

English Language Proficiency Assessments for

C A L I F O R N I A

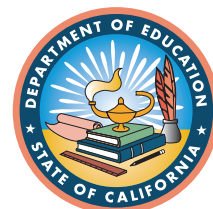


2018-19 ELPAC Post-Test Guide

Summative ELPAC Student Score Report Technical Information for ELPAC Coordinators and Research Specialists



Measuring the Power of Learning.™



2018–19 ELPAC Post-Test Guide

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Acronyms and Initialisms in the *ELPAC Post-Test Guide*

Term	Description
2012 ELD Standards	2012 California English Language Development Standards
CDE	California Department of Education
EL	English learner
ELP	English language proficiency
ELPAC	English Language Proficiency Assessments for California
LEA	local educational agency
LOSS	lowest obtainable scale score
IEP	individualized education program
RFEP	reclassified fluent English proficient
SSR	Student Score Report

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I. General Information

New in 2018–19

Scores

Scoring

The official score for the Summative English Language Proficiency Assessments for California (ELPAC) will be produced by the test contractor after materials have been submitted for scoring.

Domain Exemptions

Students with disabilities for which there are no appropriate accommodations for the assessment can be exempted from one or more domains.

Scale Score Table

In November 2018, the State Board of Education approved Summative ELPAC threshold scores for reporting performance levels in kindergarten through grade eight and grade spans nine and ten and eleven and twelve. These threshold scores will be used to determine the overall designation level for English language proficiency.

Student Score Reports

Electronic Reporting

Student Score Reports (SSRs) will be available electronically.

Report Download

The Test Operations Management System will fulfill requests from local educational agencies for bulk downloads of SSRs by providing an email that contains a secure link to a site from which the file can be downloaded.

Additional Languages

An electronic copy of the student's Summative ELPAC SSR will be provided in both an English version and a translated version in the student's primary language, if the primary language is either Spanish, Vietnamese, Filipino, or Mandarin (Chinese Traditional).

Introduction to ELPAC Reporting

Additional Resources Linked in This Section:

- California Department of Education (CDE) Data Privacy web page—<http://www.cde.ca.gov/ds/dp/>
- CDE English Language Proficiency Assessments for California (ELPAC) web page—<https://www.cde.ca.gov/ta/tg/ep/>
- CDE DataQuest web page—<https://www3.cde.ca.gov/elpac/>
- CDE Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC—<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>

Purposes of the Reports and Using the Results

Summative ELPAC results are used to see how well English learners (ELs) are progressing annually toward English language proficiency (ELP). This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be designated as reclassified fluent English proficient (RFEP) on the basis of the reclassification process developed by the LEA and in accordance with state law.

California Code of Regulations, Title 5, Article 2, Section 11518.15(b), requires LEAs to provide individual Summative ELPAC results to parents or guardians within 30 calendar days after they are received by the LEA. Only authorized LEA personnel, the student, and parents or guardians may access the ELPAC results of an individual student.

Overview of the Summative ELPAC

The Summative ELPAC is an annual assessment to measure student progress toward meeting the 2012 California English Language Development Standards (2012 ELD Standards), which describe the English language skills that students need to succeed in school. ELPAC results can indicate the progress of ELs in acquiring the skills of listening, speaking, reading, and writing in English.

Reports Available for the Summative ELPAC

Summative ELPAC Student Score Reports

The 2018–19 Summative ELPAC SSR includes the following information:

- An overall level and scale score
- A level and scale score for each composite reported (oral and written language)
- A level for each domain tested (Listening, Speaking, Reading, and Writing)

The SSR provides information about the student's annual progress toward ELP.

Scale score ranges for each of the four reporting levels are identified for overall, oral language, and written language for all grades tested. These ranges incorporate the level threshold scores approved by the California State Board of Education.

The four reporting levels for overall and each composite reported are: well developed (4), moderately developed (3), somewhat developed (2), and beginning stage of development (1).

