

Anaheim Elementary School District
 Department of Assessment, Translation, and Accountability
Expected Emergent Bilingual Progression and Growth Targets

Expected Emergent Bilingual Progression and Growth Targets (link to ELPAC Levels Graphic)	English Language Proficiency Assessments for California (ELPAC)) Overall Level					Reclassified FEP
	Emerging Level 1	Expanding Level 2	Expanding Level 3	Bridging Level 3	Bridging Level 4	
ELPAC Expected English language fluency growth leading to reclassification based on ELPAC level at time of initial enrollment	Year 1	Year 2	Year 3/4	Year 5	Year 6	Year 6/7
		Year 1	Year 2/3	Year 4	Year 5	Year 6
			Year 1/2	Year 3	Year 4	Year 5
				Year 1	Year 2/3	Year 4
					Year 1/2	Year 3
Smarter Balanced Summative ELA Expected growth target on the Smarter Balanced assessment in English Language Arts based on overall level on CELDT (3rd-6th)	1 Standard Not Met	1/2 Standard Not or Nearly Met	2 Standard Nearly Met	2/3 Standard Nearly Met or Standard Met	2/3/4 Standard Nearly Met or Standard Met or Exceeded	2/3/4 Standard Nearly Met or Standard Met or Exceeded
Smarter Balanced Interim ELA (3rd-6th)	1 Below Standard	1/2 Below Standard or At or Near Standard	1/2 Below Standard or At or Near Standard	2 At or Near Standard	2/3 At or Near Standard or Above Standard	2/3 At or Near Standard or Above Standard
Star Reading (K-6th)	Two or More Years Below Grade Level	One-Two Years Below Grade Level	One-Two Years Below Grade Level	Grade Level	Grade Level	Grade Level
Smarter Balanced Summative Math Expected growth target on the Smarter Balanced assessment in Mathematics based on overall level on CELDT (3rd-6th)	1 Standard Not Met	1/2 Standard Not or Nearly Met	2 Standard Nearly Met	2/3 Standard Nearly Met or Standard Met	2/3/4 Standard Nearly Met or Standard Met or Exceeded	2/3/4 Standard Nearly Met or Standard Met or Exceeded
Smarter Balanced Interim Math (3rd-6th)	1 Below Standard	1/2 Below Standard or At or Near Standard	1/2 Below Standard or At or Near Standard	2 At or Near Standard	2/3 At or Near Standard or Above Standard	2/3 At or Near Standard or Above Standard
Star Math (1st-6th)	Two or More Years Below Grade Level	One-Two Years Below Grade Level	Grade Level or One Year Below Grade Level	Grade Level	Grade Level	Grade Level
Math District Common Assessments (K)	At Risk / Strategic	At Risk / Strategic	Strategic	Strategic / Benchmark	Benchmark / Challenge	Benchmark / Challenge
A Developmental English Proficiency Test (ADEPT) (Instructional level)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6/7
	Beginning	Passing score on Beginning	Passing Score on Early Intermediate Expressive	Passing Score on Intermediate Expressive	Passing Score on Early Advanced	Passing Score on Early Advanced

At-Risk Emergent Bilinguals (State Definition)

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An EL student to which all of the following apply:

- (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for four or five years; and
- (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC; and
- (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).

In addition, please note the following:

- (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and
- (2) the assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and
- (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

For more information see California Education Code (EC) 313.1.

Long-Term Emergent Bilinguals (State Definition of LTELs)

An EL student to which all of the following apply:

- (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six or more years; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and
- (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA.

In addition, please note the following:

- (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and
- (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.