ELPAC Implications for Classroom Instruction

CABE 2019

Michelle K. Fitzgerald, EL Specialist/Presenter
OBJECTIVES

Participants will:

- **Review** ELPAC data
- **Explore** the ELPAC task types
- **Identify and practice** instructional strategies related to ELPAC
- **Reflect** upon newly-acquired learning about the ELPAC
- **Understand** the importance of ELPAC preparation
Access and Equity
Academic Demands for LTELs
Instructional Shift in Content & Language

Old Paradigm

Content

Language

Mostly vocabulary, grammar

New Paradigm

Content

Language

Discourse
Text (complex text)
Explanation
Argumentation
Purpose
Typical structure of text
Sentence structures
Vocabulary
Practices
ELA and other content instruction with integrated ELD (all day long):

**Integrated ELD:**
All teachers with ELs in the their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.

**Designated ELD:**
Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction.
“We acquire language in one way and only one way; when we get comprehensible input in a low-anxiety environment”.

Stephen Krashen
FROM CELDT TO ELPAC

What do you recall about the CELDT?
<table>
<thead>
<tr>
<th>California ELD Development Test</th>
<th>ELPAC English Language Proficiency Assessments for California</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels</strong></td>
<td>Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)</td>
</tr>
<tr>
<td>Paper-pencil tests</td>
<td>Paper-pencil tests with a <strong>potential</strong> to transition to computer-based tests</td>
</tr>
<tr>
<td><strong>Projected CBA -- 2020 administration</strong></td>
<td></td>
</tr>
<tr>
<td>July 1–October 31 Annual Assessment window</td>
<td>Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time</td>
</tr>
</tbody>
</table>

(California Department of Education, 2018)
<table>
<thead>
<tr>
<th>Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12</th>
<th>Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five performance levels</td>
<td>Four performance levels</td>
</tr>
<tr>
<td>Reporting domains: Listening, Speaking, Reading, and Writing</td>
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</tbody>
</table>
Reclassification Begins with ELPAC
CUSD ELPAC Performance

ELPAC OVERALL

- Level 1: 16%
- Level 2: 23%
- Level 3: 35%
- Level 4: 26%
ELPAC Score Information-Summative

Overall Scale Score
4 Performance Levels

Oral Language Scale Score
4 Performance Levels

- Listening
  3 Performance Levels
- Speaking
  3 Performance Levels

Written Language Scale Score
4 Performance Levels

- Reading
  3 Performance Levels
- Writing
  3 Performance Levels
CUSD ELPAC Oral Language

ELPAC OVERALL

LEVEL 1: 13%
LEVEL 2: 13%
LEVEL 3: 33%
LEVEL 4: 40%
CUSD ELPAC-Listening

LISTENING

- Well Developed: 40%
- Somewhat/Moderately: 45%
- Beginning: 15%
CUSD ELPAC Written Language

ELPAC OVERALL

- Level 1: 29%
- Level 2: 30%
- Level 3: 24%
- Level 4: 17%
CUSD ELPAC-Writing

WRITING

- 57% Somewhat/Moderately
- 26% Well Developed
- 17% Beginning
Connecting the ELPAC Summative Assessment General Performance Levels to the 2012 ELD Standards

- **Emerging**
  - Level 1

- **Expanding**
  - Level 2

- **Bridging**
  - Level 3
  - Level 4
ELPAC Overview

- Four Domains
- Listening – 5 Task Types
- Speaking – 6 Task Types
- Reading – 9 Task Types
- Writing – 7 Task Types
- Integrated Task Types for Speaking and Writing
Zoom In on ELPAC Speaking Task Types

Task Overview and Exemplar
Task Overview
- Review task type
Exemplar
- Examine a task exemplar

Instructional Strategy and Activity
Instructional Strategy Activity
- **WE DO** -- Review instructional Strategy
- **YOU DO** -- Collaborate with peers using content-based materials

Debrief and Implementation
Debrief and Implementation
- Reflect on classroom implications and next steps
Zoom In on Talk About a Scene

Talk About a Scene

Picture Cards

Debrief and Implementation

Debrief and Implementation
Reflect on classroom implications and next steps

A/B Partners

Kagan/Cooperative Grouping Strategies
Talk About a Scene

- Grades K-12 (Summative Assessment)
- Students talk about a familiar scene (i.e. classroom, library)
- 3 Questions – “Wh-” questions (e.g. who, what, when)
- 3 Questions – Extended response
Talk About a Scene

- Grades K-12 (Summative Assessment)
- Students talk about a familiar scene (i.e. classroom, library)
- 3 Questions – “Wh-” questions (e.g. who, what, when)
- 3 Questions – Extended response
Create six questions for the image provided.

Use the following sentence frames to create your questions:

Q#1: What is the (noun in the picture) doing? Ex. What is the boy doing?

Q#2: Describe what is (preposition) the (object in the picture). Ex. Describe what is (in) the (shopping cart).

