

Language Education Network

Virtual Meeting

Friday, January 28, 2022

1:00 – 2:00 PM

Facilitators:

Carlos Pagán, Director, Literacy and Language Support

Melissa Garcia, Coordinator, Language Education Services

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Dates

~~Sep. 24, 2021~~

~~Oct. 22, 2021~~

~~Dec. 3, 2021~~

Jan. 28, 2022*

March 11, 2022*

May 13, 2022*



* Possibly in-person, longer sessions

Time

1 - 2:00 p.m.

2021-2022 Meeting Dates

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

AGENDA

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Language Education Network

January 28, 2022
1:00 – 2:00 PM

ZOOM Link
Passcode: LEN

AGENDA

WELCOME!

SBCEO WEBSITE – LEN PAGE

ANNOUNCEMENTS

SPRING 2021 ELPAC AGGREGATE DATA

DOS PUEBLOS HIGH SCHOOL SUPPORT FOR NEWCOMER STUDENTS: "MiSendero" Video

ASSESSMENTS

- **ELPAC: Accessibility for All Students - Melissa**

INSTRUCTIONAL RESOURCES

- **ELPAC: Updated Vocabulary List and Skills – Melissa**
- **ELPAC Teach! (Resource Curated by SMJ and SBCEO for Secondary Schools)**
- **EL Toolkit of Strategies**
- **Designated & Integrated English Language Development Videos**

