

Understanding the English Language Proficiency Assessments for California (ELPAC)

Pruebas de suficiencia en el idioma inglés de California (ELPAC)



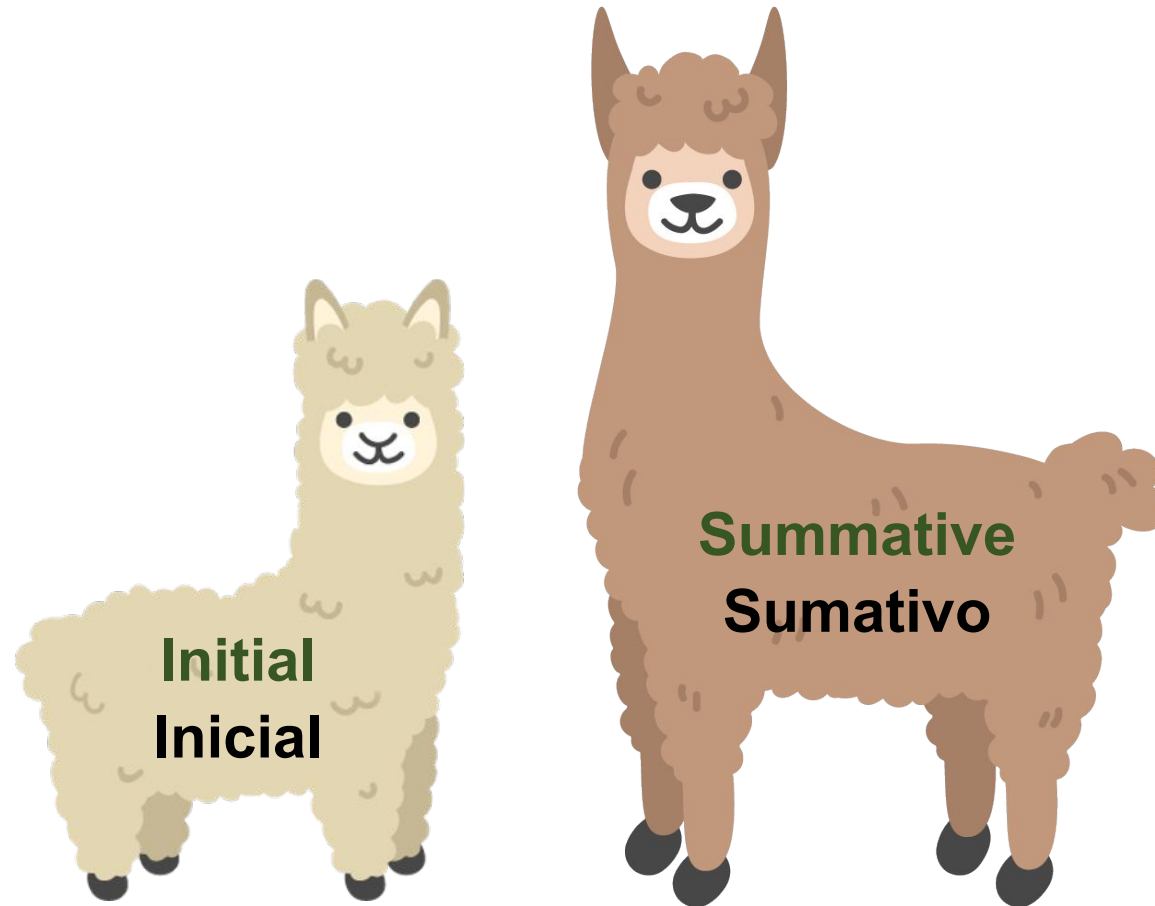
About the ELPAC

Sobre el ELPAC



The ELPAC Has Two Assessments

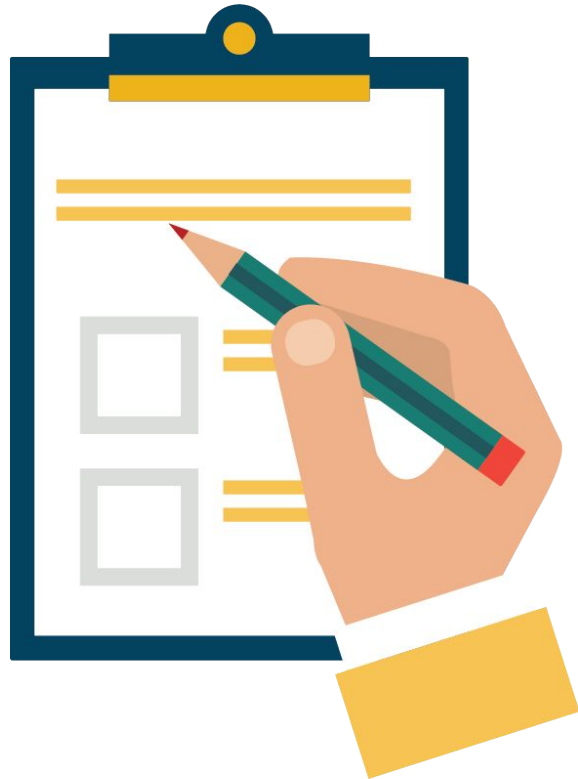
Las dos pruebas de ELPAC



Who: Students in grades K through 12

Aprendices de inglés en grados K-12

Initial ELPAC



Summative ELPAC

English learners



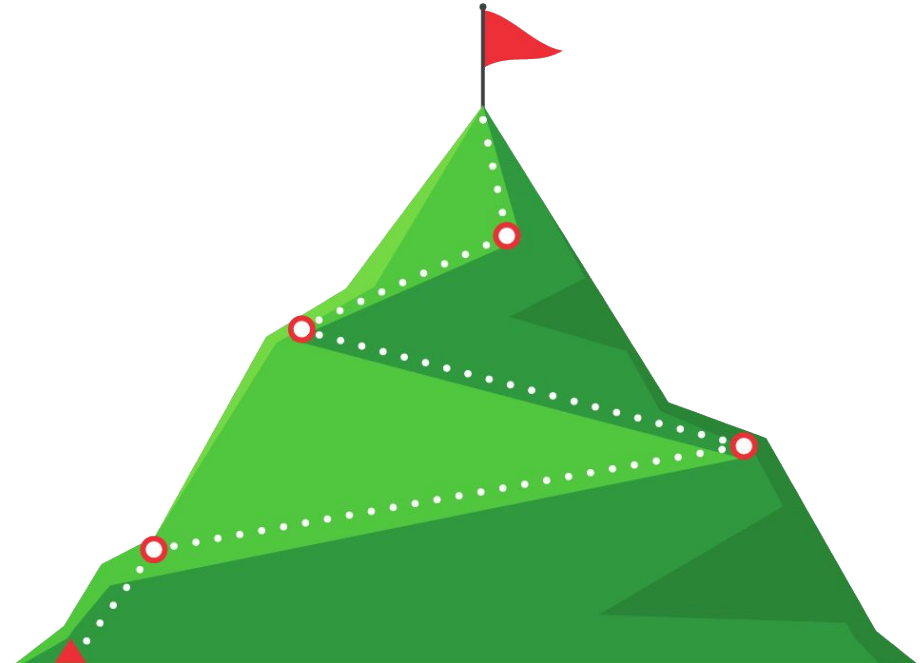
Why: Propósito de las pruebas ELPAC

Initial ELPAC



