English Language Proficiency Assessments for California (ELPAC) Institute

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ELPAC Institute Purpose

The purpose of the ELPAC Institute is to:
• Learn about the content of the new test
• Identify next steps for assisting teachers in supporting:
  • English Learner mastery of the ELD standards, with an emphasis on those most highly tested, and
  • Incorporating ELPAC-like tasks in their instruction across all content areas
**ELPAC Institute Guiding Questions**

**Building Your ELPAC Background Knowledge**

- What is the ELPAC?
- What is the connection between the SBAC and the ELPAC?
- What is the timeline for the ELPAC?
- What are the similarities and differences between the CELDT and the ELPAC?
- How is the ELPAC designed?
- What does the ELPAC include?
- What are the ELPAC task types?
- What are the ELPAC performance levels?

**Applying Your Background Knowledge to Unpack the ELPAC Tasks**

- What are the students expected to do for each ELPAC task?

**Applying Your Knowledge of the ELPAC Tasks to Your Instruction**

- How might an ELPAC-like task be embedded into instruction?
Please note...

The information presented in this ELPAC Institute has been gathered from the publicly released documents from the California Department of Education (CDE) and Educational Testing Service (ETS), many of which are drafts which may be revised prior to the full implementation of the ELPAC.

Building Your ELPAC Background Knowledge
• The ELPAC is the **new assessment** to assess students’ **English language proficiency** and **determine** their **level of proficiency in English**
  • At initial enrollment to determine if student is an English Learner
  • Annually thereafter for English Learners until reclassified as Fluent English Proficient (RFEP)
  • **Section 60810 of Part 33 of Division 4 of Title II**
The SBAC assessments are the Smarter Balanced Assessment Consortium’s assessments that are aligned to the California Common Core State Standards in English Language Arts and Mathematics.

The SBAC assessments a part of the CAASPP, or California Assessment of Student Performance and Progress, system, and are sometimes referred to as the “CAASPP tests.”
Relationship between SBAC & ELPAC

**Language Arts**
- ELA standards
  - 1. SBAC ELA
  - 2. ELPAC

**Language Development**
- ELD Standards
  - 1. ELPAC
  - 2. SBAC ELA

What is the ELPAC timeline?
### ELPAC Timeline

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELPAC Pilot Testing</strong></td>
<td>December¹ 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field Test Administrations (No scores reported)</strong></td>
<td></td>
<td>ELPAC² Summative (Spring 2017)</td>
<td>ELPAC³ Initial (Fall 2017)</td>
<td></td>
</tr>
<tr>
<td><strong>Operational Administrations (Scores reported)</strong></td>
<td>CELDT¹</td>
<td>CELDT² Initial only ELPAC⁴ Summative (Spring 2018)</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

CDE, 9/16

### Footnotes to ELPAC Timeline

² In 2016–17, the CELDT will continue to be administered as usual. In spring 2017, a sample of school districts will participate in the ELPAC Summative Assessment field test. The purpose of each ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable.

³ In 2017–18, the CELDT will be administered for the purpose of initial identification only from July 1, 2017 to June 30, 2018. In fall 2017, field testing for the ELPAC Initial Assessment will occur.

⁴ In spring 2018, the ELPAC Summative Assessment will be operational.

⁵ On July 1, 2018, the ELPAC Initial Assessment will be operational.

⁶ In 2018–19, the ELPAC assessments will be fully operational, and the CELDT will no longer be administered.

CDE, 8/16
Test Development Terminology

PILOT TEST ✓
- A pilot test or pilot study is used to conduct preliminary analysis before going ahead with a full-blown research study or experiment. It is essentially a test run or rehearsal of the main experiment or study.

FIELD TEST ✓
- A field test is an experiment, research, or trial conducted under actual use conditions instead of controlled conditions in a laboratory.

OPERATIONAL ADMINISTRATION
- No longer in its experimental phase, the test is in its final form and administered widely.

