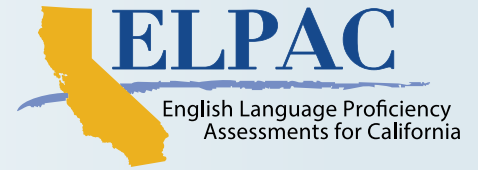


ELPAC Administration Guidance and Governing Definitions for Student Accessibility Discussions



This document is not exhaustive; rather, it is meant to be used in conjunction with the "English Language Proficiency Assessments for California (ELPAC) Administration Student Accessibility Checklist" to help support discussions and define terms leading to team decisions for the administration of the ELPAC. Different types of participation decisions for the Initial and Summative ELPAC may need to be made by the team. In order to access one or more of the domains of the ELPAC, students may need to use accessibility resources. These accessibility resources may be universal tools, designated supports, and/or accommodations. The resources are listed in the "California Assessment Accessibility Resources Matrix," which can be found at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>.

For the ELPAC to provide a valid measure of a student's English language proficiency, the individualized education program (IEP) team and Section 504 plan team should discuss and document the use of the following in the student's plan:

- Universal tools
- Designated supports
- Accommodations
- Unlisted resources for accommodations listed in a Section 504 plan or IEP
- Possible exemption from the ELPAC domain(s)
- Locally determined alternate assessment for one or more ELPAC domains for students with the most significant disabilities who have an IEP

Exemptions for ELPAC Domains

Guidance on exemptions for the ELPAC domains is as follows:

- For an overall score to be generated, a student must be assessed with the ELPAC in at least one domain for both the Oral and Written Language composites.
 - For the student to receive a score in the Oral Language composite, the student must have been assessed in either the Listening or Speaking domain.
 - For the student to receive a score in the Written Language composite, the student must have been assessed in either the Reading or Writing domain.
- In the event that the IEP team decides it is necessary to exempt the student from two or more domains, the team should consider the use of an alternate assessment to the ELPAC.

Alternate Assessments for ELPAC Domains

- Alternate assessments, which are decided on locally, until the Alternate ELPAC is field-tested, are reserved for English learners with the most significant cognitive disabilities as defined by the Every Student Succeeds Act (*Code of Federal Regulations*, Title 34 [34 *CFR*], Section 200.6[h][5]). Students will receive the lowest obtainable scale score (LOSS) on each domain for which an alternate assessment is used. Using an unapproved unlisted resource on an ELPAC administration also is considered an alternate means of assessing the English proficiency level of students with disabilities, and a LOSS will be calculated for each domain. A LOSS score in one or more domains may lower the student's performance level on the ELPAC as well as the student's overall score, which could affect eligibility for reclassification.
- Caution should be used in interpreting results when an alternate assessment is used for a domain because the LOSS may lower the overall performance level on the ELPAC. The overall score may not reflect the student's actual performance level in English.

Governing Definitions

“Accommodations” means resources documented in a pupil's individualized education program (IEP) or Section 504 plan that an eligible pupil regularly uses in the classroom for instruction and/or assessment(s) and that either (1) are utilized in the assessment environment; or (2) consist of changes in procedures or materials that increase equitable access to the assessment. Accommodations may not fundamentally alter the comparability of test scores (*California Code of Regulations*, Title 5 [5 *CCR*] Section 11518[a]).

“Alternate assessment,” for the ELPAC, is an alternate means to measure the English language proficiency of a pupil who has a significant cognitive disability. The alternate assessment must be identified in the eligible pupil's IEP (34 *CFR* Section 200.6[h][5]).

“Assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted nor the replacement of such device (34 *CFR* 300.5).

“Designated supports” are resources that an eligible pupil regularly uses in the classroom for instruction and/or assessment(s) and that are available for use by any pupil for whom a need has been indicated, prior to assessment administration, by an educator or a team of educators (with parents/guardian and pupil input, as appropriate) or specified in the pupil's IEP or Section 504 Plan. (5 *CCR* 11518[e]).

“Domain” means listening, reading, speaking, or writing, as described in *California Education Code* Section 60810 (5 *CCR* 11518[f]).

“Domain exemption” is used if an English learner has a disability that precludes assessment of the student in one or more domains of the English language proficiency assessment required under Section 1111(b)(2)(G) of the Every Student Succeeds Act (ESSA) such that there are no appropriate accommodations for the affected domain(s). Furthermore, a state must assess the student’s English language proficiency on the basis of the remaining domains in which it is possible to assess the student (*Code of Federal Regulations*, Title 34 [34 *CFR*] Section 200.6[h][4][ii]).

“Grade” means the grade in which a pupil is enrolled at the time of testing or if enrolled in an ungraded program, the grade to which the local educational agency assigns the pupil for assessment purposes (5 *CCR* 11518[j]).

“Lowest obtainable scale score (LOSS)” refers to the lowest score in a range of potential scores for a grade level and subject area. Scale scores can be compared from year to year within a given grade level and subject. Scale scores are not comparable across subjects and cannot be averaged across different grade levels.

“Primary or native language” means the language used by a pupil, as identified in accordance with the (home language) survey conducted pursuant to Section 11518.5(a) (5 *CCR* 11518[s]).

“Pupil” refers to a student enrolled in a California public school or nonpublic school (5 *CCR* 11518[x]).

“Pupil eligible for the initial assessment” means (1) a pupil whose primary or native language is a language other than English as determined by the survey conducted pursuant to Section 11518.5(a) or who is identified for administration of the initial ELPAC assessment pursuant to Section 11518.20(a); (2) who has not previously been classified as an English learner (EL) by a California public school; and (3) who has no record of results from an administration of the California English Language Development Test or the ELPAC initial or summative assessment (5 *CCR* 11518[v]).

“Pupil eligible for the summative assessment” means a pupil who is classified as EL in accordance with these regulations (5 *CCR* 11518[w]).

“Pupil with a disability” means a pupil who has an IEP in accordance with *EC* Section 56345 or a Section 504 plan in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 (*US Code*, Title 20, Section 794) (5 *CCR* 11518[x]).

“**Resource**” refers to a universal tool, designated support, accommodation, or an unlisted resource approved pursuant to Section 11518.35. Resources (including approved unlisted resources) do not change the construct of the assessment (5 CCR 11518[z]).

“**Universal tools**” means resources available to all pupils who are administered the ELPAC assessments (5 CCR 11518[ag]).

“**Unlisted resource**” means an instructional support that a pupil regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation (5 CCR 11518[ah]).

