

The Alternate English Language Proficiency Assessments for California (ELPAC)

The Alternate ELPAC is designed for students in kindergarten (K) through grade twelve (including students through 21 years of age) with the most significant cognitive disabilities. These students are also English learners (Summative) or potential English learners (Initial), who have been identified as having a language other than English. Furthermore, their individualized education program (IEP) team has determined that they are eligible for an alternate assessment.



Initial Alternate ELPAC

| WHO | WHAT |
|---|--|
| <p>Students take the Initial Alternate ELPAC if they have a primary language other than English, have never been previously classified as English learners, and are eligible for an alternate assessment.</p> | <p>The Initial Alternate ELPAC is used to identify a student as either an English learner who needs support to learn English, or as proficient in English. It is specifically for students who are eligible for an alternate assessment.</p> |
| WHEN | WHY |
| <p>Students are given the Initial Alternate ELPAC within 30 days of when they enroll at school.</p> | <p>Identifying students who need help learning English is important so students can get the support they need to measure what they know and can do to be successful in school.</p> |

Summative Alternate ELPAC

| WHO | WHAT | WHEN |
|---|---|---|
| <p>Students who are identified as English learners and are eligible for an alternate assessment.</p> | <p>The Summative Alternate ELPAC measures the skills of English learners and will help tell the school or district if the student is ready to be reclassified as proficient in English.</p> | <p>Students who are English learners are given the Summative Alternate ELPAC every spring, between February and May until they are reclassified as proficient in English.</p> |
| HOW | | WHY |
| <p>The Summative Alternate ELPAC is an untimed computer-based assessment administered one-on-one by a test examiner who is familiar with the student and their needs.</p> | | <p>Students who are identified as English learners will take the Summative Alternate ELPAC to measure their progress in learning English.</p> |

The Alternate ELPAC tests a student's Receptive (Reading and Listening) and Expressive (Speaking and Writing) skills.

However, students can respond in their preferred mode of communication for all test questions. Some examples of communication modes are: verbal, one-word responses, or non-verbal such as pointing, nodding, eye gaze, and using augmentative and alternative communication (AAC) devices.

What resources are available for students?

Students may use instructional or physical resources listed in their active IEP (for example, amplification, magnification, and a scribe).

How Can I Help My Child Get Ready for the Alternate ELPAC?

You are an important part of your child's education. Some things you can do to help your child are:

- Discuss the test with your child. Make sure they are not scared or anxious.
- Read with your child regularly.
- Provide your child with opportunities to communicate outside of school.
- Review test results with your child and discuss with their teacher where they might need additional help.



The Alternate ELPAC is aligned to the 2012 California English Language Development (ELD) Standards via the ELD connectors within the Alternate ELPAC Test Blueprints. These standards and connectors can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf>.

Training tests will be made available in September and practice tests in November on the ELPAC web page at <http://elpac.org/resources/online-practice-and-training-test/>.

Additional Information

More information about the Alternate ELPAC can be found on the California Department of Education Alternate ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/alternateelpac.asp>.

For more information about your child's scores, contact your child's teacher or the school office.