What are the similarities/differences between the CELDT/ELPAC?
### CELDT and ELPAC: Similarities

- Both are paper-based
- At K and 1st, tests are administered one-on-one
- Speaking items are administered to individual students, K-12 and scored by trained test examiner “in real time”
- Group administrations for Listening, Reading, and Writing at grades 2-12
- Exit points for students at the lowest level of proficiency
- Test all four language domains: listening, speaking, reading, and writing
- Met/meet federal accountability requirements

### CELDT and ELPAC: Differences

- ELPAC is aligned with more challenging ELD standards
- ELPAC task types are set within a communicative context (e.g., a classroom)
- At grades 3–12, recorded audio on TOMS will be used to deliver Listening items.
- The Writing domain will be entirely constructed-response items and will not contain any multiple-choice items.
CELDT and ELPAC: Differences

- Some task types assess collaborative standards and involve integrated skills (e.g., speaking & reading, listening & speaking, writing & reading, etc.)
- The most complex/challenging CELDT task types become mid-range ELPAC task types
- The initial assessment is shorter/fewer task types
- Testing window is from February 1st - May 31st
- Tests grades/spans: K, 1, 2, 3-5, 6-8, 9-10, 11-12

Raising the Bar

- CCSS Standards
- SBAC
- ELD Standards
- ELPAC

GOAL: College and Career Readiness for All
## Estimated Times for ELPAC Field Test Administration

<table>
<thead>
<tr>
<th>Grade Level/Span</th>
<th>Approximate ELPAC Times</th>
<th>Average CELDT Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>65 minutes</td>
<td>120 minutes</td>
</tr>
<tr>
<td>1st grade</td>
<td>70 minutes</td>
<td>120 minutes</td>
</tr>
<tr>
<td>2nd grade</td>
<td>80-95 minutes</td>
<td>145 minutes</td>
</tr>
<tr>
<td>3rd – 5th grades</td>
<td>100 – 170 minutes</td>
<td>145 minutes</td>
</tr>
<tr>
<td>6th – 8th grades</td>
<td>115 – 180 minutes</td>
<td>145 minutes</td>
</tr>
<tr>
<td>9th &amp; 10th grades</td>
<td>115 – 180 minutes</td>
<td>145 minutes</td>
</tr>
<tr>
<td>11th &amp; 12th</td>
<td>115 – 180 minutes</td>
<td>145 minutes</td>
</tr>
</tbody>
</table>
Operational ELPAC Test Times

Please note that the approximate administration times for the operational ELPAC (starting February 1, 2018) have been shared with your district’s ELPAC Coordinator.

Please contact your district ELPAC coordinator for these new times.

ELPAC Assesses the New ELD Standards

• Let’s review the ELD Standards, part I (“Interacting in Meaningful Ways,” and part II (“Learning How English Works”), to remind us what the ELPAC will be assessing.
Connecting to the ELD Standards

Here is where you can find the ELD Standards (PDF):

https://tinyurl.com/ELD4ME

CA ELD Standards: Part I

Part I: Interacting in Meaningful Ways

A. Collaborative
   1. Exchanging information and ideas
   2. Interacting via written English
   3. Supporting opinions and persuading others
   4. Adapting language choices

B. Interpretive
   5. Listening actively
   6. Reading and viewing closely
   7. Evaluating language choices
   8. Analyzing language choices

C. Productive
   9. Presenting
   10. Writing
   11. Justifying and arguing
   12. Selecting language resources
CA ELD Standards: Part II

Part II: Learning About How English Works

A. Structuring Cohesive Texts
   1. Understanding text structure
   2. Understanding cohesion

B. Expanding and Enriching Ideas
   3. Using verbs and verb phrases
   4. Using nouns and noun phrases
   5. Modifying to add details

C. Connecting and Condensing Ideas
   6. Connecting ideas
   7. Condensing ideas

Language Development Opportunities

Each content area has expectations for how students should use language to express their understanding and learning of the concepts they are being taught, which they call “claims” or “language practices.”
English Language Proficiency Assessments for California (ELPAC) High Claims

**Listening:** An English Learner can comprehend spoken English (conversations, discussions, and oral presentations) in a range of social and academic contexts.