Summative ELPAC

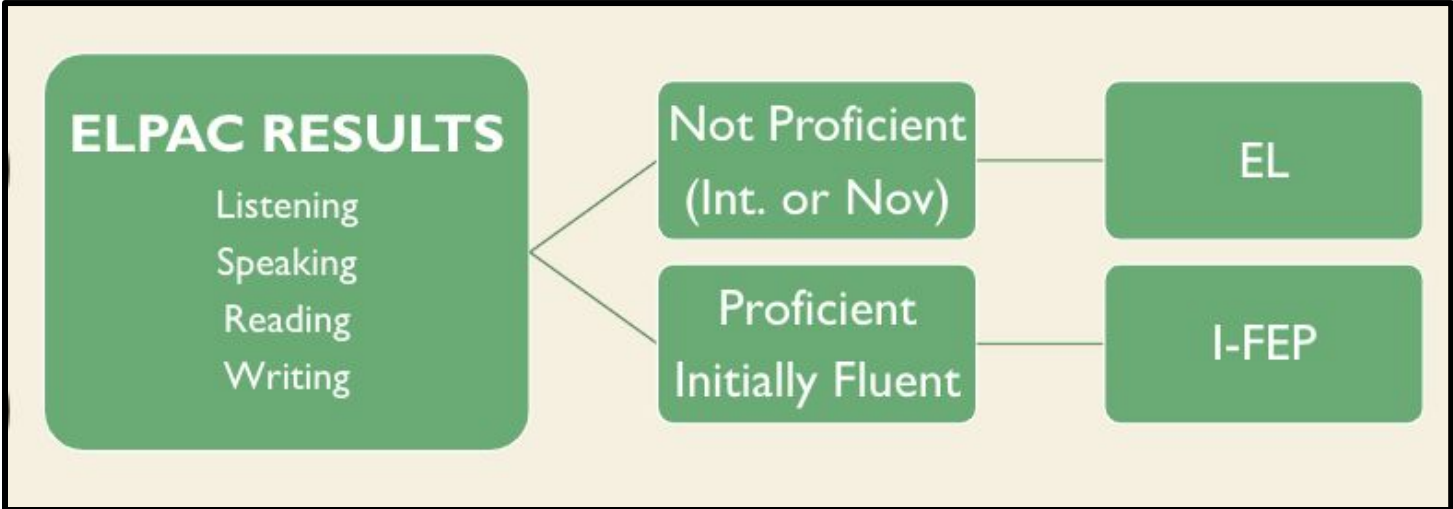
Reclassification



Students' language Proficiency

Clasificación de los estudiantes

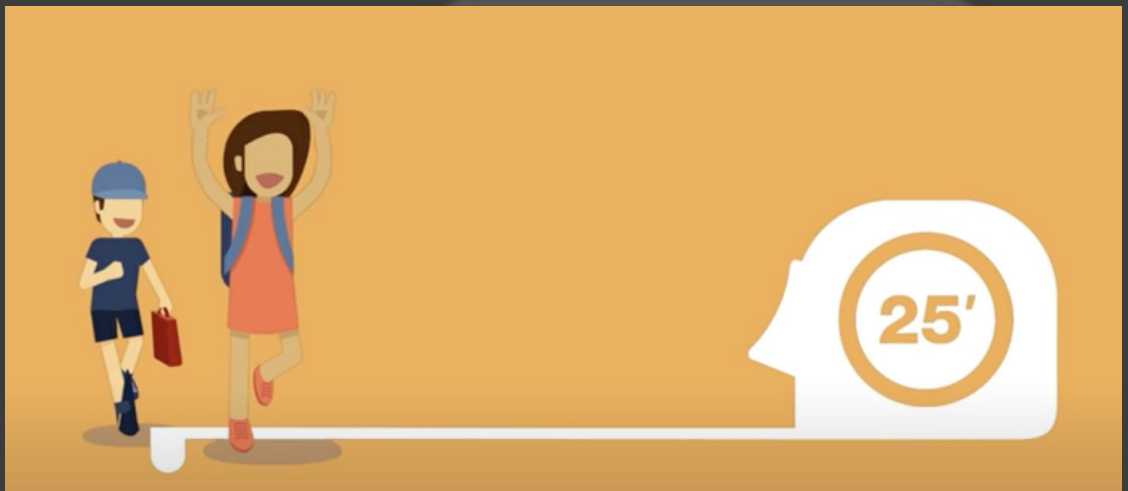
Initial ELPAC





Understanding the Summative ELPAC

La prueba sumativa de ELPAC



What: Áreas:



Listening

Comprensión
auditiva (escuchar)



Speaking

Expresión oral
(hablar)



Reading

Comprensión
lectora (leer)



Writing

Expresión escrita
(escribir)

How: Cómo:



- El área de expresión oral siempre se administra individualmente. *Speaking is always administered individually*
