of Education | April 2025

This checklist for local educational agency (LEA) coordinators is meant to organize the activities necessary to ensure the successful administration of the ELPAC and Alternate ELPAC.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an LEA ELPAC coordinator to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

This checklist is in an editable format so LEA coordinators can add or reorganize tasks to create a unique checklist of local activities and timelines.

Additional details are available for many of the tasks listed in the checklist. Select the links within each task to access the additional information specific to that task.

ELPAC System

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- February 2026 11
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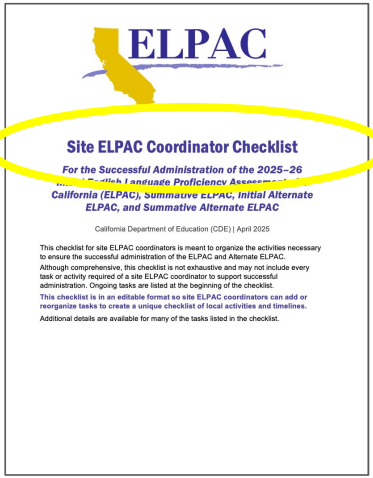
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Checklist Organization: LEA ELPAC Coordinator

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

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ELPAC

Site ELPAC Coordinator Checklist

For the Successful Administration of the 2025–26 [illegible] English Language Proficiency Assessments for California (ELPAC), Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC

California Department of Education (CDE) | April 2025

This checklist for site ELPAC coordinators is meant to organize the activities necessary to ensure the successful administration of the ELPAC and Alternate ELPAC.

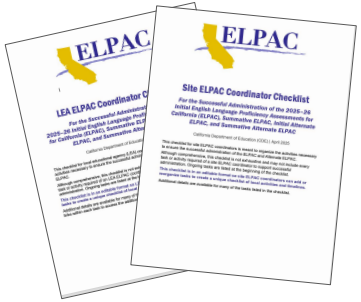
Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of a site ELPAC coordinator to support successful administration. Ongoing tasks are listed at the beginning of the checklist.

This checklist is in an editable format so site ELPAC coordinators can add or reorganize tasks to create a unique checklist of local activities and timelines.

Additional details are available for many of the tasks listed in the checklist.

Site ELPAC Coordinator Checklist
Ongoing Tasks
Before Testing……1
Designation
Manage Users
Review Information
Plan for Testing
Communication
Accessibility
Trainings
Technology
During Testing……4
Testing Windows
Reminders Prior to Test Administration
Security
Technology
Communication
Accessibility
Completion Monitoring
Identify Trends
After Testing……5
Results
Feedback
Commonly Used Acronyms and Initialisms……8

Individual Reflection



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Skim through both checklists. As you review consider,

Where is our system strong?

- Clear roles and responsibilities
- Communication between departments
- Planning for accessibility supports
- Training and preparation for staff

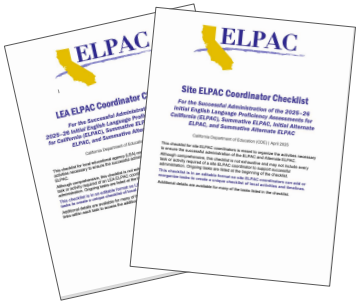
Where might our system rely on informal practices?

- Unwritten processes
- Last-minute coordination
- Limited cross-department collaboration

Role Clarity Reflection

- How clearly are **site responsibilities defined** in your system?
- What expectations are placed on **site coordinators vs. district coordinators**?