**Speaking:** An English Learner can express information, ideas, and participate in grade-level conversations and group and class discussions.

**Reading:** An English Learner can read, analyze, and interpret a variety of grade-appropriate literary and informational texts.

**Writing:** An English Learner can write literary and informational texts to present, describe, and explain ideas and information.

**SBAC\(^2/\)**CAASPP\(^3\) Claims for English Language Arts

**Claim #1 – Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**Claim #2 – Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

**Claim #3 – Speaking and Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.

**Claim #4 – Research/Inquiry:** Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

**SBAC/CAASPP Claims for Mathematics\(^5\)**

**Claim #1 – Concepts & Procedures:** Students can explain and apply (mathematical) concepts and interpret and carry out (mathematical) procedures with precision and fluency.

**Claim #2 – Problem Solving:** Students can solve a range of complex well-posed problems (in pure and applied mathematics), making productive use of knowledge and problem solving strategies.

**Claim #3 – Communicating Reasoning:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

**Claim #4 – Modeling and Data Analysis:** Students can analyze complex, real-world scenarios and can construct and use (mathematical) models to interpret and solve problems.

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\(^1\) California Department of Education, Content and Sensitivity/Bias Panel PowerPoint, 8/16
\(^2\) Smarter Balanced Assessment Consortium (SBAC)
\(^3\) California Assessment of Student Performance and Progress (CAASPP)

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Components of Scientific Literacy

Students can ask, find, or determine answers to questions derived from curiosity about everyday experience.

Students can describe, explain, and predict (natural phenomena).

Students can read with understanding articles about (science) in the popular press and to engage in social conversation about the validity of the conclusions.

Students can identify (scientific) issues underlying national and local decisions and express positions that are (scientifically and technologically) informed.

Students can evaluate the quality of (scientific) information on the basis of its source and the methods used to generate it.

Students can pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately.

CCSS Mathematical Practices

Math Practices (MP)1: Make sense of problems and persevere in solving them

MP3: Construct viable arguments and critique the reasoning of others

MP6: Attend to precision

NGSS Science and Engineering Practices

Science and Engineering Practice (SEP)1: Ask questions and define problems

SEP3: Plan and carry out investigations

SEP4: Analyze and interpret data

SEP6: Construct explanations and design solutions

SEP7: Engage in argument from evidence

SEP8: Obtain, evaluate, and communicate information

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6 https://www.csun.edu/science/ref/curriculum/reforms/nSES/nSES-complete.pdf (p. 22)
7 http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardsaug2013.PDF (pp. 6-8)
8 Next Generation Science Standards (NGSS)
9 https://tinyurl.com/kj2v27e
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A New Context for Education

- The ELPAC reflects the new context for education in the era of the Common Core State Standards for ELA and math, the Next Generation Science Standards, along with the new frameworks that highlight how learning is integrated across content areas.
A New Context for Education

- The learning of language is also integrated: the language of mathematics, science, history/social science, and language arts, are taught across the content areas each day to students in K-12.

