



ENGLISH LEARNERS RECLASSIFICATION OVERVIEW

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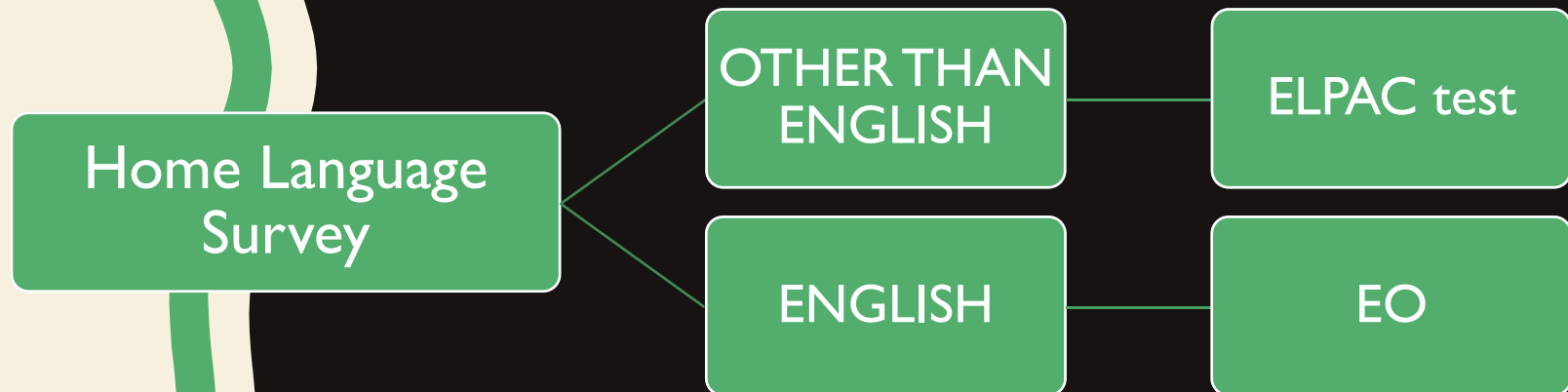
APRENDICES DE INGLÉS

RECLASIFICACIÓN

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INITIAL ASSESSMENTS





EXÁMENES INICIALES





ELPAC

English Language Proficiency Assessments for California

- <https://www.elpac.org/resources/>
- A test to determine a student's English Language Proficiency
- Initial ELPAC- first time taking test
- Summative ELPAC- taken every year until a student reclassifies
- Practice questions are available online to give you an idea of the exam
- The test measures how well a student can command English to determine if they can succeed in a core class without ELD support



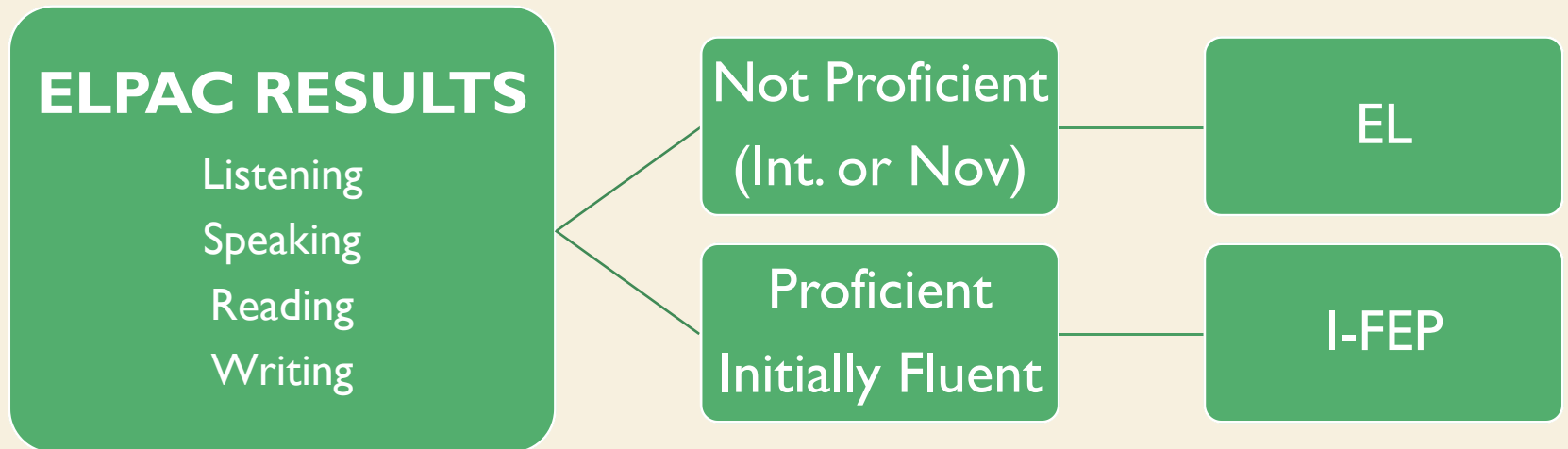
ELPAC

Pruebas de suficiencia en el idioma inglés en California

- <https://www.elpac.org/resources/>
- Examen estatal para determinar el dominio del idioma inglés
- Examen inicial del ELPAC: cuando por primera vez se matricula
- Examen anual ELPAC- se toma cada año hasta que el estudiante es reclasificado
- Preguntas para practicar están disponibles en la red de internet
- Propósito: Saber si el estudiante domina el inglés lo suficiente para tener éxito escolar



STUDENTS' LANGUAGE PROFICIENCY



EL



R-FEP

Different in each District



CLASIFICACIÓN DE LOS ALUMNOS

RESULTADOS DEL ELPAC

Comprensión auditiva (Escuchar)
Expresión oral (Hablar)
Comprensión lectora (Leer)
Expresión escrita (Escribir)