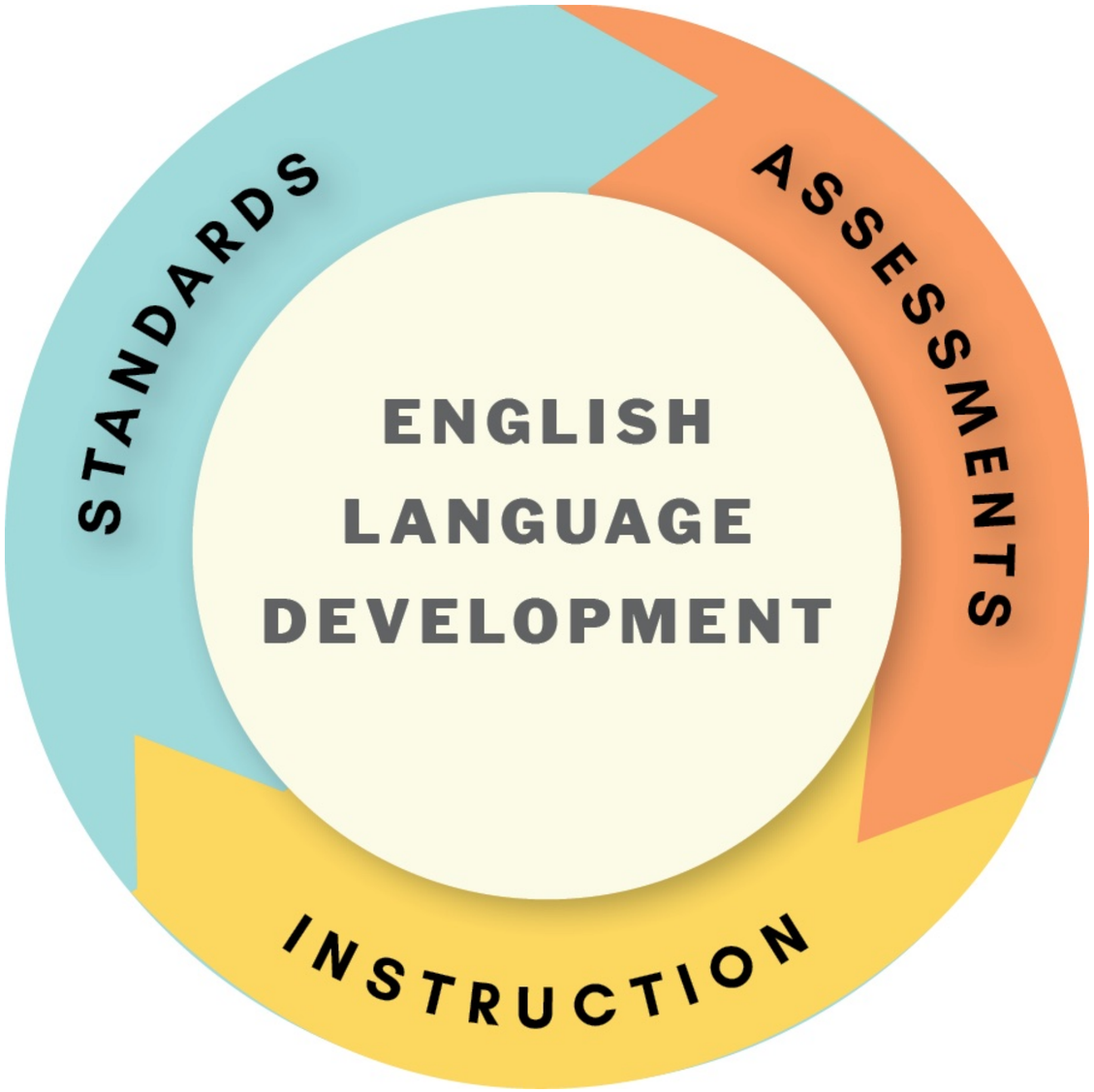
STANDARDS

- **California ELD Standards**

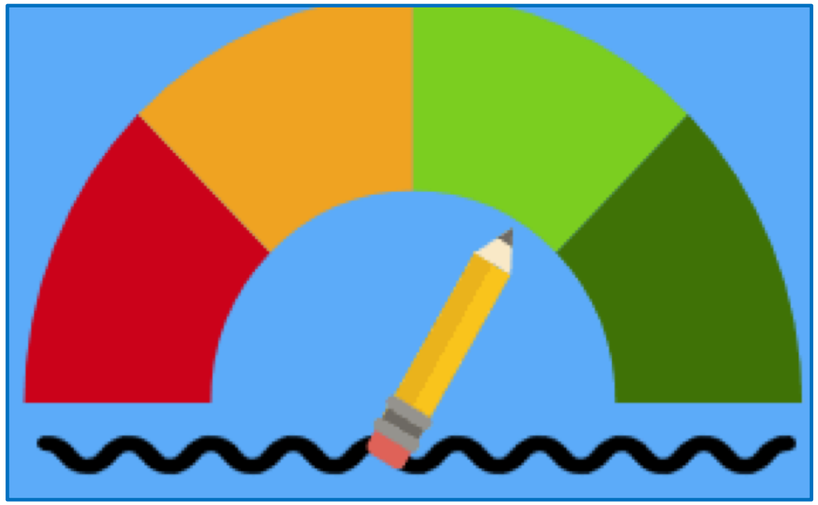
PROFESSIONAL LEARNING OPPORTUNITIES

- **SBCEO Website**
- **Myron Dueck, Grading Smarter, Not Harder**
- **Initial ELPAC Training – May 17, 2022**

NEXT MEETING: March 11, 2022
1:00 – 2:00 PM



Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



DataQuest

ELPAC Reports

Spring 2021

Santa Barbara County
English Language Proficiency Assessment for California (ELPAC)
English Learners - Percent Scoring Overall 4 at Selected Districts

District	2019	2021	Difference
Carpinteria	16.62	13.58	-3.04
Goleta	27.98	26.37	-1.61
Guadalupe	10.99	10.00	-0.99
Lompoc	10.37	6.57	-3.80
Santa Barbara	15.45	11.76	-3.69
Santa Maria Joint	6.21	14.59	8.38
Santa Maria-Bonita	7.27	5.61	-1.66
Santa Barbara County	11.65	9.24	-2.41
State of California	16.4	13.98	-2.42

Source: CDE Dataquest (2022)