- Las otras áreas se administran en grupos o individualmente dependiendo del grado del estudiante. *Other domains depend on grade level: Individually or in groups*
 - Todas las áreas, con la excepción de la expresión oral en los grados k-2 son administradas por medio de la computadora. *Computer-based, except the writing domain in K-2*

When:
Cuándo:

Initial ELPAC

July 1–June 30 (Julio 1 – Junio 30)

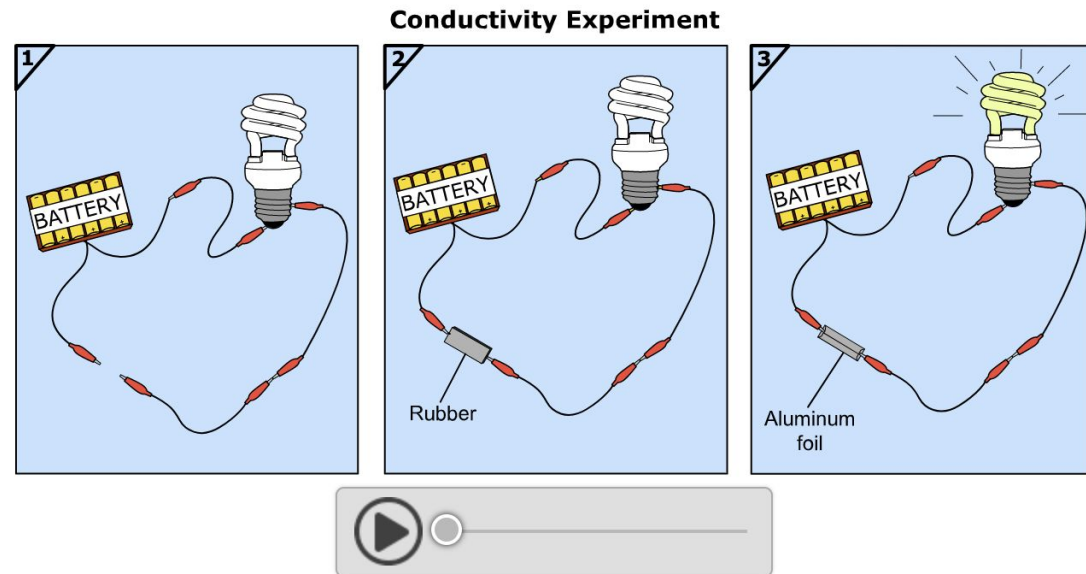
Summative ELPAC

Feb 1–May 31

(Febrero 1- Mayo 31)

ELPAC Test Practice/ Practiquemos!