Aún no domina el Inglés (principiante o intermedio)

EL
Aprendiz de inglés

Domina Inglés (nivel avanzado)

I-FEP
Con dominio suficiente en el idioma inglés

EL

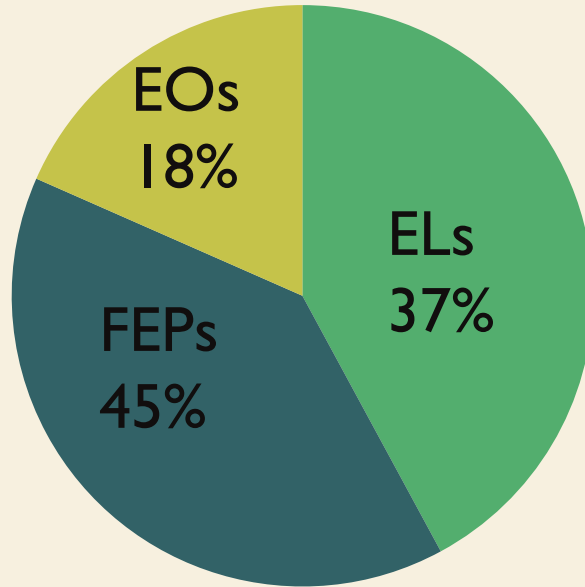
Aprendiz del inglés

R-FEP

Reclasificado con fluidez y dominio del inglés

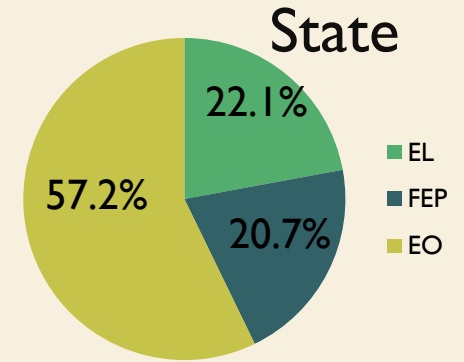


DATA 2018-19



District

- EL
- FEP
- EO



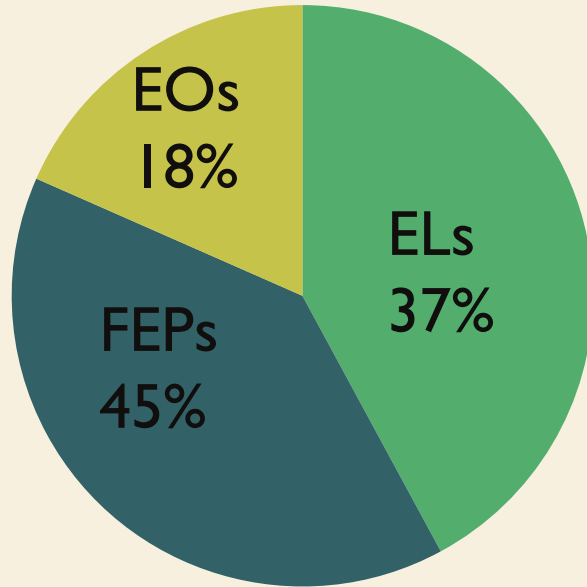
State

- EL
- FEP
- EO

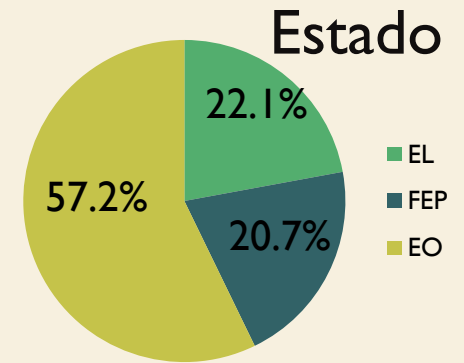
| District | <u>Student Redesignated R-FEP</u> |
|---------------------------------|-----------------------------------|
| Santa Ana Unified | 2,850 (13.1 %) |
| <u>Orange County Total:</u> | 15,598 (13.1 %) |
| <u>California State Totals:</u> | 193,899 (14.6%) |



DATOS 2017-18



Distrito



Estado



| Distrito | <u>Alumnos Reclasificados</u> <u>R-FEP</u> |
|-----------------------------------|---|
| Total Santa Ana Unified | 2,850 (13.1 %) |
| <u>Total Condado de Orange</u> | 15,598 (13.1 %) |
| <u>Total Estado de California</u> | 193,899 (14.6%) |