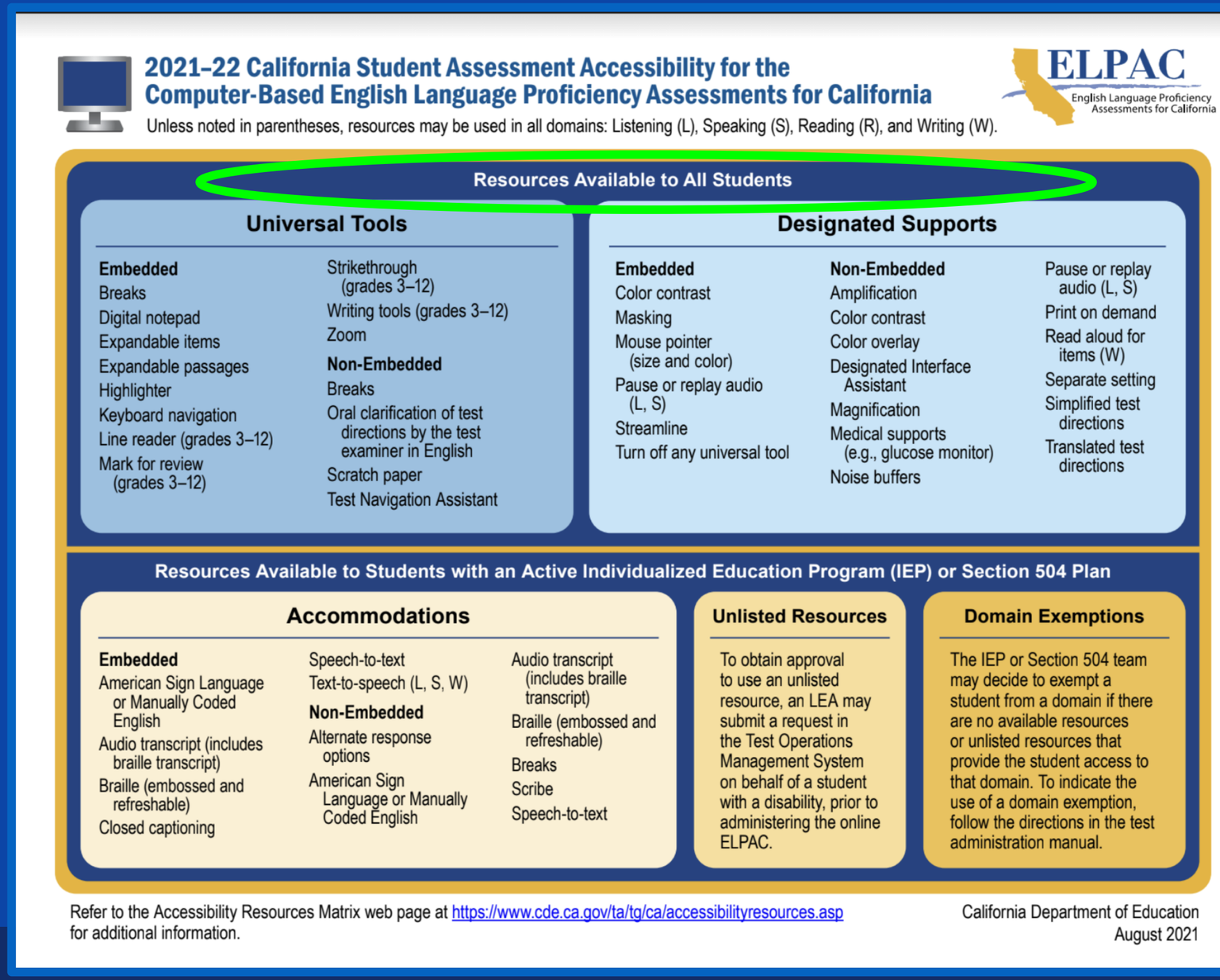
www.misendero.org

ELPAC
English Language Proficiency Assessments for California

Accessibility for All Students

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Accessibility Reference Chart for All Students



2021–22 California Student Assessment Accessibility for the Computer-Based English Language Proficiency Assessments for California

ELPAC
English Language Proficiency Assessments for California

Unless noted in parentheses, resources may be used in all domains: Listening (L), Speaking (S), Reading (R), and Writing (W).