The student's ELPAC results

- are one measure of ELP that should be viewed with other available information, such as classroom tests, assignments, and grades;
- can be used to help talk to the student's parent or guardian about the student's progress made in English language development; and
- can be used to determine if a student is ready to be designated as RFEP.

Student Results File

These files are found in the Test Operations Management System. Data files include student information as well as overall and individual domain results.

Aggregated Internet Reports (Internet Reporting)

ELPAC results are available on the CDE [DataQuest ELPAC public reporting](#) website.

Summative ELPAC Domains and Tasks Types Reported

The task types assessed in each of the Summative ELPAC domains are identified by grade level and grade span in the tables in this subsection.

Listening

Table I.1 lists the task types assessed in the Listening domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.1 Listening Task Types

Listening Tasks	Kindergarten	Grade 1	Grade 2	Grade Span 3–5	Grade Span 6–8	Grade Span 9–10	Grade Span 11–12
Listen to a Short Exchange	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Classroom Conversation	No	No	No	Yes	Yes	Yes	Yes
Listen to a Story	Yes	Yes	Yes	Yes	No	No	No
Listen to an Oral Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Listen to a Speaker Support an Opinion	No	No	No	No	Yes	Yes	Yes

Speaking

Table I.2 lists the task types assessed in the Speaking domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.2 Speaking Task Types

Speaking Tasks	Kindergarten	Grade 1	Grade 2	Grade Span 3–5	Grade Span 6–8	Grade Span 9–10	Grade Span 11–12
Talk About a Scene	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Speech Functions	No	No	Yes	Yes	Yes	Yes	Yes
Support an Opinion	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Retell a Narrative	Yes	Yes	Yes	Yes	No	No	No
Present and Discuss Information	No	No	No	No	Yes	Yes	Yes
Summarize an Academic Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Reading

Table I.3 lists the task types assessed in the Reading domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.3 Reading Task Types

Reading Tasks	Kindergarten	Grade 1	Grade 2	Grade Span 3–5	Grade Span 6–8	Grade Span 9–10	Grade Span 11–12
Read-Along Word with Scaffolding	Yes	No	No	No	No	No	No
Read-Along Story with Scaffolding	Yes	No	No	No	No	No	No
Read-Along Information	Yes	No	No	No	No	No	No
Read and Choose a Word	No	Yes	Yes	No	No	No	No
Read and Choose a Sentence	No	No	Yes	Yes	No	No	No
Read a Short Informational Passage	No	Yes	Yes	Yes	Yes	Yes	Yes
Read a Student Essay	No	No	No	Yes	Yes	Yes	Yes
Read a Literary Passage	No	Yes	Yes	Yes	Yes	Yes	Yes
Read an Informational Passage	No	Yes	Yes	Yes	Yes	Yes	Yes

Writing

Table I.4 lists the task types assessed in the Writing domain and indicates whether the task was assessed in a particular grade level or grade span.

Table I.4 Writing Task Types

Writing Tasks	Kindergarten	Grade 1	Grade 2	Grade Span 3–5	Grade Span 6–8	Grade Span 9–10	Grade Span 11–12
Label a Picture—Word, with Scaffolding	Yes	No	No	No	No	No	No
Write a Story Together with Scaffolding	Yes	Yes	Yes	No	No	No	No
Write an Informational Text Together	No	Yes	Yes	No	No	No	No
Describe a Picture	No	Yes	Yes	Yes	Yes	Yes	Yes
Write About an Experience	No	No	No	Yes	Yes	Yes	Yes
Write About Academic Information	No	No	No	Yes	Yes	Yes	Yes
Justify an Opinion	No	No	No	Yes	Yes	Yes	Yes

A Note about Universal Tools, Designated Supports, and Accommodations

Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC (Matrix Four) provides LEAs the accessibility resources that are available for an ELPAC administration.

Matrix Four follows a three-tiered accessibility approach that includes universal tools, designated supports, and accommodations.