Speaking Domain (hablar)



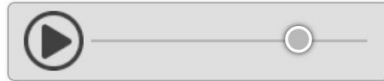
When the presentation ends, you will summarize the information you heard. You will

- explain conductivity,
- include all the steps in the demonstration, and
- use relevant details and clear language.

ELPAC Test Practice/¡Practiquemos!

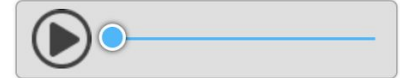
Listening Domain (escuchar)

Listen to a conversation between two students. The girl is expressing her opinion about the food served in the cafeteria.



15

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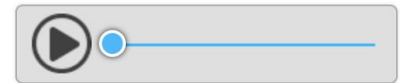


Which of the following best supports the girl's opi

- A It is easy to make.
- B It does not taste good.
- C It is unhealthy.

16

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What statement is the most persuasive?

ELPAC Test Practice / ¡Practiquemos!

Reading Domain (lectura)

A student has written an essay. The essay may include errors. Read the essay, then answer the questions.

- 1 All throughout school, teachers have told me how important it is to eat healthy meals. The only problem is that my family is really busy, and we don't always have time to cook healthy meals. Luckily it's easier to just buy something on the go, but none of those foods are ever nutritious. Even in school, the breakfast and lunch we get in the cafeteria isn't really something students love eating. That's why I think mandatory cooking classes in school are necessary.
- 2 A lot of students do not want to eat the food provided by the school at breakfast or lunch. The food tends to be bland and not the cool choices students are looking for. But think about how things would be if we had a cooking class. Then we could be making healthy food. We could also make it the way we want it to be tasting. If we eat well during the day, we will be more focused on our academic work.
- 3 In elementary school, our teachers taught us about the food pyramid and healthy food choices. We know that most students choose the foods they eat out of convenience. However, if they took a cooking class in school, they could learn how to eat healthy, even when buying something on the go. Don't get me wrong, I am definitely a fan of hot dogs, with extra mustard, of course—but I know I can do better! So, if more students knew how to prepare nutritious

7

GUEST

What is the purpose of the essay?

- (A) to convince students to cook more at home
- (B) to convince students to eat healthier foods
- (C) to convince school leaders to change the breakfast a
- (D) to convince school leaders to offer cooking classes

8

GUEST

What does the student writer indicate about schoo

- (A) Students do not like them.
- (B) They are not convenient.
- (C) Students do not have time to eat them.



Understanding Summative ELPAC Student Score Report

Informe de puntaje del estudiante

ELPAC English Language Proficiency Assessments for California

Jose Sacramento
SUMMATIVE ELPAC STUDENT SCORE REPORT
2020-21 | Kindergarten

Jose's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
JOSE SACRAMENTO
1234 MAIN STREET
YOUR CITY, CA 12345-1234

Student #: 999999912
Date of Birth: 09/01/2015
Grade: Kindergarten
Test Date: 03/06/2021
School: California Elementary School
LEA: California Unified
CDS: 1234567000000

Overall Score

LEVEL 1 **1150**
Beginning to Develop

Jose's overall score is Level 1. More information on Jose's score is provided on page 2.

What is the ELPAC?
The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures may include classroom tests, homework, and grades.

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to

- understand your child's score report,
- review sample test questions, and
- find free resources to support your child's learning.

What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150-1373) Beginning to Develop	(1374-1421) Somewhat Developed	(1422-1473) Moderately Developed	(1474-1700) Well Developed
May know some English words and phrases	Can often use English to communicate simple ideas	Can usually use English to learn new concepts in school	Can consistently use English to learn new concepts in school

Summary results for schools, districts, and the state are available on the Test Results for California's Assessments website at <https://caaspp-elpac.cde.ca.gov/>.

Page 1 of 2

Scores: Informe de puntaje:

ELPAC English Language Proficiency Assessments for California

Fort W. Texas
SUMMATIVE ELPAC STUDENT SCORE REPORT
2020–21 | GRADE 6

Fort's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
FORT W. TEXAS
1234 MAIN STREET
UNIT 1234
YOUR CITY, CA 12345-1234

Student #: 9999999906
Date of Birth: 08/05/2009
Grade: 6
Test Date: 03/06/2021
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

LEVEL

3

1520

Moderately Developed

Fort's overall score is Level 3. More information on Fort's score is provided on page 2.

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What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1474) Beginning to Develop	(1475–1516) Somewhat Developed	(1517–1566) Moderately Developed	(1567–1900) Well Developed
May know some English words and phrases	Can often use English to communicate simple ideas	Can usually use English to learn new concepts in school	Can consistently use English to learn new concepts in school

Summary results for schools, districts, and the state are available on the Test Results for California's Assessments website at <https://caaspp-elpac.cde.ca.gov/>.