Resources Available to All Students

Universal Tools

Embedded
- Breaks
- Digital notepad
- Expandable items
- Expandable passages
- Highlighter
- Keyboard navigation
- Line reader (grades 3–12)
- Mark for review (grades 3–12)
- Strikethrough (grades 3–12)
- Writing tools (grades 3–12)
- Zoom

Non-Embedded
- Breaks
- Oral clarification of test directions by the test examiner in English
- Scratch paper
- Test Navigation Assistant

Designated Supports

Embedded
- Color contrast
- Masking
- Mouse pointer (size and color)
- Pause or replay audio (L, S)
- Streamline
- Turn off any universal tool

Non-Embedded
- Amplification
- Color contrast
- Color overlay
- Designated Interface Assistant
- Magnification
- Medical supports (e.g., glucose monitor)
- Noise buffers
- Pause or replay audio (L, S)
- Print on demand
- Read aloud for items (W)
- Separate setting
- Simplified test directions
- Translated test directions

Resources Available to Students with an Active Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded
- American Sign Language or Manually Coded English
- Audio transcript (includes braille transcript)
- Braille (embossed and refreshable)
- Closed captioning
- Speech-to-text
- Text-to-speech (L, S, W)

Non-Embedded
- Alternate response options
- American Sign Language or Manually Coded English
- Audio transcript (includes braille transcript)
- Braille (embossed and refreshable)
- Breaks
- Scribe
- Speech-to-text

Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request in the Test Operations Management System on behalf of a student with a disability, prior to administering the online ELPAC.

Domain Exemptions

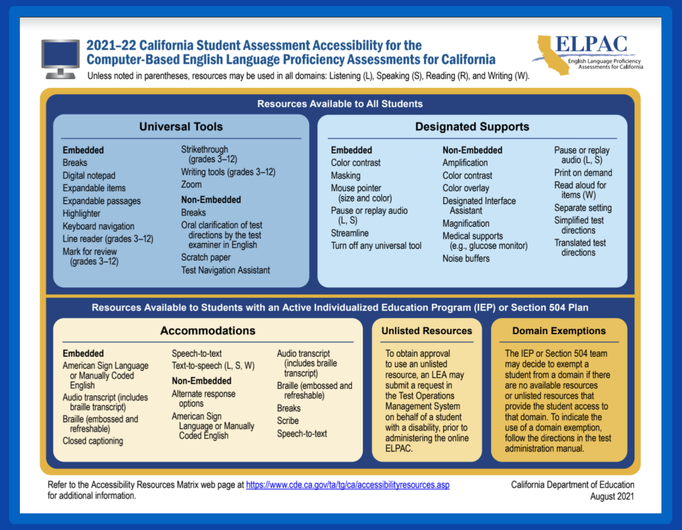
The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain. To indicate the use of a domain exemption, follow the directions in the test administration manual.

Refer to the Accessibility Resources Matrix web page at https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp for additional information.