Q#3: What are the (plural subjects in the picture) (gerund)? Ex. What are the (students) (making)?

Q#4: What kind of (place, room, location) is this? Ex. What kind of (place) is this? How do you know?

Q#5: What is/are (preposition) (noun)? Ex. What is (on) the (walls).

Q#6: Tell me something else about the picture.
Debrief and Implementation

Picture Cards

Think about your content area. What are the types of images you might use to support oral language?

- Use graphics and images from the core content (ELA, Math, Science, Social Studies, etc.)
- Ask W-H questions
- Solicit elaboration by asking “What else can you tell me about the image/picture/graphic?”
Questions Stems & Response Frames Using Modal Verbs

Use questions stems and sentence starters.

What would you _____ ? I would _____
How would you _____ ? I would _____
How can/could you ____ ? I can/could ___

Speech Functions

Think/Pair/Share

Debrief and Implementation

Reflect on classroom implications and next steps

Kagan/Cooperative Grouping Strategies
Speech Functions

- Grades 2-12 (Summative Assessment)
- Text Examiner describes a situation and asks what the student would say in the situation.
- Students’ responses are evaluated based on the ability to perform the speech function.
- No pictures
- 0-2 point rubric

Speech Functions Test Questions—Grades 6–8
Debrief and Implementation

Questions Stems and Response Frames Using Modal Verbs

- Use task-based activities to encourage verbal exchanges.
- 10/2 (10 minutes of instruction [maximum] and 2 minutes of oral language)

Think about opportunities within the lesson for your ELs to have oral language interactions.
Zoom in on Support an Opinion

Support an Opinion

Effective Language Features & GLAD Observation Chart

Debrief and Implementation

Debrief and Implementation

Reflect on classroom implications and next steps
Support an Opinion

- Grades K-12 (Summative Assessment)
- Grades K, 1, 2, 3-5 – Students view pictures of the choices as a scaffold
- Students’ responses are evaluated based on the ability to provide an opinion, with reasons to support his/her opinion
- 0-2 point rubric (K-2)
- 0-3 point rubric (3-12)
Choose an Observation Chart in the room.

Reference the Effective Language Chart to form a sample response. Write your response on the chart.

Example:

I would rather have a shorter school day because I need to be on time to pick up my children from daycare. (Modal Verbs)
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Debrief and Implementation

**Effective Language Features and GLAD Observation Chart**

Consider the Effective Language Features Chart. Which language feature(s) would you find most useful in your content course?

- Choose 1 Effective Language Feature for the first quarter or trimester of instruction.
- Incorporate the language feature into daily oral practice.
Zoom in on Present and Discuss Information

Present and Discuss Information

Analyzing Claims in Charts, Graphs, and Tables

Debrief and Implementation

Debrief and Implementation
Reflect on classroom implications and next steps
6 OUT OF 10 teen crashes involve driver distraction.

The most common forms of distraction leading to a teen driver crash include:

- 15% Interacting with one or more passengers
- 12% Using a cellphone
- 10% Looking at something in the vehicle
- 9% Looking at something outside the vehicle
- 8% Singing/dancing to music
- 6% Grooming
- 6% Reaching for an object

For teen driving tips, visit TeenDriving.AAA.com
Present and Discuss Information

- Grades 6-12 (Summative Assessment)
- Students view a graph or chart that provides information
- The graph, chart, or diagram presents information about a social or academic issue
- Students are asked to summarize the information and determine whether a claim is supported by the graph
- Integrated task type
- 0-3 point rubric per question
Listen as the claim is read.
Choose a corner.
Discuss
Choose a group representative to share your group’s analysis of the claim.

The claim is supported because the graph/chart/table/______ indicates/shows/relates/displays that ____________.

The claim is not supported because the graph/chart/table/______ indicates/shows/relates/displays that ____________.
Debrief and Implementation

Analyzing Claims in Graphs, Charts and Tables

Think about your content class and/or subjects. What type of tables, charts, or graphs could you use to analyze claims?

- Explicitly teach and utilize the Tier 2 word “claim”.
- Incorporate claim analysis in all content areas.
Zoom In on Summarize an Academic Presentation

Summarize an Academic Presentation

3 Main Points and 3 Main Details

Debrief and Implementation

Debrief and Implementation
Reflect on classroom implications and next steps

A/B Partners
**Summarize an Academic Presentation**

- Grades K-12 (Summative Assessment)
- Students listen to an academic presentation.
- Students retell the 3 main points and 3 main details per point of the presentation.
- Topics are based on the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)
- Integrated skill task type

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**ELPAC**

- English Language Proficiency Assessment for California
Partner up! (A/B Partners)

Use the following headings for your chart:
- Key Academic Vocabulary
- Active Listening Strategy
- Notetaking Strategy
- Kagan/Cooperative Grouping
Glassblowing

1. Crabble
2. Purly
3. Vanner

Summarize the information you heard. Be sure to
- explain the main steps in glassblowing,
- include all the equipment used in the process, and
- use relevant details and clear language.