ELD, CCSS Math, and NGSS Alignment Report

Perhaps most beneficial sections:
- “Applying ELD Standards to Mathematics (or Science)”
- “Sample Integration of Mathematical (Science) and ELD Standards in the Classroom”
- Available at: http://www.cde.ca.gov/sp/el/er/eldstandards.asp
An Overview of the ELPAC Tasks by Domain

- The following four slides identify the ELPAC task types by language domain and provide a brief outline of the task.
- We will dig deeper into the ELPAC tasks and their connection to instructional practice later in the institute.
ELPAC General Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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 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.</td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) 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.</td>
</tr>
</tbody>
</table>
Correlation to the ELPAC Performance Level Descriptors to the ELD Proficiency Level Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>This ELPAC performance level corresponds to the upper range of the “Bridging” proficiency level.</td>
</tr>
<tr>
<td>3</td>
<td>This ELPAC performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level.</td>
</tr>
<tr>
<td>2</td>
<td>This ELPAC performance level corresponds to the mid- to low-range of the “Expanding” proficiency level.</td>
</tr>
<tr>
<td>1</td>
<td>This ELPAC performance level corresponds to the “Emerging” proficiency level.</td>
</tr>
</tbody>
</table>

What is a “Passing Score” on the ELPAC?

- Passing score = English Proficient?
- English Proficient threshold will be set in Fall, 2018.
- CDE will communicate with the field after decisions are made from ELPAC test data.
Applying Your Background Knowledge to Unpack the ELPAC Tasks

Let’s unpack an ELPAC task!
Collaborating to Unpack the ELPAC

In the ELPAC Task envelope you will find:

- ELPAC Task descriptions (same task for each person at the table)

- A copy of the ELD Standards assessed in the ELPAC Task

Distribute the ELPAC Task descriptions to those at your table.

Collaborating to Unpack the ELPAC

Working collaboratively with your table group,

- **Enter the ELPAC Task title** on the “Unpacking the ELPAC Tasks” template

- **Check ✓ the domain** that the ELPAC Task is assessing on the template

- **Read the ELPAC Task description**
Collaborating to Unpack the ELPAC

• Identify the ELD standard(s) it assesses.

• When reviewing the ELD standard(s) the task assesses, focus on the Bridging level, as that is the level to which the task has been written.

Collaborating to Unpack the ELPAC

• Record the ELD standard(s) and the grade level(s) on the “Unpacking the ELPAC Tasks” template.

• In your analysis, be sure to consider the range of grade levels that will be taking the task, not just one grade level.
Collaborating to Unpack the ELPAC

• Identify how the task will be administered (what the examiner and the student will do)

• Record it in the “Administration Process” section of the “Unpacking the ELPAC Tasks” template

• You may draw a visual of the task, if you’d like
Collaborating to Unpack the ELPAC

- Identify the requisite student processes, skills, abilities, and knowledge for all the grade levels listed and record them on the template.
- What connections can you make to the strategies already being used in your district/site to develop these processes, skills, abilities, and knowledge in your English Learner students?
- Record them on the template.

Collaborating to Unpack the ELPAC

- What additional strategies might need to be taught/implemented your district/site to develop these processes, skills, abilities, and knowledge in your English Learner students?
- Record them on the template.
#13 Reading Task Type

<table>
<thead>
<tr>
<th>Read-Along Story with Scaffolding (Summative: K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative Context: The test taker reads a story together with the teacher.</td>
</tr>
<tr>
<td>Stimulus: The test taker listens to a story and reads along. The test administrator sweeps his or her finger under the text while reading the story aloud. This is preceded by a foundational literacy item in which the test administrator supports the test taker in demonstrating print concepts.</td>
</tr>
<tr>
<td>Response: The test taker provides spoken responses to the first question about the pre-reading skills of where to begin reading and the direction of reading. For the remaining three comprehension questions, the test taker chooses the correct answer from a set of three written and spoken or picture options.</td>
</tr>
<tr>
<td>Scoring: The test administrator assesses the responses to the first question based on a rubric and marks a score of 0–2 in the Answer Book. For the last three comprehension questions, the examiner marks the oval in the Answer Book that corresponds to the test taker's responses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aligned Primary ELD Standards</th>
<th>Point Value, Response Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI.B.6 Reading/viewing closely</td>
<td>Set of 4 items; 5 points per set</td>
</tr>
</tbody>
</table>