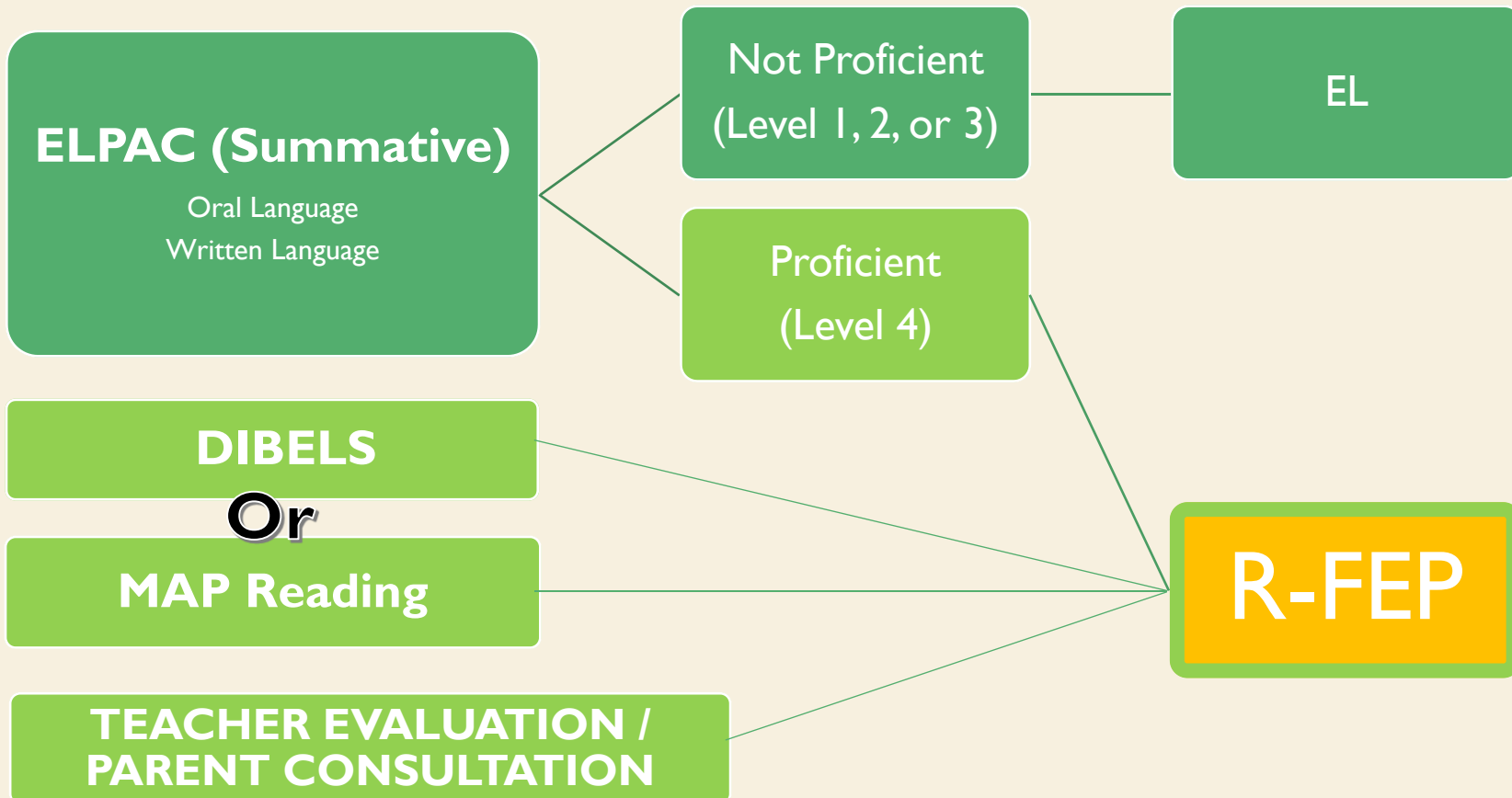


RECLASSIFICATION GRADES K-2

EL



R-FEP





RECLASIFICACIÓN GRADOS 1-2

EL



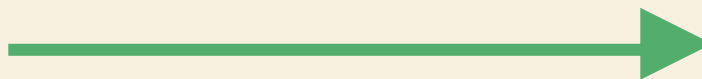
R-FEP



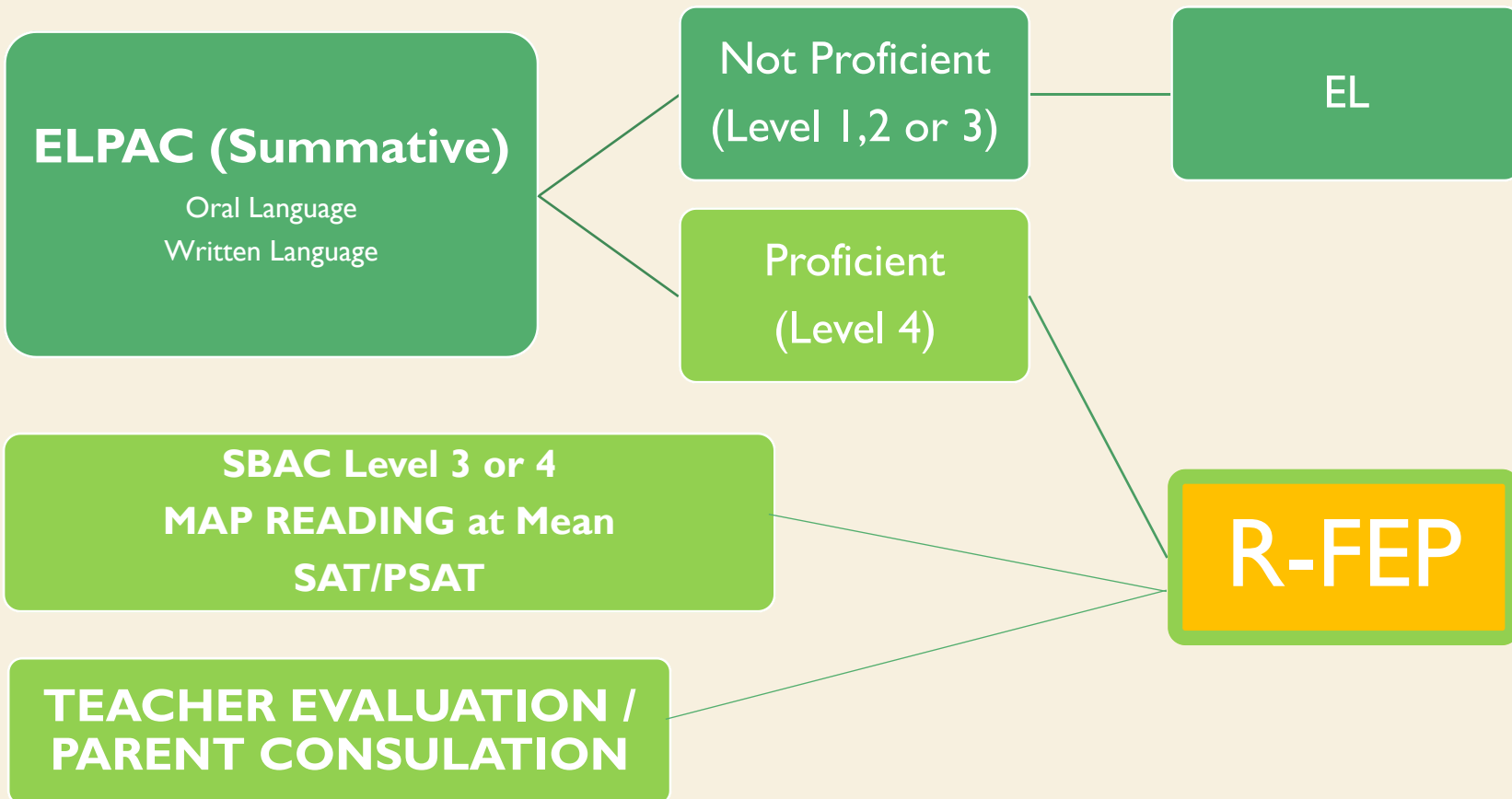


RECLASSIFICATION GRADES 3-12

EL



R-FEP





RECLASIFICACIÓN GRADOS 3-12

EL



R-FEP

ELPAC (Anual)

Comprensión auditiva (Escuchar)
Expresión oral (Hablar)
Comprensión lectora (Leer)
Expresión escrita (Escribir)

Todavía no domina el
Inglés
(Niveles 1, 2 y 3)

EL
Aprendiz del inglés

Domina el inglés
(Nivel 4)

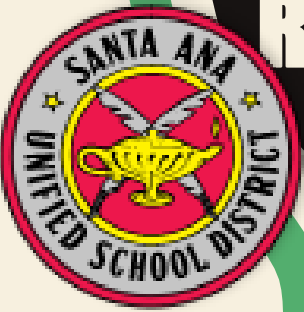
SBAC 3 o 4
MAP
SAT/PSAT

EVALUACIÓN MAESTRO-A
/ CONSULTA A LOS PADRES

R-FEP

Reclasificado con
fluidez y dominio
del inglés

RECLASSIFICATION PROCEDURES



1. Identification of candidates

2. Review of candidates' data with teachers

3. Parent Consultation and Notification

4. Reclassification

5. Monitoring

PROCESO DE RECLASIFICACIÓN:



1. Identificación de candidatos

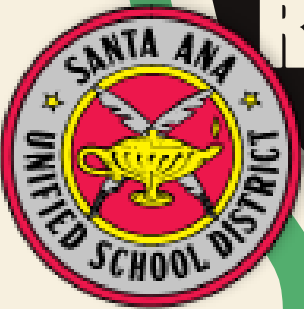
2. Revisión de datos con maestros/as

3. Consulta y notificación a los padres

4. Reclasificación

5. Seguimiento del progreso (4 años)

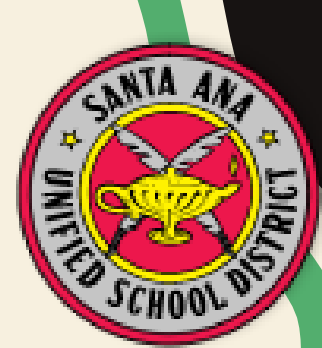
RECLASSIFICATION MONITORING