1. **Universal tools** are available to *all* students on the basis of student preference and selection.
2. **Designated supports** are available to *all* students when determined for use by an educator or team of educators—with parent/guardian and student input, as appropriate—or specified in the student’s individualized education program (IEP) or Section 504 plan.
3. **Accommodations** must be permitted on the ELPAC to all eligible students if specified in the student’s IEP or Section 504 plan.

Accessibility resources allow all students to show what they know and can do. These resources are not intended to give an advantage, but, rather, to allow students the opportunity for a fair and valid testing experience. These include braille and large-print Answer Books for each ELPAC grade level and grade span.

Please refer to [Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC](#) for additional information and a list of the universal tools, designated supports, and accommodations (non-embedded) allowed as part of the ELPAC beginning August 3, 2018.

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources are made available if specified in the eligible student’s IEP or Section 504 plan. With CDE approval, unlisted resources may have been used by LEAs during the 2018–19 Summative ELPAC administration.

Interpreting Results

The Student Score Report shows the student's results on the Summative ELPAC, the state test of ELP. The ELPAC provides information about the student's annual progress toward English language proficiency. The student's 2018–19 ELPAC results should be compared only to ELPAC results, which were first available in 2017–18.

ELPAC Scale Scores

Scale scores are important measures for the ELPAC. Reporting levels are assigned on the basis of scale scores for all tests.

The advantage of the scale score metric is that it allows a particular score—for example, an overall score of 1585 on the grade five ELPAC—to mean the same thing regardless of what items students took for a grade-level, content-area test. Scale scores provide a common reference over the years.

Each ELPAC grade level has its own scale score range.

Preequating and Scaling

When tests are constructed for each grade, every effort is made to make the tests parallel and of the same level of difficulty from one year to another. However, even with those efforts, small differences in test difficulty still exist between test forms. A psychometric procedure called equating makes adjustments for test difficulty so that students in one year are held to the same standards as students in another year.

In the case of the 2018–19 Summative ELPAC, preequated grade level or grade span test forms were administered. These preequated test forms were based on calibrations and linking analyses conducted during the spring 2016–17 field test.

Details about preequating and scaling, for operational assessments and information about test development are described in an *ELPAC Technical Report*.

Scale Score Ranges

Assessments were scaled vertically after the 2016–17 field test, which means that scores for certain questions that were common between adjacent grades were linked. This will make it possible to monitor students' year-to-year progress in learning English and to describe student progress over time across grade levels.

Scale scores offer a more precise way to determine students' performance on the assessments than reporting levels, which are described in the next subsection, because each reporting level is based on a range of numbers, rather than an individual number like a scale score. Scale score ranges for the Summative ELPAC range from 1150–1950 and are listed in [appendix A](#).

ELPAC Reporting Levels

ELPAC overall reporting levels are designations given to particular scale score ranges. The minimum and maximum scale scores for each level vary by grade and grade span. Performance levels for domains are also reported for Listening, Speaking, Reading, and Writing.

Threshold scores—the maximum scores at Level 1, Level 2, Level 3, and Level 4 by grade or grade span—determine the scale score ranges for Summative ELPAC reporting levels. These were set based on a standard setting and validation study that used the 2017–18 operational ELPAC data. The results allow meaningful comparisons between individual students and group comparisons between schools and local educational agencies across grades.

Overall Reporting Levels

Table I.5 lists the four ELPAC reporting levels and describes what students at each level can typically do in English.

Table I.5 Overall Reporting Levels

Reporting Level	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.

Domain Reporting Levels

The student's overall score is a combination of two other scores: an oral language composite score comprised of the Listening and Speaking domains, and a written language composite score comprised of the Reading and Writing domains.

Domain-level performance is reported as Beginning, Somewhat/Moderately, and Well Developed on the ELPAC SSR.

II. Student Score Report Description

The ELPAC Student Score Report

This section explains the student's Summative English Language Proficiency Assessments for California (ELPAC) Student Score Report (SSR). Data displayed on the samples in this guide are for demonstration purposes only and do not reflect valid data.