From “Proposed Summative Assessment Test Blueprints for the ELPAC” and “Definitions of Summative Assessment Task Types for the ELPAC,” adopted by SBE 10.12.17
Unpacking the ELPAC Tasks

Task Title: Read-Along Story with Scaffolding

Domain: □ Listening  □ Speaking  ☒ Reading  □ Writing

ELD Standards: PI.B.6 Reading/viewing closely

Grade Level(s): K

Visual:

ELPAC Task Requisite Student Processes, Skills, Abilities, and Knowledge:

• Able to attend to a story being read
• Able to follow along as the story is being read
• Knowledge of where to begin reading
• Knowledge of directionality in reading
• Knowledge that letters have specific sounds, form words, and the words carry meaning
• Knowledge that visuals in books at this level correspond to the words on the page
• Able to demonstrate comprehension of a story read aloud to him/her by answering questions (spoken, written)

Administration Process:

<table>
<thead>
<tr>
<th>Examiner:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (preceded by foundational literacy items in which the student is supported)</td>
<td>• Listens to the story</td>
</tr>
<tr>
<td>• Reads the story aloud</td>
<td>• Reads along with the examiner</td>
</tr>
<tr>
<td>• Sweeps finger under the text while reading</td>
<td>• Provides spoken responses to the first two questions about the pre-reading skills of where to begin reading and the direction of reading</td>
</tr>
<tr>
<td>• Assesses student responses to the first two questions based on a rubric and marks a score of 0-2 in the Answer Book</td>
<td>• Responds to three comprehension questions from a choice of written and spoken options</td>
</tr>
<tr>
<td>• Marks the oval corresponding to the student’s responses</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Connections (strategies already in use in the classrooms in my district/at my site):

• Read aloud to students every day
• Monitor that the students are following along as they read a story aloud to them
• Review where to start reading each time they read a book at the beginning of the year
• Review the directionality of text every time they read aloud at the beginning of the year
• Directly teach new letters each week and spiral back to previously taught letters
• Directly teach that letters form words and that words carry meaning

Instructional Implications (strategies to be implemented in the classrooms in my district/at my site):

• Ask comprehension questions that are in writing (reading question aloud to students)
• Provide response options to comprehension questions that are in writing
• Sweep finger under text while reading aloud to students
• Have students read along as the teacher is reading aloud
• Review where to start reading and directionality of text at regular intervals throughout the year

Next steps: These are three steps that I can take in the next four weeks to prepare for the ELPAC:

1. Share this task analysis with site administrators and instructional coaches at their next meeting with me
2. Ask them to share this task analysis with their teachers at the next kindergarten team meeting
3. Ask them to request that teachers focus on the four instructional implications (above) in their collaborative planning meetings and implement them strategically leading up to and beyond the ELPAC
Unpacking the ELPAC Tasks

Task Title: _________________________________  Domain: □ Listening  □ Speaking  □ Reading  □ Writing

ELD Standards: ___________________________________________________________  Grade Level(s): ________________

<table>
<thead>
<tr>
<th>Visual:</th>
<th>Administration Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examiner:</td>
</tr>
<tr>
<td></td>
<td>Student:</td>
</tr>
</tbody>
</table>

ELPAC Task Requisite Student Processes, Skills, Abilities, and Knowledge:

Instructional Connections (strategies already in use in my district/at my site):

Instructional Implications (additional strategies that will need to be implemented in my district/at my site):

Next steps: These are three steps that I can take in the next four weeks to prepare for the ELPAC:

1. 
2. 
3.
Now, using your own “Unpacking an ELPAC Task” template, analyze the task that you and your group selected.

Everyone should fill in her/his own template.

Once you have completed your ELPAC task analysis, then record it on chart paper for a Gallery Walk.