1. Students Monitored for 4 years

2. Monitored every semester

3. School intervention and support if not succeeding



SEGUIMIENTO DEL ALUMNO RECLASIFICADO

- 1. Se hace un seguimiento del progreso del alumno durante 4 años**
- 2. Se revisan sus datos cada semestre**
- 3. Se planifican y desarrollan intervenciones educativas y apoyo si el alumno-a no demuestra un buen rendimiento escolar**



ELPAC

TEST

PRACTICE



ELPAC

PRACTIQUEMOS

1. ELPAC LISTENING (ESCUCHAR)

Listen to a conversation between a girl and a boy after school.



5

GUEST



What are the boy and girl talking about?

- Ⓐ a computer game they like to play
- Ⓑ their friend who is in the computer club
- Ⓒ joining the computer club

6

GUEST



Why does the girl think the boy will like the computer club?

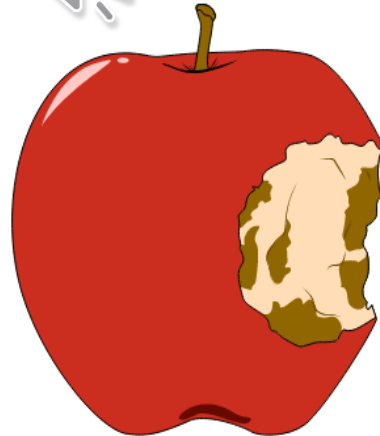
- Ⓐ He is very good at working on computers.
- Ⓑ The club is going on a trip.
- Ⓒ His friends are in the club.

ELPAC LISTENING

(ESCUCCHAR)

6TH GRADE

Listen to a teacher talking to her students about apples.



GUEST

6

GUEST



What does the teacher say that apples have inside of them?

- Ⓐ a type of enzyme
- Ⓑ a lot of oxygen
- Ⓒ citric acid

7

GUEST



Why is the skin of the apple important?