ELPAC English Language Proficiency Assessments for California

Fargo N. Dakota
INFORME DE PUNTAJE DEL ESTUDIANTE
2020-21 | GRADO 5

Pruebas de suficiencia en el idioma inglés de California (ELPAC, por sus siglas en inglés) de Fargo

PARA LA FAMILIA DE:
FARGO N. DAKOTA
1234 MAIN STREET
YOUR CITY, CA 12345

del estudiante: 9999999916
Fecha de nacimiento: 09/01/2010
Grado: 5
Fecha de la prueba: 03/06/2021
Escuela: California High School
LEA: California Unified
CDS: 12345670000000

Puntuación global

NIVEL

1

1150

Iniciando el desarrollo

El puntaje global de Fargo es de nivel 1. En la página 2 se proporciona más información sobre el puntaje de Fargo.

¿Qué son las pruebas ELPAC?

Las pruebas ELPAC miden las habilidades en lo que respecta al dominio del inglés que necesitan los estudiantes para tener éxito en la escuela. Los estudiantes que son aprendices de inglés realizan las pruebas ELPAC sumativas cada primavera hasta que son reclasificados. Los resultados de las pruebas ELPAC de tu estudiante solo son una medida de sus conocimientos y habilidades en lo que respecta al inglés. Otras medidas pueden incluir pruebas en las aulas, tareas escolares y calificaciones.

Visita el sitio web de Starting Smarter en <https://elpac.startingsmarter.org/> para:

- comprender el informe de puntaje de tu estudiante,
- revisar preguntas de muestra y
- encontrar recursos gratuitos para apoyar el proceso de aprendizaje de tu estudiante.

Lo que los estudiantes pueden hacer en cada nivel

NIVEL 1	NIVEL 2	NIVEL 3	NIVEL 4
(1150–1466) Iniciando el desarrollo	(1467–1513) Algo desarrollado	(1514–1559) Moderadamente desarrollado	(1560–1800) Bien desarrollado
Pueden saber algunas palabras y frases en inglés	Pueden usar con frecuencia el inglés para comunicar ideas simples	Pueden usar a menudo el inglés para aprender nuevos conceptos en la escuela.	Pueden usar el inglés de manera consistente para aprender nuevos conceptos en la escuela.

El resumen de resultados de las escuelas, distritos y el estado están disponibles en el sitio web de resultados de los exámenes de California en <https://caaspp-elpac.cde.ca.gov/>.

Scores: Informe de puntaje:

ELPAC English Language Proficiency Assessments for California **SUMMATIVE ELPAC STUDENT SCORE REPORT 2020-21 | Kindergarten**
Jose Sacramento

Jose also received scores for oral language and written language.

Oral Language
The oral language score includes Listening and Speaking.

LEVEL 1 **1150**
Beginning to Develop

Listening*
Beginning to Develop Somewhat/Moderately Well Developed

Speaking*
Beginning to Develop Somewhat/Moderately Well Developed

Written Language
The written language score includes Reading and Writing.

LEVEL 1 **1150**
Beginning to Develop

Reading*
Beginning to Develop Somewhat/Moderately Well Developed

Writing*
Beginning to Develop Somewhat/Moderately Well Developed

* A locally determined alternate assessment was used and the student received the lowest score.

Your Child's ELPAC Score History

Kindergarten

LEVEL 1 **1150**
Beginning to Develop

Page 2 of 2

ELPAC English Language Proficiency Assessments for California **Fargo N. Dakota**
INFORME DE PUNTAJE DEL ESTUDIANTE 2020-21 | GRADO 5

Fargo también recibió puntajes por expresión oral y escrita.

Expresión oral
El puntaje de expresión oral incluye comprensión auditiva y producción oral.

NIVEL 1 **1150**
Iniciando el desarrollo

Comprensión auditiva*
Iniciando el desarrollo Algo/Moderado Bien desarrollado

Producción oral*
Iniciando el desarrollo Algo/Moderado Bien desarrollado

Expresión escrita
El puntaje de expresión escrita incluye lectura y escritura.

NIVEL 1 **1150**
Iniciando el desarrollo

Lectura*
Iniciando el desarrollo Algo/Moderado Bien desarrollado

Escritura*
Iniciando el desarrollo Algo/Moderado Bien desarrollado

* Se utilizó una prueba alterna determinada a nivel local y el estudiante recibió el puntaje más bajo.

