

Procedural Update

SDUSD English Language Alternate Assessment (ELAA) for school-aged students

Identifying students who need support with English language development to access the general education curriculum is crucial. IEP Teams must determine the appropriate Language Proficiency Assessment for all students with English Language development needs.

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through age 22. The ELPAC is aligned with the [California English Language Development Standards](#) (PDF). It is comprised of two separate ELP assessments: one for the **initial identification** of students as English learners (ELs), and a second for the **annual summative assessment** to measure a student's progress in learning English and to identify the student's level of English Language Proficiency.

The ELPAC tests four different domains:

- Listening
- Speaking
- Reading
- Writing

Do students with disabilities take the ELPAC?

The ELPAC has been designed so that students, including those with special needs, can participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources (see Matrix 4 attached) that address visual, auditory, and physical access barriers.

However, the ELPAC may not be appropriate for all students.

SDUSD has developed an alternate language assessment (ELAA) delivered in English for students with significant cognitive disabilities whose native language is other than English. The ELAA has been developed as an alternative to the ELPAC. The ELAA uses a multiple measures approach of observations, existing

classroom data and elicitation of developmentally appropriate language-based responses to reflect the student's English language development.

ELAA assessment process overview:

1. Review the attached *Flowchart* to assist in determining who would be recommended to take the ELAA. The IEP Team will determine which students will take the ELPAC and which students may need the ELAA.
2. The ELAA, if appropriate, is completed during the ELPAC assessment window.
 - a. **Initial assessments** are done within 30 days of the students enrollment
 - b. **Summative assessments** are done in the spring of each year.
3. Review the assessment protocols and the student's IEP (especially Special Factors page 2).

During the testing window:

4. Review the data collected. If insufficient data has been collected to determine the student's English proficiency level teachers will need to observe student further or probe for additional information.
5. A team of raters will complete the *ELAA Summary Sheet* which will determine the student's English Proficiency Level. Paperwork will be submitted to the EL Coordinator who will update the information in PowerSchool. Once PowerSchool is updated information in SEAS will update in approximately 24 hours. Include results in the student's next IEP.

ECSE: Official "English Learner" status begins in TK/K. Preschool "Dual language learners" home language information can be documented in English Learner section of Present Levels & IEPs should consider their language learning status. For Transitional IEP planning: review *Preschool Language Questionnaire* and *Participation Criteria for Alternate Assessment* to determine appropriate ELPAC assessment and supports for Initial Assessment. Document in the student's IEP.



Watch your email for training dates. Trainings will be listed in ERO.

Review Special Education Procedure Manual- Chapter 7- English Learners for additional information. Forms for ELAA can be found in Chapter 7 links.