- Ⓐ It keeps air inside the apple.
- Ⓑ It protects the inside of the apple from air.
- Ⓒ It holds all of the apple's flavor

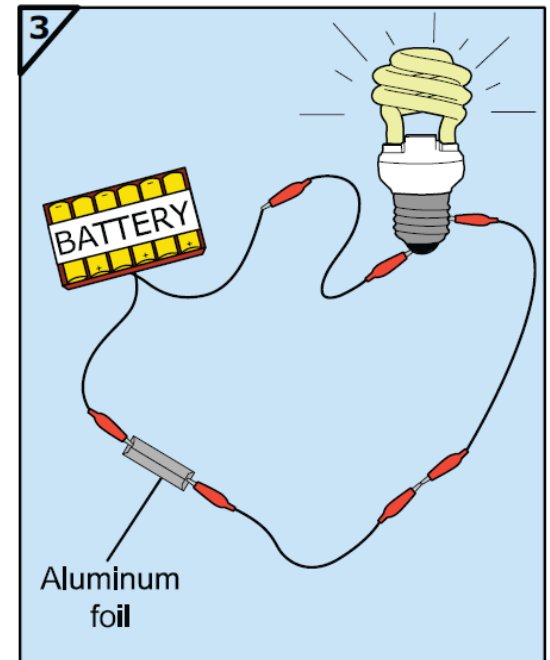
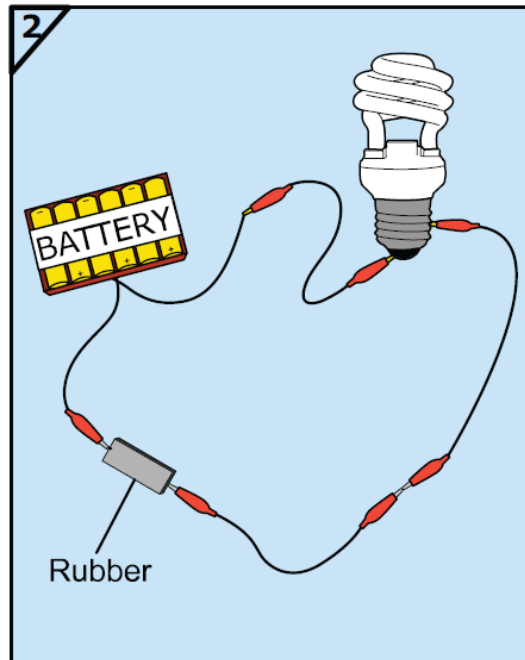
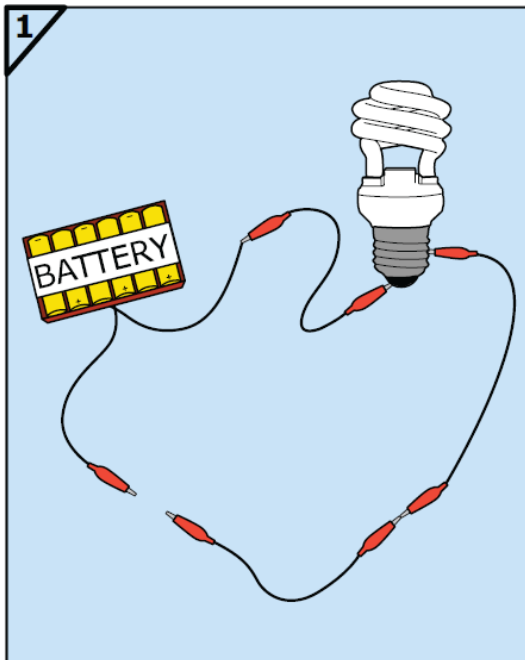
ELPAC SPEAKING (HABLAR)



| No. | Question | Score 0 | Score 1 |
|-----|--|--|---|
| | SAY Look at the picture. I am going to ask you some questions about it. | <ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know." | <ul style="list-style-type: none"> • Correct response. |
| 2 | SAY What is the teacher doing? ➔ NEXT | <ul style="list-style-type: none"> ○ Teacher. | <ul style="list-style-type: none"> ○ Showing them how to do it. ○ Teaching/holding paper animals/origami. |
| 3 | SAY What is on the table? ➔ NEXT | <ul style="list-style-type: none"> ○ I forget. | <ul style="list-style-type: none"> ○ Paper(s), tape, markers, pencils. |

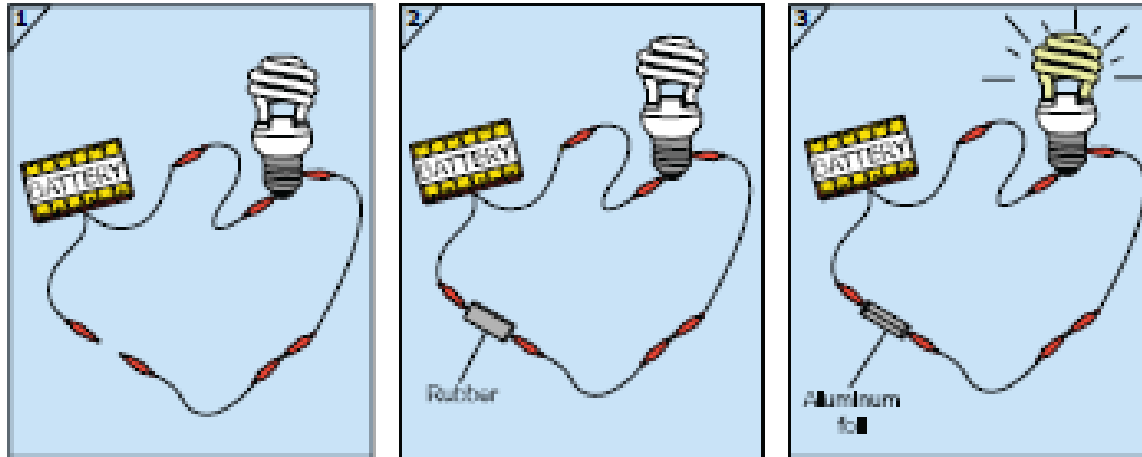
ELPAC SPEAKING (HABLAR)

Conductivity Experiment




ELPAC SPEAKING (HABLAR)

Conductivity Experiment



SAY You are going to listen to some information about the process of conductivity. You will hear the information only once. As you listen, look at the pictures on your screen. You may take notes on your scratch paper as you listen.