Key Vocabulary
Active Listening Strategy
Notetaking Strategy
Kagan Cooperative Grouping
Round Up -- Content and ELPAC Speaking Tasks

- Picture Cards
- Effective Language Features & GLAD Observation Chart
- Questions Stems & Response Frames Using Modal Verbs
- 4-Picture Narratives
- Analyzing Claims in Charts, Graphs, and Tables
- 3 Main Points and 3 Main Details
## Writing Domain

**ELPAC Domain Information Sheet**

### Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

### Administration

- Administered individually in kindergarten (K)* and grade 1
- Administered in small groups of up to 10 students in grade 2
- Administered in groups of up to 20 students in grades 3–12

### Task Types and Descriptions

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Label a Picture—Word with Scaffolding</strong></td>
<td>Grades K–1: The student writes labels for objects displayed in a picture.</td>
</tr>
<tr>
<td><strong>Write an Informational Text Together</strong></td>
<td>Grades K–2: The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.</td>
</tr>
<tr>
<td><strong>Write about an Academic Information</strong></td>
<td>Grades 3–12: The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.</td>
</tr>
<tr>
<td><strong>Write a Story Together with Scaffolding</strong></td>
<td>Grades 1–2: The student collaborates with the Test Examiner to jointly compose a short literary text.</td>
</tr>
<tr>
<td><strong>Write about an Experience</strong></td>
<td>Grades 3–12: The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.</td>
</tr>
<tr>
<td><strong>Justify an Opinion</strong></td>
<td>Grades 3–12: The student is asked to write an essay providing his/her position and appropriate supporting reasons about a school related topic.</td>
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</table>

### Describe a Picture

**Grades 1–2:** The student looks at a picture and writes a brief description about what is happening.

**Grades 3–12:** The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students will do next.
Describe a Picture

- 2 point rubric
- 1 picture
- 4 questions

### Rubric, Questions 1-4

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptors</th>
</tr>
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</table>
| 2     | - The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next).  
  - Grammar and word choice are appropriate. |
| 1     | - The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.  
  - There are errors in grammar and word choice. |
| 0     | - Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don’t know." |

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner’s paragraph below and then follow the directions.

**Practice Test**

**Grades 6–8**

The students are taking turns. The girl just careful threwed the ball. The boy is looking at the ball. The ball is in the air.
Describe a Picture

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Describe a Picture

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The students are taking turns. The girl just careful throwed the ball. The boy is looking at the ball. The ball is in the air.
Describe a Picture

1. Look at this sentence.
   The students are taking turns.
   Rewrite this sentence with more details.

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<tr>
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| 0     | - Response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” |
Describe a Picture—Adding Details

1. Look at this sentence.
   The students are taking turns.
   Rewrite this sentence with more details.

<table>
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• There are errors in grammar and word choice. |
| **0** | • Response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” |
Describe a Picture—Correcting Errors

2 Look at this sentence.

The girl just careful threwed the ball.

This sentence has TWO errors. Rewrite the sentence correctly.

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      | • There are errors in grammar and word choice. |
| 0     | • Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don’t know." |
Describe a Picture-
Condensing or Connecting Ideas

Look at these two sentences.
The boy is looking at the ball. The ball is in the air.
Combine the two sentences into one sentence.

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Describe a Picture-
What happens next...

4. Write a new sentence to describe what the students might do next.

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| 0     | - Response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” |
Describe a Picture Skills Analysis

Describe a Picture

What are the implied abilities students need for this task?

- Language for adding details (e.g., adjectives, adverbs, precise nouns)
- Practice with grammatical structures (e.g., irregular verbs & adverbs per the example)
- Practice with combining sentences (e.g., coordinating conjunctions per the example)
- Creative and relevant extension of ideas
## Analyze Writing Task Types

### YOUR TURN

- Analyze the rubric for your assigned task type
- Use chart paper to create an overview of the task type. Include a skills analysis chart.

<table>
<thead>
<tr>
<th>TASK TYPE</th>
<th>Kindergarten Teachers</th>
<th>1st Grade Teachers</th>
<th>2nd Grade Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Label a Picture -- Word, with Scaffolding p. 27</td>
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<tr>
<td>3rd Grade Teachers</td>
<td>Write About an Experience p. 28</td>
<td>Write About Academic Information p. 30</td>
<td>Justify an Opinion 3rd-5th p. 32</td>
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### What are the implied abilities students need for this task?

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- Practice with grammatical structures (e.g., irregular verbs & adverbs per the example)
- Practice with combining sentences (e.g., coordinating conjunctions per the example)
- Creative and relevant extension of ideas
RECLASSIFICATION

ELPAC
English Language Proficiency Assessments for California
Every child deserves enrichment of the heart and mind! Access and equity, every class, everyday, for every child!

Michelle K. Fitzgerald
mfitzgerald@compton.k12.ca.us