

INITIAL

English Language Proficiency Assessments for California



The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

The Initial ELPAC is used to identify students as being either an English learner or fluent in English. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC will be the official score.



The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.



The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their English language proficiency status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education program.



The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at http://www.elpac.org.



The Initial ELPAC administration window is open from July 1 through June 30.