Small Group Reflection

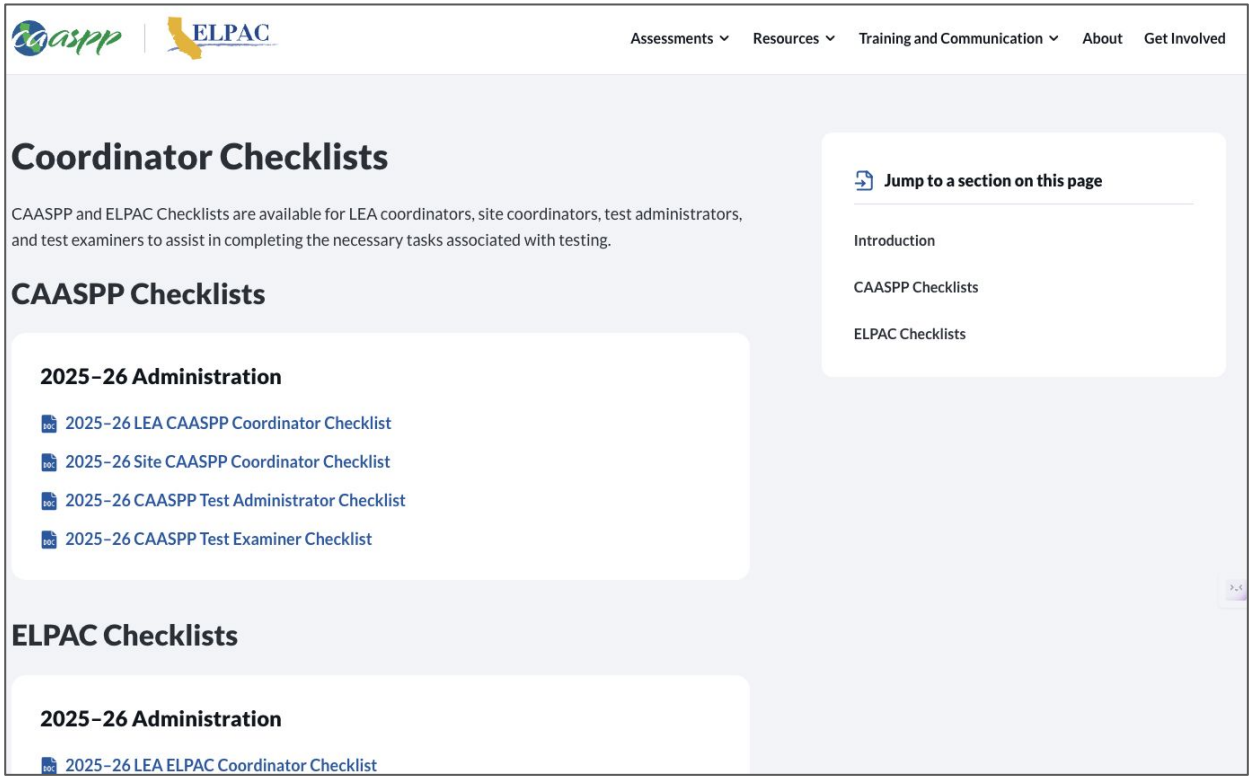


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Discuss with colleagues:

- Where is our system strong?
- Where might our system rely on informal practices?
- If a new site coordinator stepped into your system tomorrow, how clear and sustainable would the role be?
- What is one way your district or school could improve clarity about site-level assessment role & responsibilities this year?

Download Editable Checklists Here:



Assessment Systems:
Training, Capacity Building,
Continuous Improvement Opportunities

Success Agent Support:
LEA CAASPP & ELPAC Coordinator Resource

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Your Success Agent…

Region 8



- Supports with you with answering questions
- Provides and delivers extra training
- Assists you with file uploads
- Monitors local educational agencies (LEAs) throughout the administration calendar
- Assists LEAs with staying on target to complete testing

Bilingual Coordinators Network
Est. 1978

Success Agent Support & Trainings

- **LEA Test Coordinators:** have direct access to Success Agent Support all year
    - *Connect for Success- Meet CAASPP & ELPAC Success Agents*
        - Email invitations are sent to LEA Test Coordinators for month by month topics, considerations and Q&A
- **Open to All:** *Upcoming and On-Demand Trainings*



Monitoring Completion Status

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

- **Communicating about Monitoring Completion - Large District -** https://www.youtube.com/watch?v=YSYZ3N0Xh10

- **How to Use the Completion Status System CATides: (Updates every 20 mins)** https://www.youtube.com/watch?v=B8iinyS5G2Q

TOMS Completion: (Updates Overnight)



California Literacy Learning Pack



California Literacy Learning Pack

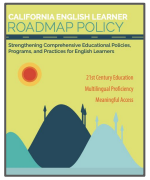
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This Professional Learning Pack is provided to enhance and align literacy efforts across the state, operationalize California's Approach to Literacy and Biliteracy, and improve literacy outcomes for all California students. It features two new literacy tools released in spring 2025:

- California Literacy Roadmap: Literacy Content Blocks for English-Medium Classrooms for Transitional Kindergarten Through Grade Five
- Preschool Through Third Grade (P–3) Learning Progressions in Language and Literacy Development(PDF)
- 6-12 guidance (Coming Soon!)
- MLL Guidance (Coming Soon!)