-  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 SPEAKING (HABLAR)

Have you ever wondered why electric plugs always have metal prongs, but the cords are covered in rubber or plastic? Today we're going to talk about conductivity, or the way that electricity travels through different materials. Look at picture one. It shows some batteries and a light bulb connected together in a simple circuit with some wires. The wires on one side of the circle are not touching, so the circuit is not complete. I will connect these two wires to different objects to test their conductivity.

When the two wires are connected to a rubber eraser, it makes a circle connecting the batteries and the light bulb. However, in picture two, you can see that the light bulb does not light up when rubber is used to complete the circuit. That's because rubber is not a good conductor of electricity. The rubber blocks the electricity from completing its circuit.

Finally, the wires are attached to a piece of aluminum foil. Aluminum is a good conductor of electricity, so the electricity from the battery can pass through the foil, to the light, and back to the battery again, making a complete circuit. As you can see in picture three, the bulb lights up.

This demonstration shows how different materials conduct electricity. Metal is a much better conductor of electricity than rubber which is why electrical plugs have metal prongs. However, the outside of the plug is covered in rubber so that when we touch it, no electricity is conducted to us. Conductivity is an important idea in electrical engineering.

ELPAC WRITING (ESCRITURA)

➔ NEXT

13

 **SAY** Summarize the information you heard. Be sure to

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

i Pause to let the student summarize the presentation. While the student is responding, use the main points and the rubric to score the response. After the student responds,


SAY This is the end of the **Speaking test**. Thank you for your attention and hard work.

i DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.
- Remember to enter student scores in DEI and securely destroy answer sheets and scratch paper.

ELPAC WRITING (ESCRITURA)

You are writing a description with a classmate. Your classmate filled in the information about leaf-nosed bats. Look at the details. Then you will write more of the description.

| | | |
|---|--|--|
| Predators <ul style="list-style-type: none">• owls• coyotes• snakes• raccoons | Animal  leaf-nosed bat (mammal) | Habitat <ul style="list-style-type: none">• Mojave Desert• Colorado River Valley• caves• mines |
| Appearance <ul style="list-style-type: none">• thin wings• large ears and eyes• triangular-shaped nose• brown | | Diet <ul style="list-style-type: none">• crickets• grasshoppers• beetles |

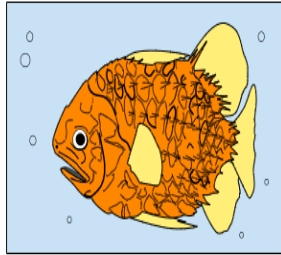
6 Your classmate started writing the description with this sentence:
Leaf-nosed bats are small flying mammals with thin wings.
Now it's your turn to add to the description. Write one sentence telling more about leaf-nosed bats.

7 Now, continue describing leaf-nosed bats. Write two or more sentences providing additional information about their diet, habitat, and predators. Use the details from your classmate to help you.

Rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Strikethrough (T_x), Bulleted List, Numbered List, Indent, Outdent, Undo, and Redo.

ELPAC READING (LECTURA)

Read the text, then answer the questions.



In the waters of the Indian and Pacific Oceans lives the pinecone fish. This is a funny name for a fish. It gets its name because of how it looks. The body of this small fish is round in shape. Spiny scales stick out from its body. It looks a lot like a pinecone from a pine tree! It can be found with other fish near the ocean floor, where it is dark. Bacteria live on its face and light up. This helps the fish see more clearly. It is like having an underwater flashlight!

8

GUEST

Read this sentence from the text.

Spiny scales stick out from its body.

What does spiny MOST LIKELY mean in the sentence?

- Ⓐ dark
- Ⓑ sharp
- Ⓒ difficult
- Ⓓ strange

9

GUEST

Why does the author write "It is like having an underwater flashlight"?

- Ⓐ to explain how the bacteria help the fish
- Ⓑ to describe the fish's living environment
- Ⓒ to explain what the bacteria look like
- Ⓓ to describe the fish's special skin

ELPAC READING

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 3 through 10.

Should School Start Later?

- 1 Everybody knows that teenagers are sleepy in school. Too many students do not get the recommended number of hours of sleep they need in order to make it through the day. Although a number of factors influence this, it would help to change the time teenagers are expected to begin school each morning. A later start time would give students enough sleep to be better prepared to learn.
- 2 Many studies have been conducted on how much sleep students need. Most of this research has shown that teenagers need at least 7 to 9 hours of sleep each night. A teenager is going through a lot of biological changes. During sleep, important brain activity and functions are performed to manager these changes. Only 15% of teenagers surveyed report getting at least 8 hours of sleep during the school week.
- 3 When teenagers do not get enough sleep, bad things can result. Students can become easily irritable and cranky. These problems can lead to behavioral problems and become an obstacle to academic success. Students who lack adequate sleep tend to make more impulsive decisions and take more risks. Students suffering from sleep deprivation have reduced attention, and it may be harder for them to concentrate on complex tasks and assignments. These traits have always been hallmarks of teenage life.
- 4 Teenagers can lose sleep for a number of reasons. Some of these reasons involve the internal biology and chemistry of the teenage body. For instance, due to changes within teenagers' bodies, their internal clocks push back the time they are ready to sleep. Teenagers may want to go to sleep at 9 p.m. but their bodies just will not let them until 11 p.m. This biological cause of sleeplessness may also be connected to a teen's use of electronics at nighttime. The exposure to light and mental activity can further disrupt a teenager's sleep pattern, making it harder to fall asleep.
- 5 Teenagers also face external forces that keep them up at night. Homework demands, sports practices and games, and jobs may keep teenagers out of the house and active late into the evening. Teenagers' social schedule may also keep them up late. Since teenagers often need more sleep than their parents and younger siblings, it may be difficult for teenagers to sleep in, even on weekend mornings.
- 6 Although we cannot control many of the other variables, one factor we should consider is starting school later once students become teenagers. Starting school later will allow teenagers to adjust to the shift in their bodies' biological clocks and increased outside-of-school commitments. A well-rested teenager would be better prepared and more attentive to learning.

