

Procedural Update

Language Proficiency Assessment Results: ELPAC level

Language Proficiency Assessment Results: ELPAC Level options have been updated in SEAS.

Individual student ELPAC levels can be located using Illuminate.

Initial ELPAC Descriptors:

Initial Fluent English Proficient [IFEP]

Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).

Intermediate English Learner

Students at this level have **somewhat developed to moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 *ELD Standards*.

Novice English Learner

Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 *ELD Standards*.

Summative ELPAC Descriptors:

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English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level

corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

- 3 English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.

- 2 English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

- 1 English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

ELAA descriptors:

Student’s English proficiency is **minimally developed** compared to an English-proficient student (e.g., English-only student) with the same or similar disability. Lack of exposure to English considerably impacts English proficiency in the given language domain (in addition to any impact due to disability).

Student’s English proficiency is **somewhat developed** compared to an English-proficient student (e.g., English-only student) with the same or similar disability. Lack of exposure to English moderately impacts English proficiency in the given language domain (in addition to any impact due to disability).

Student’s English proficiency is **moderately developed** compared to an English-proficient student (e.g., English-only student) with the same or similar disability. Lack of exposure to English somewhat impacts English proficiency in the given language domain (in addition to any impact due to disability).

Student’s English proficiency is **well developed** and compares to an English-proficient student (e.g., English-only student) with the same or similar disability. Lack of exposure to English has no meaningful impact on English proficiency in the given language domain.

Contact EL Coordinator for your site for additional information.

Refer to Special Education-Procedure Manual-Chapter 7-English Learners for additional information.