Literacy Content Blocks, TK–Grade 5 Introduction





Implementing the English Learner Roadmap



Principle 2: 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."

Principle 4 Too!

–English Learner Roadmap Policy Priorities: Advancing the Vision

Purpose

- Provide current & comprehensive, yet concise, guidance to help educators implement effective literacy instruction & improve outcomes for all students.
- Guide literacy instruction based on local context and students' identified assets and assessed needs.
- Reflect an intentional approach to literacy that promotes
  - Carefully sequenced initial instruction
  - Appropriate practice and reinforcement
  - Intervention as necessary
  - Meaningful application in ELA and other content areas.

Overview

Users of the Literacy Content Blocks will find:

- Alignment with
  - CCSS for ELA/Literacy
  - ELD Standards
  - Preschool/TK Learning Foundations
  - ELA/ELD Framework
  - EL Roadmap
  - Dyslexia Guidelines
- Guidance on comprehensive (integrated & designated) ELD
- Basic principles that characterize effective instruction in literacy
- Selected, intentional repetition across strands & grades

Organization: Literacy Areas

1. Language
2. Foundational Literacy Skills
3. Integrated Reading & Writing
4. Comprehensive ELD

Uses

- Individual Reflections
- Team Discussions
- Professional Learning, including Coaching
- Planning

Important Understandings (1)

- ELA/ELD Framework, including themes, underpins blocks
- R, W, S, L, & Lg are tools for learning in all disciplines.
- Appreciating strengths & needs allows educators to tailor responsive & effective instruction that attends to learning progressions & grade-level curriculum
- Students grow & develop over time; instruction considers social-emotional, cognitive, & physical maturity as well as academic progress.

Important Understandings (2)

- English learner students are diverse in backgrounds, experiences, level of English proficiency.
- Students bring a wide variation of abilities & needs; educators & families work together to provide equitable access within an MTSS framework.
- Relationships with adults and peers matter.
- Adults within effective systems share responsibility.

Literacy Content Blocks: TK, K, 1, 2–3, 4–5
Opening Paragraphs & Basic Principles

CALL OUT

Opening Paragraphs

Paragraph 1

- To guide literacy instruction based on local context and children's/ students' identified assets & assessed needs (also in Introduction)
- Reflects intentional approach (see Introduction)
- Organized by four areas of language & literacy instruction (see Introduction)

Paragraph 2

- 120 minutes per day; literacy is the central focus of instruction. (60–90 minutes TK & K)
- Texts & topics from other subjects can be purposefully incorporated.
- Oral & written language development are addressed in all areas.
- All instruction includes integrated ELD for English learner stud

CALL OUT

Basic Principles (1)

- Direct, explicit, systematic, & sequential instruction (K–5)
- Intentionally & sequentially planned learning experiences (including explicit instruction & guided and play-based activities) that address specific objectives & are developmentally appropriate (TK–K)
- Caring relationships & everyday routines and interactions that create a safe, joyful environment for learning (TK–K)
- Multimodal strategies and children's active engagement

CALL OUT

Basic Principles (2)

- Whole-group and small-group settings/opportunities for individual practice, exploration, and interaction with content
- S, L, R, & W across all content areas
- Children's strengths, interests, cultures, languages, backgrounds, & ways of expressing knowledge & skills
- Motivation via appropriately challenging & culturally & linguistically authentic & relevant materials & activities; choice & plentiful access to diverse materials & books

CALL OUT

Basic Principles (3)

- Monitoring of progress & timely feedback, instruction, & intervention
- Comprehensive ELD instruction that builds on language & cultural assets
- Supports, accommodations, modifications, supplementary aids & services required by IEPs or 504 plans