ELPAC Reporting Levels

For the overall score and the composite scores—oral language score for the Listening and Speaking domains, and written language score for the Reading and Writing domains—there are four possible reporting levels:

1. Well Developed (Level 4)
2. Moderately Developed (Level 3)
3. Somewhat Developed (Level 2)
4. Beginning to Develop (Level 1)

For the domain scores, there are three possible reporting levels:

1. Well Developed (Level 3)
2. Somewhat/Moderately (Level 2)
3. Beginning (Level 1)

Additional Messaging

In cases where the student was exempted from both domains in either the oral or written language composite, the following message appears at the bottom of the first page of the SSR:

NS = Student was exempted from both domains in either the oral or written language composite, which does not allow for a score to be calculated.

In cases where a student has a disability for which there are no appropriate accommodations for assessment, the student shall be assessed in the remaining domains in which it is possible to assess the student. A tilde (~) is present in the table next to the domain name and the following message will appear at the bottom of the first page of the SSR:

~Student was exempted from one or more domains of the ELPAC. Scores for the composite were calculated based on the completed domain(s).

Some students take an alternate assessment instead of the ELPAC. In these cases, an asterisk (*) is present in the table next to the domain name and the following message appears at the bottom of the first page of the SSR:

*A locally determined alternate assessment was used during the administration of one or more domains. Therefore, the student received the lowest obtainable scale score (LOSS). Caution should be used when reviewing the results.

Finally, when a testing irregularity occurs during an ELPAC administration, it is noted with a caret (^) in the table next to the domain name and the following message appears at the bottom of the first page of the SSR:

^A testing irregularity occurred during the administration of this domain. More information can be obtained at the school.

Page 1 of 2, Top: Score Overview

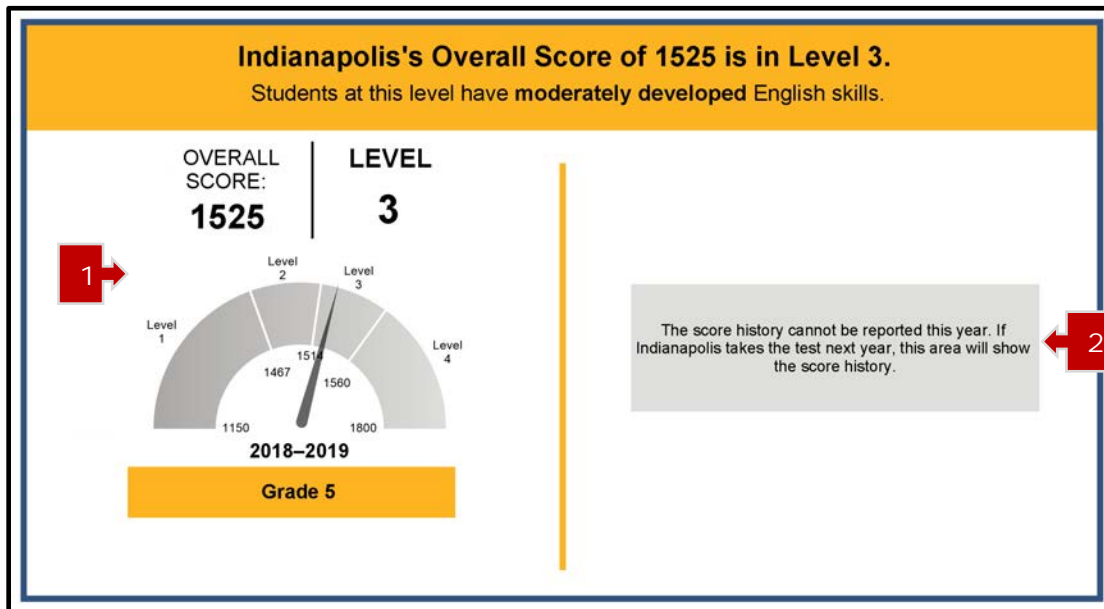


Table II.1 Score Overview Descriptions

Callout	Feature	Description
1.	Overall score and level	This box provides the student’s overall score and level for the ELPAC with a gauge that provides a dimensional representation of the overall score.
2.	Score history	This area is blank for 2018–19 testing. However, if the student takes the test again next year, this area on next year’s report will show the student’s scores from the 2018–19 administration.