3 Which statement BEST states the main idea of the student's essay?

- A School days should be shorter.
- B Teenagers are learning how to manage their time well.
- C Teenagers should go to school later in the day.
- D Fewer courses should be offered in middle and high schools.

4 What do the words going through MOST NEARLY mean as they are used in paragraph 2?

- A experiencing
- B encouraging
- C considering
- D enjoying

5 Which sentence from the student's essay supports the idea that most teenagers are not currently getting the correct amount of sleep?

- A Most of this research has shown that teenagers need at least 7 to 9 hours of sleep each night.
- B Only 15% of teenagers surveyed report getting at least 8 hours of sleep during the school week.
- C Students who lack adequate sleep tend to make more impulsive decisions and take more risks.
- D Teenagers can lose sleep for a number of reasons.

6 Read this sentence from paragraph 2 of the student's essay.

During sleep, important brain activity and functions are performed to manager these changes.

Choose the correct option to replace the underlined words.

- A to managing
- B to management
- C to managed

7 What word is the MOST EFFECTIVE replacement for the word "things" in paragraph 3?

- A consequences
- B examples
- C timing
- D awkwardness

8 What evidence does the student writer use to support the idea that teenagers have a biological need to sleep?

- A Teenagers can have a busy social schedule that keeps them up late.
- B The internal body clocks of students change when they become teenagers.
- C Students have too much homework after school.
- D Teenagers like to watch TV or play games late into the evening.

9 According to the student's essay, what is an EXTERNAL factor that can lead to sleeplessness in teenagers?

- A difficulty concentrating on complex tasks and assignments
- B body clocks that have been readjusted
- C a home environment where parents and younger siblings do not need as much sleep
- D starting schools later

Resultados de Indianapolis del grado 5 de las Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC, por sus siglas en inglés)

Puntuación general de Indianapolis de 1525 está en el nivel 3.

Los estudiantes de este nivel tienen destrezas de inglés **moderadamente desarrolladas**.

PUNTUACIÓN GENERAL: **1525** | NIVEL **3**



Grado 5

Su historial de puntuaciones no se pueden mostrar este año. Si Indianapolis toma la prueba otra vez en el próximo año, esta sección mostrará el historial de puntuaciones

Puntuación del lenguaje oral



1510 | Nivel 3

La puntuación del lenguaje oral es una combinación del desempeño de Indianapolis en Escuchar y Hablar, como se muestra abajo.

| | Principiante | Moderado | Bien desarrollado |
|----------|--------------|----------|-------------------|
| Escuchar | | | ✓ |
| Hablar | | ✓ | |

Puntuación del lenguaje escrito



1560 | Nivel 3

La puntuación del lenguaje escrito es una combinación del desempeño de Indianapolis en Lectura y Escritura, como se muestra abajo.

| | Principiante | Moderado | Bien desarrollado |
|-----------|--------------|----------|-------------------|
| Lectura | | ✓ | |
| Escritura | | ✓ | |

ELPAC

RESULTS

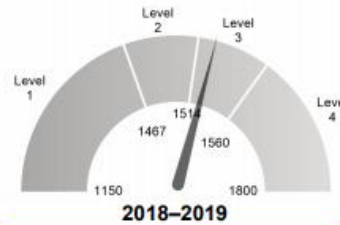
Indianapolis's Grade 5 Results on the English Language Proficiency Assessments for California

Indianapolis's Overall Score of 1525 is in Level 3.

Students at this level have **moderately developed** English skills.

OVERALL
SCORE:
1525

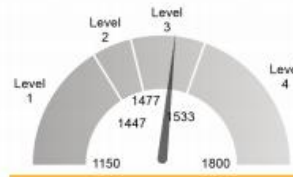
LEVEL
3



Grade 5

The score history cannot be reported this year. If Indianapolis takes the test next year, this area will show the score history.

Oral Language Score



1510 | Level 3

The Oral Language Score is a combination of Indianapolis's Listening and Speaking performance, shown below.

| | Beginning | Somewhat/ Moderately | Well Developed |
|-----------|-----------|-------------------------|-------------------|
| Listening | | | ✓ |
| Speaking | | ✓ | |

Written Language Score



1560 | Level 3

The Written Language Score is a combination of Indianapolis's Reading and Writing performance, shown below.

| | Beginning | Somewhat/ Moderately | Well Developed |
|---------|-----------|-------------------------|-------------------|
| Reading | | ✓ | |
| Writing | | ✓ | |

ELPAC

RESULTADOS

Guía del padre/tutor del informe de calificaciones de Indianapolis de la ELPAC

DEL ESTUDIANTE: **9999988002** FECHA DE NACIMIENTO: **08/05/2009**
 GRADO: **5** FECHA DE LA PRUEBA: **March 06, 2019**

Este reporte muestra los resultados de Indianapolis en la ELPAC, la prueba estatal del dominio del idioma inglés. La ELPAC provee información acerca del progreso anual de su hijo(a) hacia el dominio del idioma inglés.