CALL OUT

Literacy Content Blocks: TK, K, 1, 2–3, 4–5
Organization of Literacy Areas

Organization: Literacy Areas & Sub-Areas

1. Language
2. Foundational Literacy Skills
   - Print Concepts
   - Phonological/Phonemic Awareness
   - Phonics & Word Recognition
   - Reading Fluency
3. Integrated Reading & Writing
   - Reading: Engaging with Text
   - Writing
4. Comprehensive ELD
   - Integrated ELD
   - Designated ELD

Consistent Across Grade–Level/Span Literacy Content Blocks

Organization of Each Literacy Area or Sub-Area (1)

- Overview/Definition
- Recommended Duration

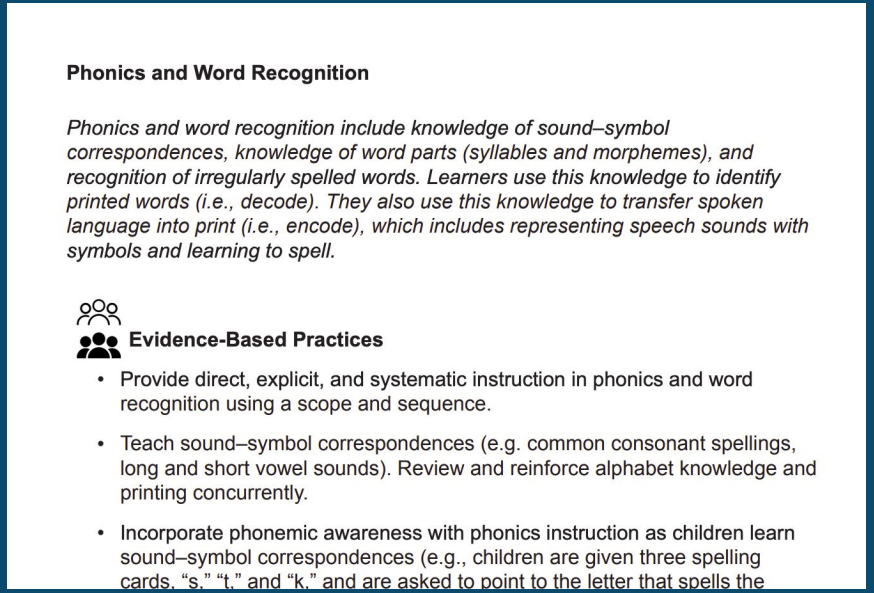
Literacy Area 1: Language

Language—heard, spoken, signed, read, and written—is the primary means by which humans communicate, and it is the cornerstone of literacy and learning. It is with and through language that children learn, think, and receive and express ideas, information, perspectives, and questions. Attention to language development occurs in all content areas, both formally and informally. Language is enriched when children have daily opportunities to interact with adults and one another and with texts as speakers, listeners, readers, and writers; when all children are comfortable contributing to conversations and feel heard and respected; and when all languages are valued and recognized as assets. Formal instruction includes, but is not limited to, teaching the meaning of words and word parts (e.g., affixes, root words), how phrases and sentences are organized to convey meaning, and oral and written conventions that contribute to meaning (e.g., grammar, punctuation, capitalization). Children learn that language is purposeful and changes according to context, audience, and task.

Recommended Duration: Language development is integrated within instruction in all areas of literacy and language and other subjects daily. Accordingly, a specific time allocation is not recommended; however, time for focused language instruction, such as vocabulary, should be incorporated within foundational literacy skills and integrated reading and writing based on children's needs and the nature of the texts and lesson activities. Each of the practices that follow is appropriate for iELD; see the section Comprehensive ELD for more information.

Organization of Each Literacy Area or Sub-Area (2)

- Evidence-Based Practices
  - Key content that should be taught in each area
  - Accompanying instructional routines or strategies



Phonics and Word Recognition

Phonics and word recognition include knowledge of sound–symbol correspondences, knowledge of word parts (syllables and morphemes), and recognition of irregularly spelled words. Learners use this knowledge to identify printed words (i.e., decode). They also use this knowledge to transfer spoken language into print (i.e., encode), which includes representing speech sounds with symbols and learning to spell.