Page 1 of 2, Bottom: Composite Scores

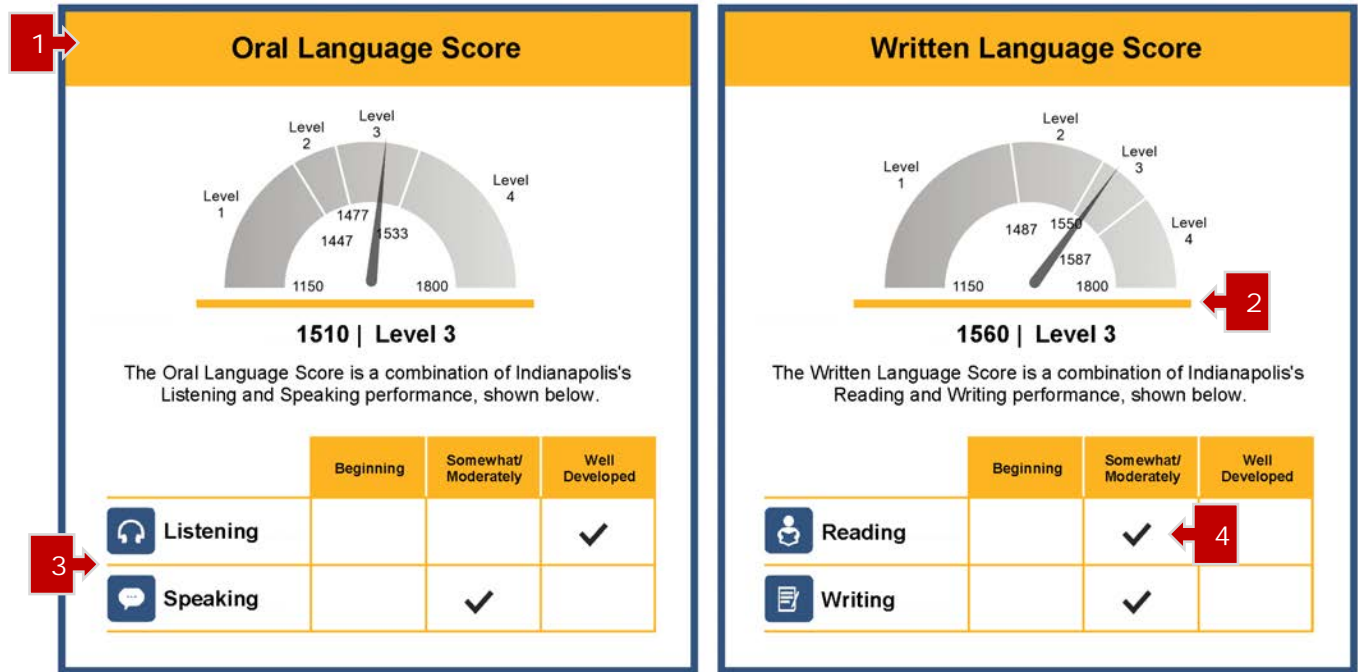


Table II.2 Composite Scores

Callout	Feature	Description
1.	Composite skill	The title at the top of the box displays the name of the composite skill, either oral language or written language.
2.	Score and level	The gauge, which is a dimensional representation of the composite score, shows where the student's composite reporting level falls in comparison with the other levels. Under the gauge are the composite score and level.
3.	Domains within the composite	The domains that comprise a composite are presented in tables—Listening and Speaking for the oral language composite, and Reading and Writing for the written language composite.
4.	Domain levels	A check mark in a column indicates a student's domain reporting level—either Beginning, Somewhat/Moderately, or Well Developed.