Historial de puntaje ELPAC de tu estudiante

Grado 5

NIVEL 1 **1150**
Iniciando el desarrollo

Página 2 de 2

Reporting Levels:

Niveles de desempeño lingüístico:



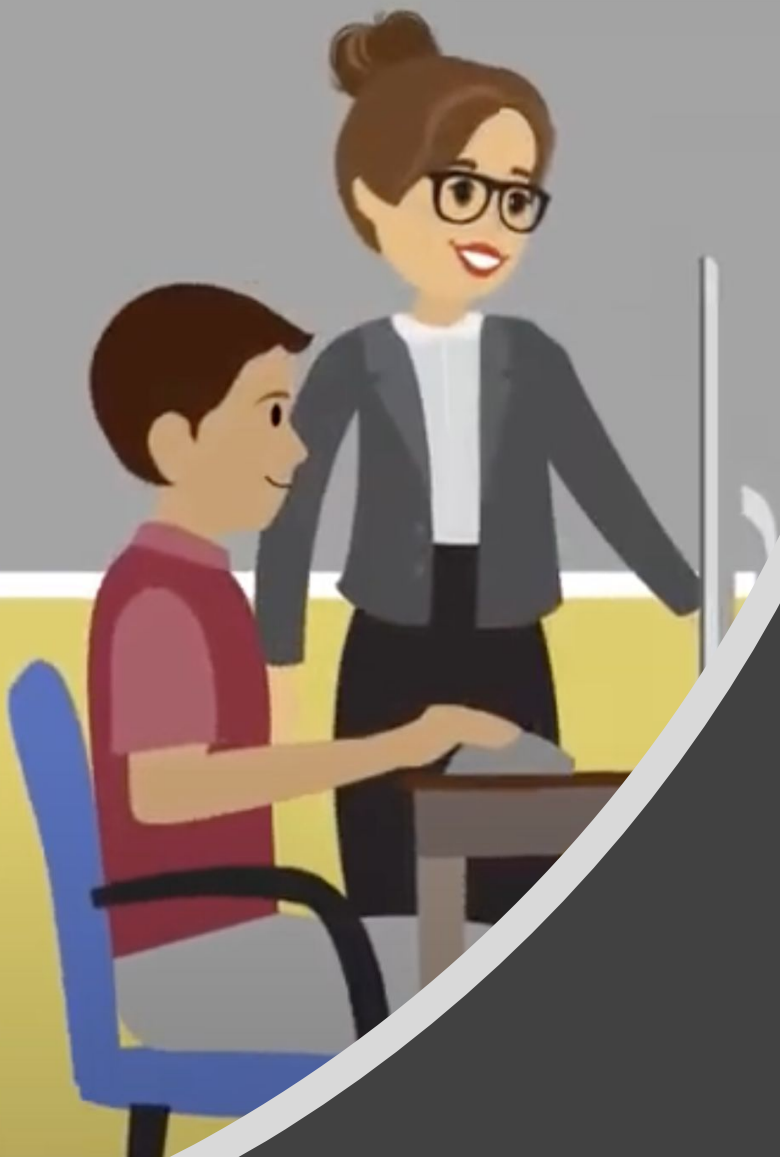
Reporting Level	What Students Can Typically Do at Each Level
Level 4	<p>Students at this level have well developed English skills</p> <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
Level 3	<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
Level 2	<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
Level 1	<p>Students at this level are beginning to develop English skills.</p> <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

Understanding ELPAC Scores

Entender el informe de puntaje del ELPAC sumativo

[Spanish - https://www.youtube.com/watch?v=BSTBxl8GMgc](https://www.youtube.com/watch?v=BSTBxl8GMgc)

[English - https://www.youtube.com/watch?v=au43SE_uymU](https://www.youtube.com/watch?v=au43SE_uymU)



Classroom Supports

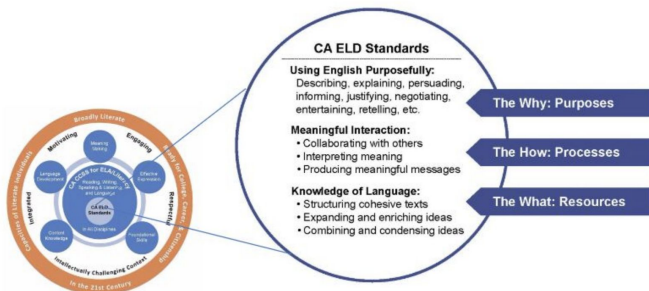
Apoyo para los
aprendices de
inglés en clase