Evidence-Based Practices

- Provide direct, explicit, and systematic instruction in phonics and word recognition using a scope and sequence.
- Teach sound–symbol correspondences (e.g. common consonant spellings, long and short vowel sounds). Review and reinforce alphabet knowledge and printing concurrently.
- Incorporate phonemic awareness with phonics instruction as children learn sound–symbol correspondences (e.g., children are given three spelling cards, “s,” “t,” and “k,” and are asked to point to the letter that spells the

Content Literacy Block Areas: Poster

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Susan C. Salcido, Superintendent

Step 1: Form Groups
Each group will focus on one Content Literacy Block:

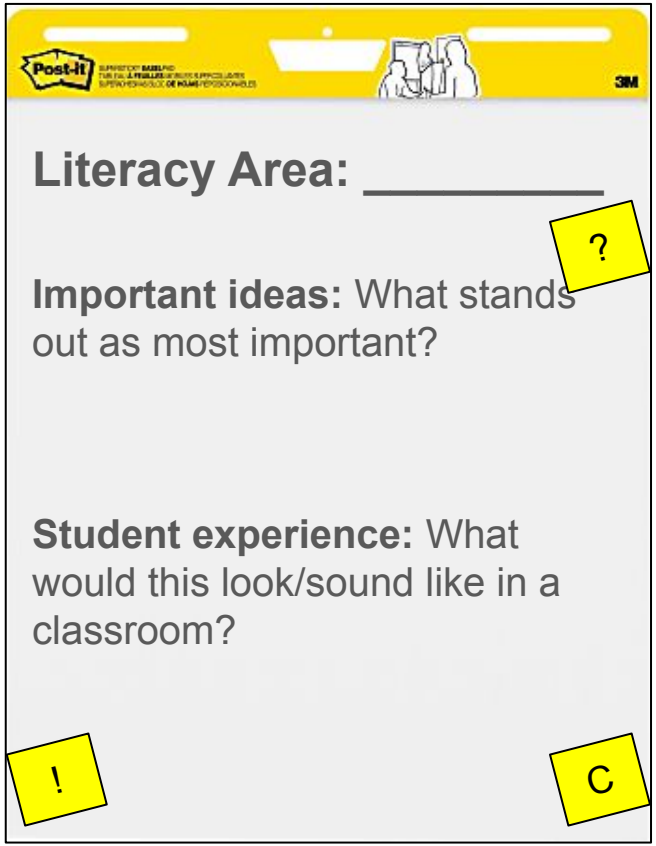
1. Foundational Skills
2. Reading, Writing, and Language
3. Knowledge Building
4. Integrated ELD

Step 2: Assign Role in your Group

- 1 Scribe- Write group's understanding
- 2-3 Readers- Skim your literacy area across TK-5
- 1 Facilitator- Summarize, rephrase, ask clarifying Q's

Step 3: Gallery Walk
Visit each poster, add at least one idea, question, or connection using sticky notes

Step 4: Whole Group Debrief
What patterns or themes emerged? What feels aligned? What feels new or challenging?



Literacy Area 1: Language



CALL OUT

Progression of a Selected Practice: Language

Transitional Kindergarten & Kindergarten	Grade One
Read aloud daily from texts that enrich and expand children's language, including those that expose children to complex sentence structures, and pause to highlight and support children's understanding by thinking aloud about each part of the sentence.	Read aloud daily from texts that enrich and expand children's language, including those that expose children to a variety of language structures (e.g., sentences, grammar, vocabulary), and pause to highlight and support children's understanding by breaking apart the ideas in sentences and reassembling them.

Grades Two – Five
Read aloud daily from texts that enrich and expand children's/students' language, including those that expose children/students to a variety of language structures (e.g., sentences, grammar, vocabulary), and pause to highlight and support children's understanding of complex text and language structures by breaking apart the ideas in sentences and reassembling them.

CALL OUT

Important Ideas in Language



- Providing opportunities for daily collaborative conversations
- Reading aloud daily
- Using routines to introduce new vocabulary; providing opportunities to use words in meaningful contexts
- Increasing exposure to new words & sentence structures with rich & varied language practice & supports
- Teaching morphology & word parts to understand word meanings
- Discussing how language functions in different contexts
- Emphasizing crosslinguistic transfer & connections
- Highlighting/honoring dialectical variations & drawing connections with conventions of General American English

CALL OUT Recommended duration is that language development be integrated within all literacy lessons.

