

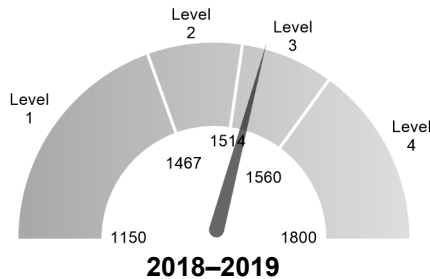
**Indianapolis's Grade 5 Results on the
English Language Proficiency Assessments for California**

Indianapolis's Overall Score of 1525 is in Level 3.

Students at this level have **moderately developed** English skills.

OVERALL
SCORE:
1525

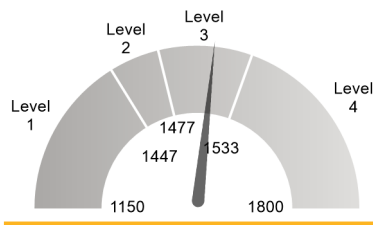
LEVEL
3



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

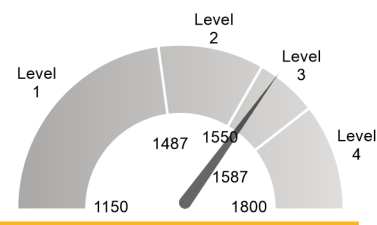


1510 | Level 3

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		✓	

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

STUDENT #: 9999988002 DATE OF BIRTH: 08/05/2009
 GRADE: 5 TEST DATE: March 06, 2019

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.

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



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.