Connection to the ELD Standards

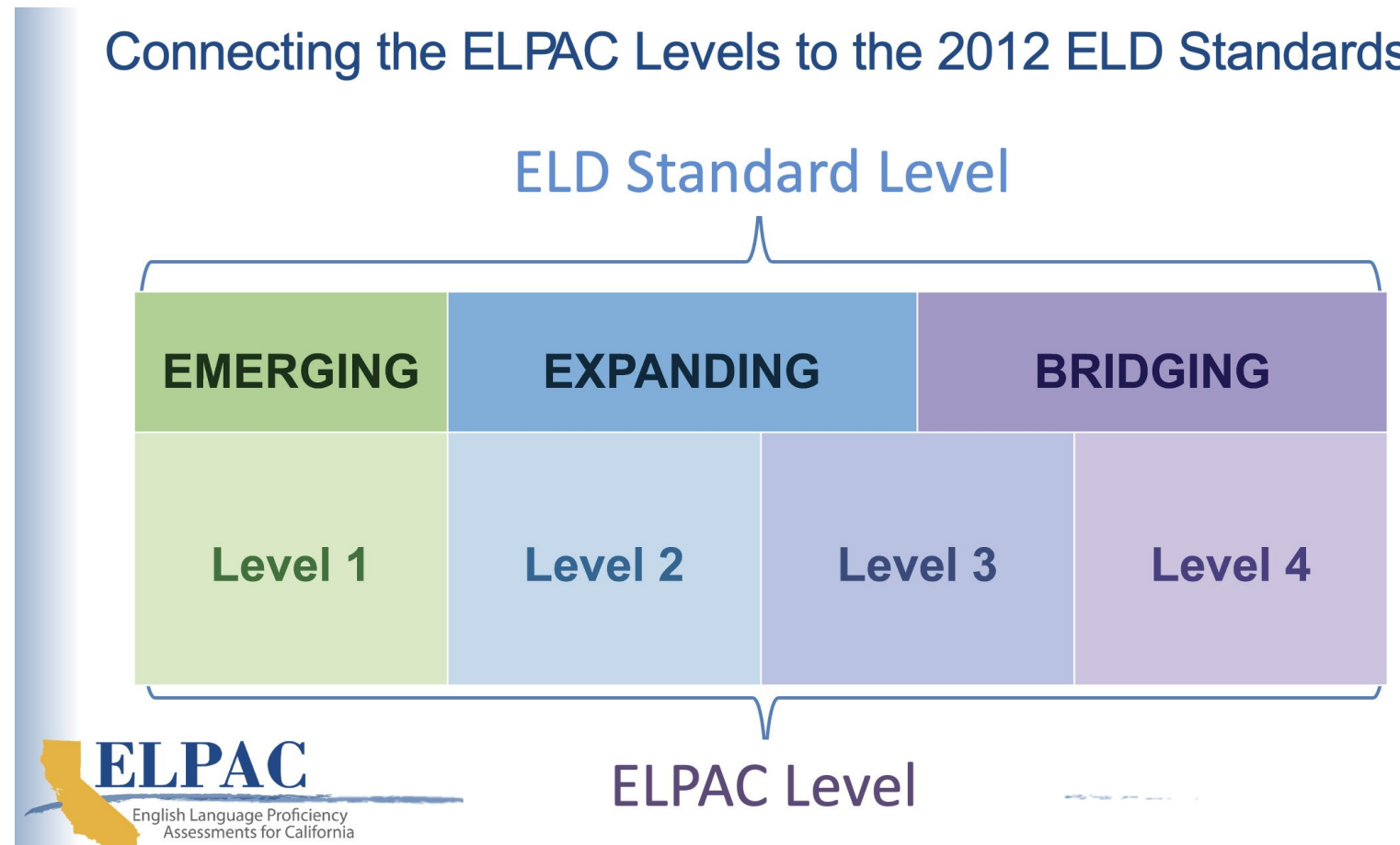
Conexión a los estándares de ELD

ELD Standards

California adopted English Language Development (ELD) standards in 2012.



Connecting the ELPAC Levels to the 2012 ELD Standards



English Learner Instruction and Supports

ELD Instruction: Two Types

	Integrated ELD Learning Content with Language Support	Designated ELD Learning English
Who	Teachers with ELs in their classrooms,	
What	<u>Focus is on the CA Common Core or other content standards</u> ELD Standards are used <i>in tandem</i> to focus language instruction	<u>Focus is on the CA ELD Standards</u> in order to develop critical language ELs need for content learning in English
When	Throughout the day across the disciplines	Protected time during the regular school day
Where	All classrooms with ELs	School-wide Regrouping or Classroom teacher works with small group by proficiency

Keys for Success



- Fortalecer los conocimientos previos
- Aclarar el aporte
- Fortalecer el producto lingüístico
- Incentivar la interacción
- Desarrollar el lenguaje académico
- Evaluar el lenguaje y el aprendizaje
- Construyendo conexiones socio-culturales
- Avanzando lectoescritura bilingüe