PARA EL PADRE/TUTOR DE:
INDIANAPOLIS INDIANA
 1234 MAIN STREET UNIT 1234
 YOUR CITY, CA 12345

Abajo se muestra información para ayudarlo a comprender la ELPAC sumativa, así como ideas para apoyar el desarrollo de su hijo(a) en el idioma inglés.

Escuela: **California Elementary School**
 LEA: **California Unified**
 Código LEA: **99999919999991**



¿Qué es ELPAC?

La ELPAC sumativa mide el progreso del estudiante para alcanzar los Estándares de Desarrollo de la Lengua Inglesa de California (Estándares ELD), los cuales describen las destrezas del idioma inglés que necesitan los estudiantes para tener éxito en la escuela.

La ELPAC sumativa:

- Se administra cada primavera a los estudiantes que han sido identificados como aprendices del idioma inglés
- Incluye preguntas acerca de escuchar, hablar, lectura y escritura

Los resultados ELPAC de su hijo(a):

- Es una medida del dominio que debe verse en conjunto con otra información disponible, como pruebas, tareas y calificaciones del salón
- Puede usarse para ayudar a hablar con el maestro de su hijo(a) acerca de su progreso en el desarrollo del idioma inglés
- Puede usarse para determinar si su hijo(a) está listo para ser reclasificado como estudiante reclasificado competente en inglés

| Niveles ELPAC | | Lo que los estudiantes generalmente pueden hacer en cada nivel |
|-------------------|--|---|
| NIVEL 4 | | Los estudiantes de este nivel tienen destrezas bien desarrolladas de inglés. <ul style="list-style-type: none"> • Generalmente pueden usar el inglés para aprender cosas nuevas en la escuela y para interactuar en situaciones sociales. • Ocasionalmente podrían necesitar ayuda en el uso del inglés. |
| NIVEL 3 | | Los estudiantes de este nivel tienen destrezas moderadamente desarrolladas de inglés. <ul style="list-style-type: none"> • A veces pueden usar el inglés para aprender cosas nuevas en la escuela e interactuar en situaciones sociales. • Pueden necesitar ayuda con el inglés para comunicarse en situaciones y temas escolares menos conocidos. |
| NIVEL 2 | | Los estudiantes de este nivel tienen destrezas poco desarrolladas de inglés. <ul style="list-style-type: none"> • Generalmente necesitan ayuda con el inglés para aprender cosas nuevas e interactuar en situaciones sociales. • Frecuentemente usan el inglés en una comunicación sencilla. |
| NIVEL 1 | | Los estudiantes en este nivel están en una etapa de principiantes en su desarrollo de las destrezas de inglés. <ul style="list-style-type: none"> • Generalmente necesitan mucha ayuda con el inglés para aprender cosas nuevas e interactuar en situaciones sociales. • Tal vez conozcan algunas palabras y frases en inglés. |

Los cuatro niveles de la ELPAC mostrados en la tabla arriba describen lo que los estudiantes de cada nivel de desempeño en la ELPAC generalmente puede hacer en inglés. La tabla abajo muestra cómo estos cuatro niveles de la ELPAC se relacionan con los tres niveles de desempeño descritos en los estándares ELD.

| Niveles ELPAC | Nivel 1 | Nivel 2 | Nivel 3 | Nivel 4 |
|--------------------------------------|--|---|--|---------|
| Estándares ELD de niveles de dominio | Emergente — requiere apoyo lingüístico considerable | En crecimiento — requiere apoyo lingüístico moderado | Superando — requiere poco apoyo lingüístico | |

¿Cómo puedo ayudar a mi hijo(a)?

- Regularmente léale a su hijo(a) o pídale que le lea a Ud.
- Use imágenes y pídale a su hijo(a) que le diga lo que está en la imagen o que está ocurriendo en la imagen.
- Provéale a su hijo(a) oportunidades de usar el lenguaje fuera de la escuela.
- Hable con el maestro de su hijo(a) acerca de las destrezas de su hijo(a) en escuchar, hablar, leer y escribir para apoyar su progreso.

ELPAC

RESULTS

A Parent/Guardian's Guide to Indianapolis's English Language Proficiency Assessments for California (ELPAC) Score Report

STUDENT #: 9999988002 DATE OF BIRTH: 08/05/2009
 GRADE: 5 TEST DATE: March 06, 2019

FOR THE PARENT/GUARDIAN OF:
INDIANAPOLIS INDIANA
 1234 MAIN STREET UNIT 1234
 YOUR CITY, CA 12345

SCHOOL: California Elementary School
 LEA: California Unified
 CDS: 99999919999991

This report shows Indianapolis's results on the English Language Proficiency Assessments for California (ELPAC), the state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency.

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.



What is the ELPAC?





The Summative English Language Proficiency Assessments for California (ELPAC) measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

The Summative ELPAC:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

| ELPAC Levels | What Students Can Typically Do at Each Level |
|--|--|
| LEVEL 4  | Students at this level have well developed English skills. <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  | Students at this level have moderately developed English skills. <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  | Students at this level have somewhat developed English skills. <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  | Students at this level are at a beginning stage of developing English skills. <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. |

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

| ELPAC Levels | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------------------|---|---|---|---------|
| ELD Standards Proficiency Levels | Emerging — requires substantial linguistic support | Expanding — requires moderate linguistic support | Bridging — requires light linguistic support | |

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.



SCHOOLS

- Principal
- Assistant Principal
- TOSA
- Teacher

SCHOOL DISTRICT

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