Choose someone from your group to record/represent your analysis of the ELPAC task on chart paper (be creative!), and include:

- ELPAC Task title, grade level range
- Domain(s) assessed
- ELD standards assessed
- Any visual you may want to include
- Administration Process
- Requisite Student Processes, Skills, Abilities, and Knowledge
- Instructional Connections
- Instructional Implications
Gallery Walk

Applying Your Knowledge of the ELPAC Tasks to Your Instruction
Making the Connection: ELPAC-Like Tasks

Now that you’ve had a chance to take a “deep dive” into one of the ELPAC tasks and that you’ve seen the analyses from your colleagues, we are going to consider how you might take the ELPAC task you analyzed and embed it in a standards-based chapter or unit that you have taught or will soon be teaching.

Let’s get into grade-alike or subject-alike groups for this activity!

Making the Connection: ELPAC-Like Tasks

• **Linguistic demands of the ELPAC task**
  • What types of language do the students have to produce to be successful on the task?

• **Embed a task similar to this into a chapter or unit of study**
  • How might the task link to the standards and concepts being taught and the language used by students during instruction?

• **ELD and content standards linked to task**

• **Support needed to accomplish the task**
Making the Connection: ELPAC-Like Tasks

Let’s **look** at an **example** based on the **sample ELPAC task analysis** that I shared earlier.

Now **follow along** as I walk you through **how to use the template** to **embed** an ELPAC-like task in a unit, chapter, or lesson.

Differentiating Sentence Frames by Proficiency Level

- **Emerging**: Single words
  - *The caterpillar came from the egg.*
- **Expanding**: Single words and short phrases; fewer words in sentence frame itself
  - *The caterpillar was hungry because it was growing big.*
- **Bridging**: Longer phrases; even fewer words in sentence frame itself
  - *The caterpillar was hungry because it was growing big and needed to make its cocoon so it could become a butterfly.*
**Task:** Read-Along Story with Scaffolding  
**Domain:** Reading  
**Grade:** Kinder

### Linguistic demands of the ELPAC Task you analyzed:

<table>
<thead>
<tr>
<th>What <em>language functions</em> might English Learners need to use?</th>
<th>What <em>academic language</em> might they need to use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Description</td>
<td>* stomachache (compound)</td>
</tr>
<tr>
<td>* Cause, effect</td>
<td>* hungry (&quot;h&quot; is voiced)</td>
</tr>
<tr>
<td>* Sequencing</td>
<td>* through (homonym: threw)</td>
</tr>
<tr>
<td></td>
<td>* growing</td>
</tr>
<tr>
<td></td>
<td>* still (multiple meaning word)</td>
</tr>
<tr>
<td></td>
<td>* moon</td>
</tr>
<tr>
<td></td>
<td>* egg</td>
</tr>
<tr>
<td></td>
<td>* butterfly</td>
</tr>
<tr>
<td></td>
<td>* nibbled</td>
</tr>
<tr>
<td></td>
<td>* house</td>
</tr>
<tr>
<td></td>
<td>* hatched (regular past tense)</td>
</tr>
<tr>
<td></td>
<td>* cocoon</td>
</tr>
</tbody>
</table>

### How might you embed a task similar to this into a chapter or unit of study?

* Use my finger to sweep under the text while I am reading.
* Before starting to read, ask students to tell their partner where I should start reading and what direction I need to go to read the story to them.
* Ask the following comprehension questions (have them written on board or chart paper and use my finger to sweep under the text as I read them aloud to the students:
  1. Where did the caterpillar come from?
  2. Why was the caterpillar hungry?
  3. What happened to the caterpillar at the end of the story?

### What ELD and content standards would this task address?

**ELD standards:**

PI.K.5. *Listening actively:* Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.

PI.K.6. *Reading/viewing closely*

Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.

**Content standards:**

ELA RL 1: With prompting and support, ask and answer questions about key details in a text.

ELA RL 3: With prompting and support, identify characters, settings, and major events in a story.