Literacy Area 2: Foundational Literacy Skills

CALL OUT

Progression of a Selected Practice: Phonics & Word Recognition

Grade One	Grades Two & Three
Move from decoding and encoding single-syllable words exclusively to two-syllable words, using strategies such as manipulating cards (e.g., combining “rain” and “fall,” adding “-ing” to “find”) and using flip books to form different words by adding and changing affixes or inflectional endings to a base word.	Teach decoding and encoding of multisyllabic words, different syllable types, common affixes, and in grade three, Latin suffixes, using strategies such as manipulating cards with word parts to form new words, word sorts, and word building. Teach and support children’s use of instructional routines for decoding multisyllabic words (e.g., first look for affixes, then find vowels, then determine syllable types, and decode chunk by chunk).

Grades Four & Five
Teach decoding and encoding of multisyllabic words using instructional routines (e.g., first look for affixes, then find vowels, determine syllable types, and decode chunk by chunk and blend together). Model and provide students with regular practice tackling unfamiliar, complex multisyllabic words. Reteach spelling patterns, syllable types, and word parts (affixes and roots) as needed.

CALL OUT

Important Ideas in Foundational Literacy Skills (1)

Print Concepts

- Highlighting features of print
- Strengthening alphabet knowledge
- Teaching & reinforcing printing skills
- Highlighting crosslinguistic transfer & connections

Phonological/Phonemic Awareness

- Modeling & practicing oral blending & segmenting
- Engaging children in playful opportunities to notice sounds
- Employing multimodal strategies
- Highlighting crosslinguistic transfer & connections

CALL OUT

Important Ideas in Foundational Literacy Skills (2)

Phonics & Word Recognition

- Providing direct, systematic, explicit instruction with a scope & sequence
- Incorporating phonemic awareness
- Emphasizing links between sounds & spellings/decoding & encoding
- Moving from single-syllable to multisyllabic words
- Ensuring that meanings of words being decoded are understood
- Employing multimodal strategies
- Teaching high-frequency, irregularly spelled words
- Providing repeated practice of taught skills using decodable texts & word-building activities
- Building automaticity
- Engaging in daily writing to apply skills
- Highlighting crosslinguistic transfer & connections

CALL OUT

Important Ideas in Foundational Literacy Skills (3)

Reading Fluency

- Providing opportunities to practice
- Using linguistically & culturally relevant & authentic texts
- Fostering motivation; drawing on interests; providing choices
- Modeling appropriate expression & pacing, meaning making, thinking aloud
- Conducting repeated reading for authentic reasons
- Ensuring accurate word identification & nearly effortless application of skills, so attention can be devoted to meaning

CALL OUT

Recommended duration is 40–55 minutes of daily instructional time (Grade 1); 30–50 minutes (Grade 2); & 30–45 minutes (TK, K, & Grades 3–5)

Literacy Area 3: Integrated Reading & Writing

CALL OUT

Progression of a Selected Practice: Reading: Engaging with Text

Transitional Kinder. – Grade Three	Grades Four & Five
Model thinking aloud about a text, both the meaning (e.g., “Ah, now I understand why a salamander changes colors! It’s a way of protecting itself from predators”) and the craft (e.g., “I like the words the author used to describe how the character is feeling.”). iELD	Model thinking aloud about a text, demonstrating inference making and drawing attention to language use and text organization. Engage students in guided, paired, and individual practice in inference making and observations of the author’s craft with different text types.

CALL OUT

Progression of a Selected Practice: Writing

Grades Two & Three	Grades Four & Five
Provide children with opportunities to give and receive feedback and strengthen their writing as needed by revising and editing throughout the writing process.	Provide students with opportunities to give and receive feedback and strengthen their writing as needed by revising and editing throughout the writing process. Cocreate or provide and discuss with students rubrics, forms, checklists, or open-ended prompts to support self-reflection and feedback to peers.