California Department of Education
August 2021

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Universal Tools



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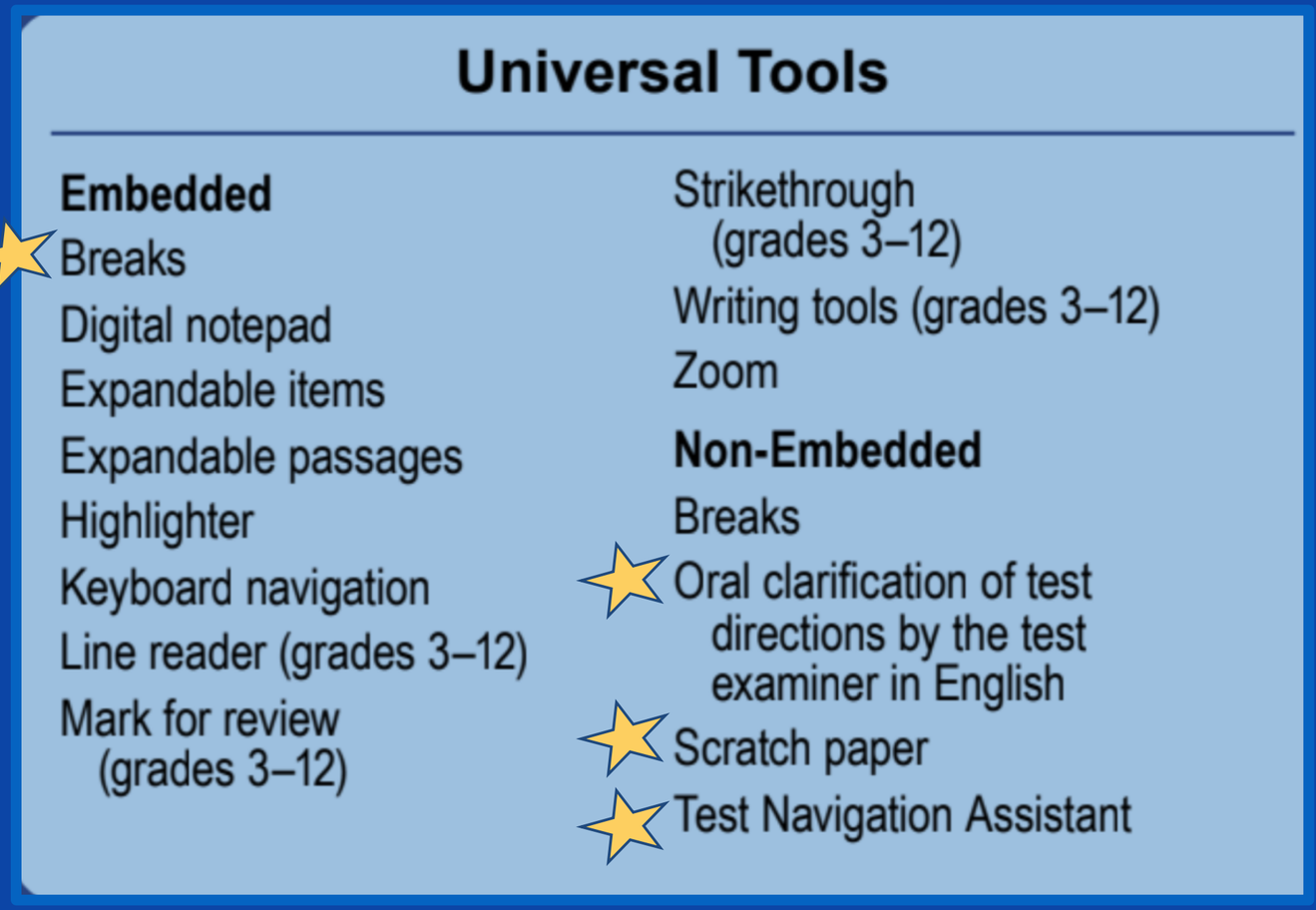
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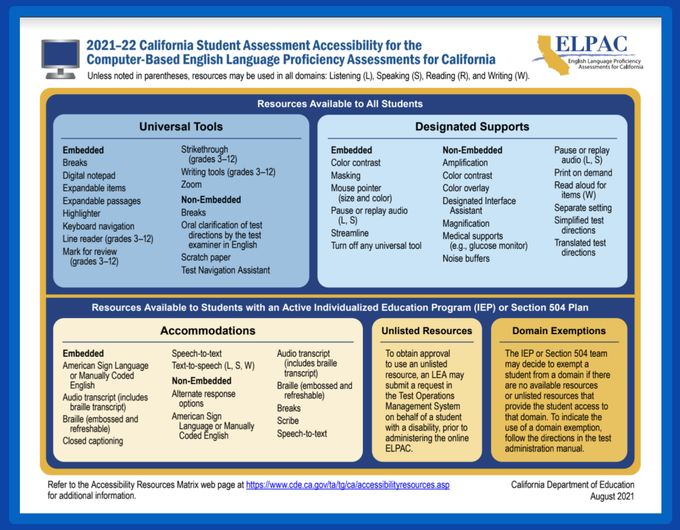
California Department of Education
August 2021



- **Universal Tools are available to All Students**
- **Settings change not necessary**
- **Can be explored and emphasized during ELPAC practice test session**

To learn more about Universal Tools, watch the video under Universal Supports.

