ENGAGING & PREPARING STUDENTS FOR ELPAC, K-2

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TakeOff - TouchDown

Why?
86 Billion Hungry Neurons
What? Poll the class

When?
- Class building
- Survey
- Academic → Opinions or Answers (quick check)

How?
1. Teacher makes a statement.
2. Students to whom the statement applies stand up (“Take Off”)
3. Those to whom it does NOT apply remain seated.
4. All students sit down (“Touch Down”).
5. Steps are repeated for the next question.
**General Overview of the ELPAC**

English Language Proficiency Assessments for California

**ELPAC**

**Initial Assessment**
- Used to determine if a student is an English Learner
- Given only once within 30 days of enrollment

**Summative Assessment**
- Measures progress in English Proficiency
- Given annually in February-May
Four Domains

1. Listening
2. Speaking
3. Reading
4. Writing
Listening

Goal: To provide information about learners ability to listen actively and interpret and comprehend grade-appropriate spoken English

- 3 Task Types: Listen to a short exchange, a story, and an oral presentation
- Followed by questions
- Assesses comprehension of important parts of oral presentation and DOES NOT require the students to memorize small details
- All questions are Multiple Choice
Listening Task types

- Listen to a Short Exchange
- Listen to a Story
- Listen to an Oral Presentation
Task Type: Listen to a Short Exchange

- Short conversation between two speakers in a school context
- A picture of two speakers is included
- One multiple choice question (in text or picture format)

Think about the strategies you are already using in the classroom.

Some Strategies:
- Variation of Pair Share
- Teacher models
Task Type: Listen to a Story

- Short fictional story that contains dialogue
- A picture of the story is included
- Three multiple choice questions (in text or picture format)
- Take a minute to look at your grade level Sample Practice Test

Share out . . . . .
**Task Type:** Listen to an Oral Presentation

- Oral presentation is on an academic topic (Expository Text)
- A picture related to the presentation is included
- Three multiple choices questions (in text or picture format)

Let’s Practice.......
Stand Up, Hand Up, Pair Up: Cooperative Group Strategy

- Get a Sample Practice test
- Put your hand up until you find a partner (your partner may not be anybody sitting at your table)
- Use the Sample Practice Test to practice “Listen to a Story”
- One person will be the Test Examiner; read the story and questions
- One person will be the student
Ideas for Developing Listening Skills

Use Listening/Following Directions Games:

- Barrier Games (small group, adapt for whole group)
- Kagan’s *Match Mine*
- Simon Says with variations → Teacher Says, Sophia Says, etc.
- Following Direction “Games”

Let’s Play . . . .

*How can you modify for your grade?*
Reflection

What skills were needed for the task types in the listening domain?

How can you develop listening skills?

Strategies:
- TPS (Think-Pair-Share) & Partner Talk
- Read Aloud (old HM stories, Read Naturally, ELA Publisher Read Aloud)
- Interactive Read Aloud (Wonders)
- Narrative Input (GLAD, SEAL)
- Barrier Games
- Following Direction Games
- Collaborative conversations in small cooperative groups
**Speaking**

**Goal:** To provide information about learners ability to:

- Express information and ideas,
- Support and evaluate opinions or arguments, and
- Participate in grade-level conversations and group and class discussions

- All questions are constructed response → students answer the questions orally
- All questions are aligned with one or more of the ELD Standards
- Speaking domain is administered one-on-one.
Speaking Task Types

Talk About a Scene
Support an Opinion
Retell a Narrative
Summarize an Academic Presentation

2nd Only: Speech Functions
Task Type: Talk About a Scene

- Picture of a familiar scene in a school context
- Six questions about the scene
- Response with a single word, short phrase or a single response

Let’s Practice . . . .
ROUND ROBIN
Cooperative Group Strategy

- School Scenes: Picture File Cards (PFCs)
- Get in Groups of 3 or 4
- Hold picture and use one complete sentence to talk about the scene
- Pass the picture then the next person can elaborate on the sentence or say a new sentence
- Keep passing card until everyone gets a turn and time is called.
1. What is the teacher doing?

2. What is on the tables?

3. Describe what the boys are doing?

4. What kind of class is this? How do you know?

5. Describe what is on the walls?

6. Tell me something else about the picture.
Task Type: Support an Opinion

Give an opinion about two activities, events, materials or objects

Tell why he or she prefers one over the other

A picture of two activities, events, materials, or objects is included
Task Type: Retell a Narrative

- A story is read aloud that goes along with a series of pictures

- Student uses the pictures to retell the story

Full 4 points:
- Provides clear and detailed retelling
- Ideas are cohesive and connected
- Grammar and word choice is varied

Let’s Practice . . . .
Retell a Narrative Strategy

1. Place 4 pictures on table with transitional words
2. 4 people per group
3. Everybody takes a picture and decides which one is first, second, etc.
4. Take turns, sequencing pictures with appropriate transitional word
5. Use complete sentences
Retell a Narrative & Summarize an Academic Presentation ~ Wonders IRA

- Wonders Interactive Read Aloud ~ Four picture narrative or informational text
- Addresses:
  - Speaking & Listening Standards supports ELPAC
  - Collaborative, Interpretive, Productive ELD Standards
  - ELA Reading Literature & Reading Informational Text Standards (for Asking and Answering Questions, e.g. RL 1-4, RI I-4)
- Found in Wonders ELA Manual and ELD Manual
- Explicit about genre
- Tied to a specific reading strategy
Wonders
Interactive Read Aloud

Prep:
- Read story, select vocabulary words (highlighted and underlined words)
- Write words on index card, sentence strip,....
- Create background: 1 Setting for Narrative, 4 for Informational Text
- Use post-it to write questions, Think Aloud, etc.

Teach:
1. Read the story or passage (remember to stop and model reading strategy)
2. Retell story, using transitional words and key vocabulary (add to pictures)
3. If a narrative, have students act out the story
Task Type: Summarize an Academic Presentation

- An academic presentation is read aloud
- Student looks at related pictures while the story is read aloud
- Student then summarizes the main points of the presentation

For a score of 4 student response should include:
- clear summary of main points and details of their presentation
- Ideas are cohesive & connected
Cooperative Group Strategy: Timed Pair Share

Let’s Practice . . . .

- Turn to your partner, select a Test Examiner and a Student
- Use Sample Practice Test “Summarize an Academic Presentation”
- At the end take turns discussing in “Timed Pair” manner:

  What materials/resources do you have that you can use in your classroom?
Summarize an Academic Presentation
Reflection

What skills were needed for the task types in the speaking domain?

How can you develop oral language?

When do you have opportunities to give students choices and ask them to explain why they made that choice?
Thank you!

Please complete the feedback form at your table and online.
We appreciate your feedback.

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