CALL OUT

Important Ideas in Integrated Reading & Writing (1)

Reading: Engaging with Text

- Integrating reading, writing, & discussion
- Promoting reading volume
- Reading aloud literary & informatio texts with a range of text types & g
- Using texts that reflect children's interests & identities
- Engaging children with increasingly complex texts



- Promoting comprehension
  - Thinking aloud & text deconstruction
  - Text-dependent questions
  - Comprehension strategies
  - Routines for thinking & talking about texts
- Differentiating language supports
- Engaging in project-based or thematic units; sparking interest; promoting collaboration & inquiry

CALL OUT

Important Ideas in Integrated Reading & Writing (2)

Writing

- Integrating reading, writing, & discussion
- Daily opportunities for formal & informal writing across content areas
- Developing fluency in printing, spelling, & sentence construction
- Using exemplar & mentor texts
- Providing scaffolds & learning supports, as needed



- Developing & organizing texts appropriate to task & purpose
- Providing opportunities to give & receive feedback
- Sharing writing with an audience
- Highlighting crosslinguistic transfer & connections
- Engaging in project-based or thematic units; sparking interest; promoting collaboration & inquiry

CALL OUT

ended duration is 30–45 minutes of daily instructional time (TK & K); 65–80 minutes (Grade 1); 70–85 minutes (Grade 2); 75–90 minutes (Grade 3); & 60–75 minutes (Grades 4–5)

Literacy Area 4: Comprehensive ELD

CALL OUT

Progression of a Selected Practice: Integrated ELD

Transitional Kindergarten – Grade Five
Examine planned texts and tasks to identify language that may be unfamiliar or challenging to children/students and identify opportunities to highlight and discuss vocabulary and language features both before (i.e., front-loading) and during lessons. Consider the background knowledge needed to understand the texts and tasks. Observe how children/students use the new language and adjust whole-group instruction or work with small groups to provide adequate and appropriate support.

CALL OUT

Progression of a Sample Practice: Designated ELD

Transitional Kinder. – Kindergarten	Grades One – Five
Call children's attention to specific language that expands and enriches ideas, such as nouns that add details about ideas. Encourage its use through definition, illustration, rephrasing, and prompts (e.g., "Today we're going to talk about a word that may be new to you, 'length.' Say it with me, 'length.' Length means how long something is from one end to the other. For example, the length of my shoe [holding it up and measuring] is longer than the length of this shoe [holding it up and measuring]. The length of this paper [holding it up and measuring] is longer than the length of this one.").	Call children's/students' attention to specific language that expands and enriches ideas, such as verb tenses in a lesson about weather. Encourage its use through rephrasing and prompts (e.g., "Yes, the wind blows. Because it happened yesterday, we say the wind blew."; "Can you tell us about something else that happened yesterday? Turn to your partner and work together to come up with a sentence.").

CALL OUT

Important Ideas in Comprehensive ELD

Integrated ELD

- Analyzing texts & tasks to address background knowledge, vocabulary, & language features/structures before & during lessons
- Observing how children use new language & adjusting instruction to provide support
- Employing a variety of strategies to have children apply new language & engage in extended conversations

- Engaging children in read alouds, guided discussions, & collaborative writing
- Modeling & providing planned & just-in-time scaffolds
- Highlighting crosslinguistic transfer & connections to build language awareness & comprehension of text structures & language features
- Providing flexibility in pacing

CALL OUT

mmended duration is that integrated ELD be integrated within all literacy & content lessons for English learner students.

Important Ideas in Comprehensive ELD

Designated ELD

- Incorporating strategies from integrated ELD; importance of analyzing texts & tasks
- Grouping children by English language proficiency as practicable
- Modeling & engaging children in guided practice in unpacking/ deconstructing & reconstructing texts

- Front-loading & revisiting content & language from content lessons
- Helping children discover & understand how English works by calling attention to specific language that
  - Structures cohesive texts
  - Expands & enriches ideas
  - Connects & condenses ideas

CALL OUT

mended duration is that designated ELD be provided daily in addition to the literacy block for English learner students based on students' needs & local context.

Important Ideas in Comprehensive ELD

Designated ELD

- Incorporating strategies from integrated ELD; importance of analyzing texts & tasks
- Grouping children by English language proficiency as practicable
- Modeling & engaging children in guided practice in unpacking/ deconstructing & reconstructing texts

- Front-loading & revisiting content & language from content lessons
- Helping children discover & understand how English works by calling attention to specific language that
  - Structuring Cohesive Texts
  - Expanding & Enriching Ideas
  - Connecting & Condensing Ideas

CALL OUT

mended duration is that designated ELD be provided daily in addition to the literacy block for English learner students based on students' needs & local context.