Designated Supports



2021–22 California Student Assessment Accessibility for the Computer-Based English Language Proficiency Assessments for California

ELPAC English Language Proficiency Assessments for California

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California Department of Education
August 2021

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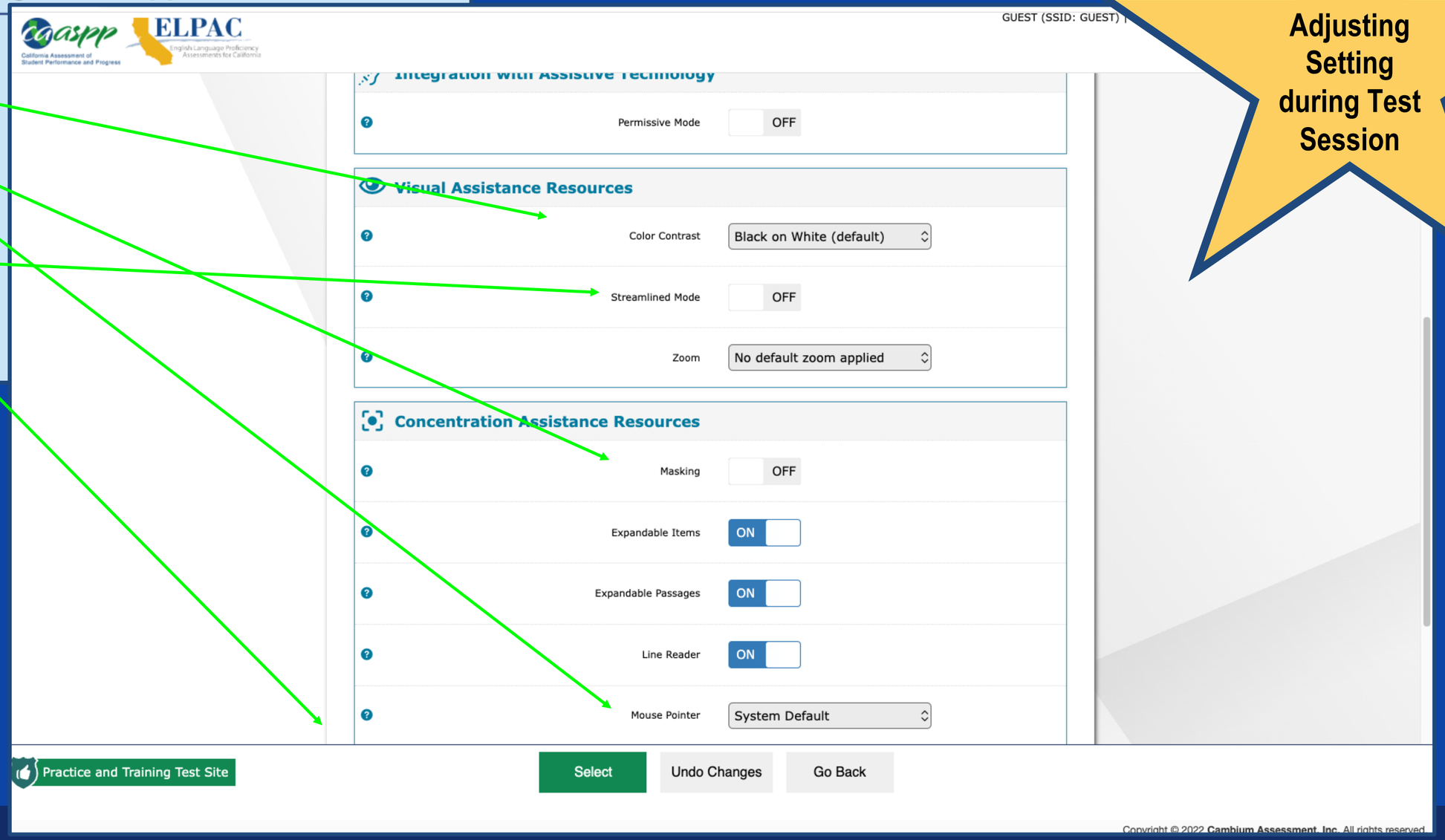
- Designated Supports are available to <u>All Students</u>
- Some can be turned on by students before testing, others need to be turned on in TOMS
- Test Site Coordinator need to adjust settings in TOMS one-by-one or batch upload at least 24 hours before test session
- Can be explored and emphasized during ELPAC practice test session

Designated Supports Cont.