Page 2 of 2, Top: Student Information

A Parent/Guardian's Guide to Indianapolis's English Language Proficiency Assessments for California (ELPAC) Score Report

STUDENT #:	999988002	DATE OF BIRTH:	08/05/2009
GRADE:	5	TEST DATE:	March 06, 2019

FOR THE PARENT/GUARDIAN OF:
INDIANAPOLIS INDIANA
 1234 MAIN STREET UNIT 1234
 YOUR CITY, CA 12345

SCHOOL: California Elementary School
LEA: California Unified
CDS: 99999919999991

This report shows Indianapolis's results on the English Language Proficiency Assessments for California (ELPAC), the state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency.

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.




Table II.3 Student Information Descriptions

Callout	Feature	Description
1.	Student's information	This area shows information about the student, including the student's name and grade.
2.	Student's mailing address	This area shows the student's residential address as listed in the California Longitudinal Pupil Achievement Data System.
3.	Student and school information	This area shows information about the student and the school and local educational agency name, as well as the county/district code. Note: The grade noted indicates the grade in which the student was enrolled at the start of testing.
4.	ELPAC results overview	This paragraph provides an overview of the purpose of ELPAC results.

Page 2 of 2, Bottom: Report Meaning

What is the ELPAC?





The Summative English Language Proficiency Assessments for California (ELPAC) 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 Summative ELPAC:

- 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)

ELPAC Levels	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 four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these 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	

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

Table II.4 Information About the ELPAC


Callout	Feature	Description
1.	About the ELPAC	This area provides information about the Summative ELPAC.
2.	Reporting levels	This table describes the typical English skills for students at each Summative ELPAC reporting level.

Table II.4 (continued)

Callout	Feature	Description
3.	Reporting levels when related to 2012 California English Language Development (ELD) Standards	This table shows how the Summative ELPAC reporting levels align with the 2012 ELD Standards.
4.	Suggestions for action	This list offers suggestions to the parent/guardian for ways to support the student's progress toward English proficiency.

Sample of the Student Score Report for the Summative ELPAC

Page 1

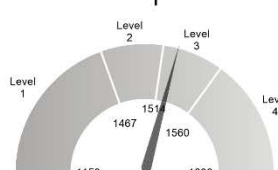


STUDENT SCORE REPORT | 2018–2019
Indianapolis Indiana
SUMMATIVE ASSESSMENT | GRADE 5

Indianapolis's Grade 5 Results on the English Language Proficiency Assessments for California

Indianapolis's Overall Score of 1525 is in Level 3.
Students at this level have moderately developed English skills.

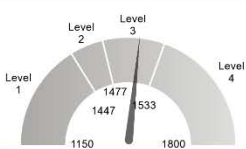
OVERALL SCORE: **1525** | LEVEL **3**



2018–2019
Grade 5

The score history cannot be reported this year. If Indianapolis takes the test next year, this area will show the score history.

Oral Language Score

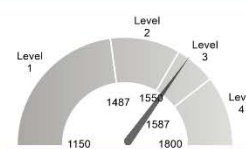


1510 | Level 3

The Oral Language Score is a combination of Indianapolis's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening			✓
Speaking		✓	

Written Language Score



1560 | Level 3

The Written Language Score is a combination of Indianapolis's Reading and Writing performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Reading		✓	
Writing		✓	

For more information about this assessment, visit the test score website at <https://elpac.startingsmarter.org/>. If you have questions about your child's ELPAC results, please contact your school for more information.

1525_1510_1560

Page 2

A Parent/Guardian's Guide to Indianapolis's
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FOR THE PARENT/GUARDIAN OF:
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1234 MAIN STREET UNIT 1234
YOUR CITY, CA 12345

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.