NGSS K-LS1.C: All animals need food in order to live and grow. They obtain their food from plants or from other animals.
Sample Embedding of ELPAC-Like Tasks in the Classroom Activity
English Learner Support by Language Proficiency Level

Task: ___Read-Along Story with Scaffolding_________________________ Domain: _Reading_________ Grade: _Kinder__

<table>
<thead>
<tr>
<th>Proficiency level:</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of support:</td>
<td>Substantial</td>
<td>Moderate</td>
<td>Light</td>
</tr>
</tbody>
</table>
| Sweeping finger under text as I read | • All the support provided for the Emerging students but using this sentence frame:  
   o The _____ came from the _____ on the _____. |
| Have these sentence frames on the board/chart paper to help them respond to the comprehension questions:  
  o The caterpillar came from the _____.  
  o The caterpillar was hungry because he was _____.  
  o The caterpillar became a ______. | The following sentence frames require the student to use short phrases to complete them:  
   o The _____ was hungry because _____.  
   o The _____ became a ______ after ______. | All the support provided for the Emerging and Expanding students but using these sentence frames, which require longer phrases:  
   o The_____ came from _____ which ______.  
   o The _____ was ____ because ______ and ______.  
   o The_____ became a ______ after ______ and ______. |
| Model the use of the sentence frames before asking the students to use them | | |
| Allow the students to use the sentence frames with their partner to practice their responses before calling on them | | |
| For the academic language, have the words posted on the wall where the students can see/access them when responding to the comprehension questions | | |
| Have a visual posted with each word to support students’ understanding | | |

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Sample Embedding an ELPAC-Like Task in Instruction Activity
English Learner Support by Language Proficiency Level

Task: ____________________________ Domain: ____________________________ Grade: _______

<table>
<thead>
<tr>
<th>Linguistic demands of the ELPAC Task you analyzed:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What <em>language functions</em> might English Learners need to use?</td>
<td>What <em>academic language</em> might they need to use?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How might you embed a task similar to this into a chapter or unit of study?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How might the task link to the standards and concepts being taught and the language functions used by English Learners during instruction?</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What ELD and content standards would this task address?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ELD standards:</em></td>
<td><em>Content standards:</em></td>
</tr>
</tbody>
</table>

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Sample Embedding an ELPAC-Like Task in Instruction Activity
English Learner Support by Language Proficiency Level

<table>
<thead>
<tr>
<th>Task: ___________________________</th>
<th>Domain: ___________________</th>
<th>Grade: ______</th>
</tr>
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</table>

What support would English Learners need to meet the linguistic demands of this task?

<table>
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Doing: Embedding an ELPAC-Like Task

- Using a Teachers’ Edition from a subject that you teach, identify a chapter/unit/lesson in which you could embed an ELPAC-like task.
- It can be the ELPAC task that you took a “deep dive” into, or another one that caught your eye during the Gallery Walk.
- Use the “Embedding an ELPAC-Like Task” template to create the context within the chapter/unit/lesson and design the ELPAC-like task.

Sharing: Embedding an ELPAC-Like Task

Choose someone from your group to record/represent how to embed an ELPAC-like task on chart paper (be creative!), and include:
- ELPAC task name, domain, & grade level
- The linguistic demands of the ELPAC task
- How to embed a task similar to the ELPAC task into a chapter or unit of study
- ELD and content standards addressed
- What support English Learners at the Emerging, Expanding, and Bridging levels would need during instruction to be successful on the ELPAC-like task
Closing Reflection and Connection

- What are three steps that you can take in the next four weeks to prepare your district, site, teachers, and English Learners for the implementation of the ELPAC in spring 2018? Record them at the bottom of the “Unpacking the ELPAC Tasks” template.
- Please complete the Institute Evaluation and share your three steps with us!
ELPAC Information and Updates

English Language Proficiency and Spanish Assessments Office
916-319-0784

- Join the CDE’s ELPAC email list by sending a blank email to: subscribe-elpac@mlist.cde.ca.gov

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