Integrated ELD INSTRUCTIONAL PRACTICES

	<p>BUILD BACKGROUND</p> <p>Learning takes place when it bridges to students' previous knowledge, experience, and capabilities.</p>	<p>Reflective Questions:</p> <ul style="list-style-type: none"> • What experiences do my students have that could link to this content? • Which of my students may not have learned this before?
	<p>CLARIFY INPUT</p> <p>New language and content can only be learned and acquired when the learner is able to clearly understand the input.</p>	<p>Reflective Questions:</p> <ul style="list-style-type: none"> • Am I using multi-modality (both written and spoken language as well as visual supports) in instruction every day? • Is text always scaffolded to ensure increased comprehension?
	<p>FORTIFY OUTPUT</p> <p>When students are given multiple writing and speaking opportunities that are authentic, targeted, and meaningful, their language will become stronger and clearer.</p>	<p>Reflective Questions</p> <ul style="list-style-type: none"> • How much instructional time is "teacher talk"? • Do students have the opportunity to speak and write every day in every subject area?
	<p>FOSTER INTERACTIONS</p> <p>Only through authentic interactions in which students are communicating for meaning will significant development in language proficiency occur.</p>	<p>Reflective Questions</p> <ul style="list-style-type: none"> • Are students given clear and consistent opportunities to meaningfully discuss content so as to construct meaning? • Are students being explicitly taught academic conversation skills with appropriate scaffolds?
	<p>DEVELOP ACADEMIC LANGUAGE</p> <p>Student development of grade-level academic vocabulary, sentences, and message discourse results from explicit teaching, modeling, and practice with reading of a wide range of authentic texts.</p>	<p>Reflective Questions</p> <ul style="list-style-type: none"> • Are my students consumed in the meaningful study of words/sentences/text? • Within content areas, do I deconstruct the complexity of words, sentences, and messages?
	<p>ASSESS LANGUAGE AND LEARNING</p> <p>Providing consistent opportunities for students to voice instructional needs, lack of understanding, and mastery of new learning will provide teachers with information to effectively drive ongoing instruction. Each lesson should have multiple opportunities for this.</p>	<p>Reflective Questions</p> <ul style="list-style-type: none"> • Am I assessing and documenting students' proficiency of daily objectives? • In what ways do students have opportunities to demonstrate language growth and development? • What steps do I take when a learning objective is not reached?

Supports:

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Apoyos sensoriales	Apoyos gráficos	Apoyos interactivos
<ul style="list-style-type: none"> • Con objetos de vida real • Manipulativos • Photos • Diagramas 	<ul style="list-style-type: none"> • Tablas • gráficas • organizadores gráficos/cuadros 	<ul style="list-style-type: none"> • En pares • En grupos pequeños • Toda la clase • mentores

How Can Parents Support at Home?

¿Cómo pueden ayudar los padres en casa?



Ask your child's teacher:

¿Qué preguntar al maestro?

- In what areas is my child doing well?
¿En qué áreas le va bien a mi hijo?
- In what areas might my child need some extra support? ¿En qué áreas podría mi hijo necesitar apoyo adicional?
- Who will provide that extra support?
¿Quién proporcionará ese apoyo adicional?
- How can I help support my child at home? ¿Cómo puedo ayudar a mantener a mi hijo en casa?



Help Your Child Succeed

¿Cómo puede ayudar a su hijo/a?

- Read with your child or have your child read to you on a regular basis. Lea con su hijo o haga que su hijo le lea regularmente.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture. Use imágenes y pídale a su hijo que le diga lo que ve en la imagen o lo que está sucediendo en la imagen.
- Provide your child with opportunities to use language outside of school. Proporcione a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- Encourage your child to try their best because tests are important. Anime a su hijo a hacer lo mejor que pueda porque las pruebas son importantes.



Parent Involvement

Participación de los padres

Join a school group

- Learn more about programs and activities
- Give input

District English Learner Advisory Committee (DELAC)

- Parents, teachers and administrators review our programs for English learners

School Site Council

- Parents and school staff members make school decisions

PTA (Parent-Teacher Association)

- A group at each school raises funds and supports school and classroom activities

Unirse a un grupo escolar

- aprender más sobre programas y actividades escolares
- Ofrecer su opinión

Comité asesor de estudiantes de inglés del distrito (DELAC)

- Padres, maestros y administradores revisan los programas para estudiantes de inglés

Consejo estudiantil

- Padres, maestros y administradores hacen decisiones de como los fondos estudiantiles van a ser utilizados ese año.

Asociación de padres de familia

- Grupo que recauda fondos para apoyar a las actividades escolares.

Starting Smarter



<https://elpac.startingsmarter.org/>

Learn More

Aprénda más sobre el ELPAC

- Parent/Guardian Resources – Recursos para los padres

<https://www.elpac.org/resources/parent-resources/>

- Take a Practice or Training Test with Your Child- This is where you will find the directions for administration Instrucciones para tomar una practica de la prueba ELPAC

<https://www.elpac.org/resources/practicetests/>

- This web page provides students guest access to practice and training tests. Select “Sign In” as a Guest User and Guest Session to take a practice or training test with your child. Select your child’s grade and choose a practice or training test for the following tests: **Prueba para el estudiante**

https://login1.cloud1.tds.cambiumast.com/student/V572/Pages/LoginShell.aspx?c=California_PT

- ELPAC Overview Videos – Videos sobre el ELPAC

English: https://www.youtube.com/watch?v=pysz71_dVo

Spanish: <https://www.youtube.com/watch?v=lhSYzax2nU4>

Questions

Preguntas



Thank you/Gracias

EL Programs and Student Achievement

Please reach out to the EL Team if you have any questions



**Dr. Chavez- EL Program Director
Dr. Nedelkow - Coordinator of Student Achievement
Robbie Walshe- Program Specialist
Betsy Martinez - Program Specialist
Javier Diaz – Program Specialist**