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LEA: California Unified
CDS: 99999919999991



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- Includes questions about Listening, Speaking, Reading, and Writing

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ELD Standards Proficiency Levels	Emerging — requires substantial linguistic support	Expanding — requires moderate linguistic support	Bridging — requires light linguistic support	

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

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Appendices

Appendix A. Scale Score Ranges

Grade Level	Score Type	Level 1 Minimum	Level 1 Maximum	Level 2 Minimum	Level 2 Maximum	Level 3 Minimum	Level 3 Maximum	Level 4 Minimum	Level 4 Maximum
Kindergarten	Overall	1150	1373	1374	1421	1422	1473	1474	1700
Kindergarten	Oral Language	1150	1385	1386	1426	1427	1477	1478	1700
Kindergarten	Written Language	1150	1345	1346	1409	1410	1462	1463	1700
1	Overall	1150	1410	1411	1454	1455	1506	1507	1700
1	Oral Language	1150	1407	1408	1450	1451	1492	1493	1700
1	Written Language	1150	1413	1414	1458	1459	1519	1520	1700
2	Overall	1150	1423	1424	1470	1471	1531	1532	1700
2	Oral Language	1150	1413	1414	1459	1460	1509	1510	1700
2	Written Language	1150	1432	1433	1480	1481	1553	1554	1700
3	Overall	1150	1447	1448	1487	1488	1534	1535	1800
3	Oral Language	1150	1434	1435	1465	1466	1511	1512	1800
3	Written Language	1150	1460	1461	1508	1509	1556	1557	1800
4	Overall	1150	1458	1459	1498	1499	1548	1549	1800
4	Oral Language	1150	1438	1439	1471	1472	1521	1522	1800
4	Written Language	1150	1477	1478	1524	1525	1574	1575	1800
5	Overall	1150	1466	1467	1513	1514	1559	1560	1800
5	Oral Language	1150	1446	1447	1476	1477	1532	1533	1800
5	Written Language	1150	1486	1487	1549	1550	1586	1587	1800
6	Overall	1150	1474	1475	1516	1517	1566	1567	1900
6	Oral Language	1150	1449	1450	1483	1484	1541	1542	1900
6	Written Language	1150	1498	1499	1549	1550	1591	1592	1900
7	Overall	1150	1480	1481	1526	1527	1575	1576	1900
7	Oral Language	1150	1455	1456	1497	1498	1553	1554	1900
7	Written Language	1150	1504	1505	1555	1556	1597	1598	1900

Scale Score Ranges (*continued*)

Grade Level	Score Type	Level 1 Minimum	Level 1 Maximum	Level 2 Minimum	Level 2 Maximum	Level 3 Minimum	Level 3 Maximum	Level 4 Minimum	Level 4 Maximum
8	Overall	1150	1485	1486	1533	1534	1589	1590	1900
8	Oral Language	1150	1460	1461	1504	1505	1568	1569	1900
8	Written Language	1150	1509	1510	1561	1562	1609	1610	1900
9	Overall	1150	1492	1493	1544	1545	1605	1606	1950
9	Oral Language	1150	1464	1465	1511	1512	1578	1579	1950
9	Written Language	1150	1519	1520	1577	1578	1631	1632	1950
10	Overall	1150	1492	1493	1544	1545	1605	1606	1950
10	Oral Language	1150	1464	1465	1511	1512	1578	1579	1950
10	Written Language	1150	1519	1520	1577	1578	1631	1632	1950
11	Overall	1150	1499	1500	1554	1555	1614	1615	1950
11	Oral Language	1150	1469	1470	1513	1514	1582	1583	1950
11	Written Language	1150	1528	1529	1594	1595	1645	1646	1950
12	Overall	1150	1499	1500	1554	1555	1614	1615	1950
12	Oral Language	1150	1469	1470	1513	1514	1582	1583	1950
12	Written Language	1150	1528	1529	1594	1595	1645	1646	1950

Appendix B. Additional Resources

California Department of Education English Language Development Standards—
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

California Department of Education’s English Language Proficiency Assessments for
California (ELPAC) web page—
<https://www.cde.ca.gov/ta/tg/ep/>

California Technical Assistance Center’s ELPAC website—
<https://www.elpac.org/>

ELPAC Starting Smarter website—
<https://elpac.startingsmarter.org/>