Designated Supports

Embedded

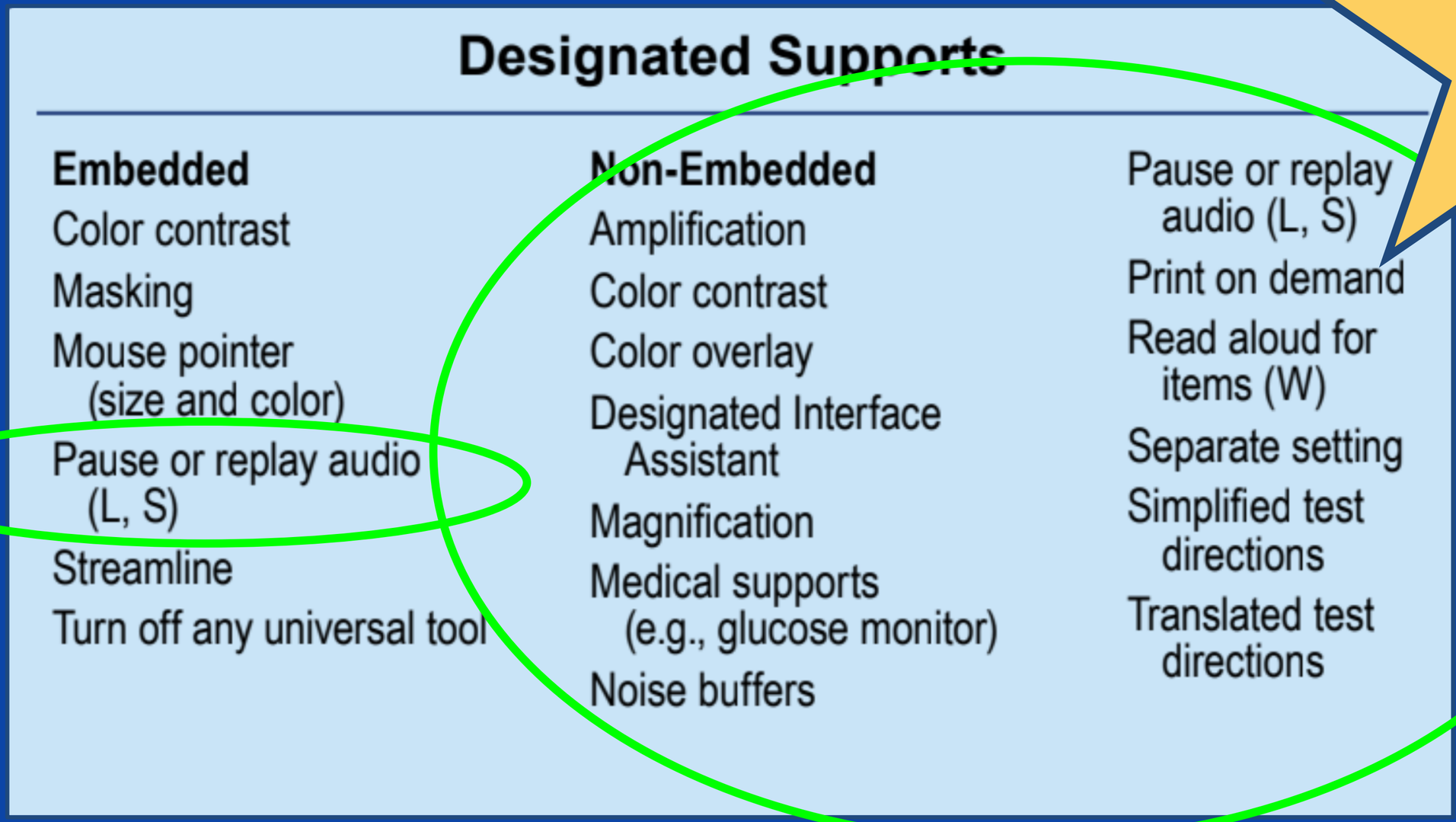
- Color contrast
- Masking
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- Turn off any universal tool



Adjusting Setting during Test Session

- Some Embedded Designated Supports can be turned on by students before testing

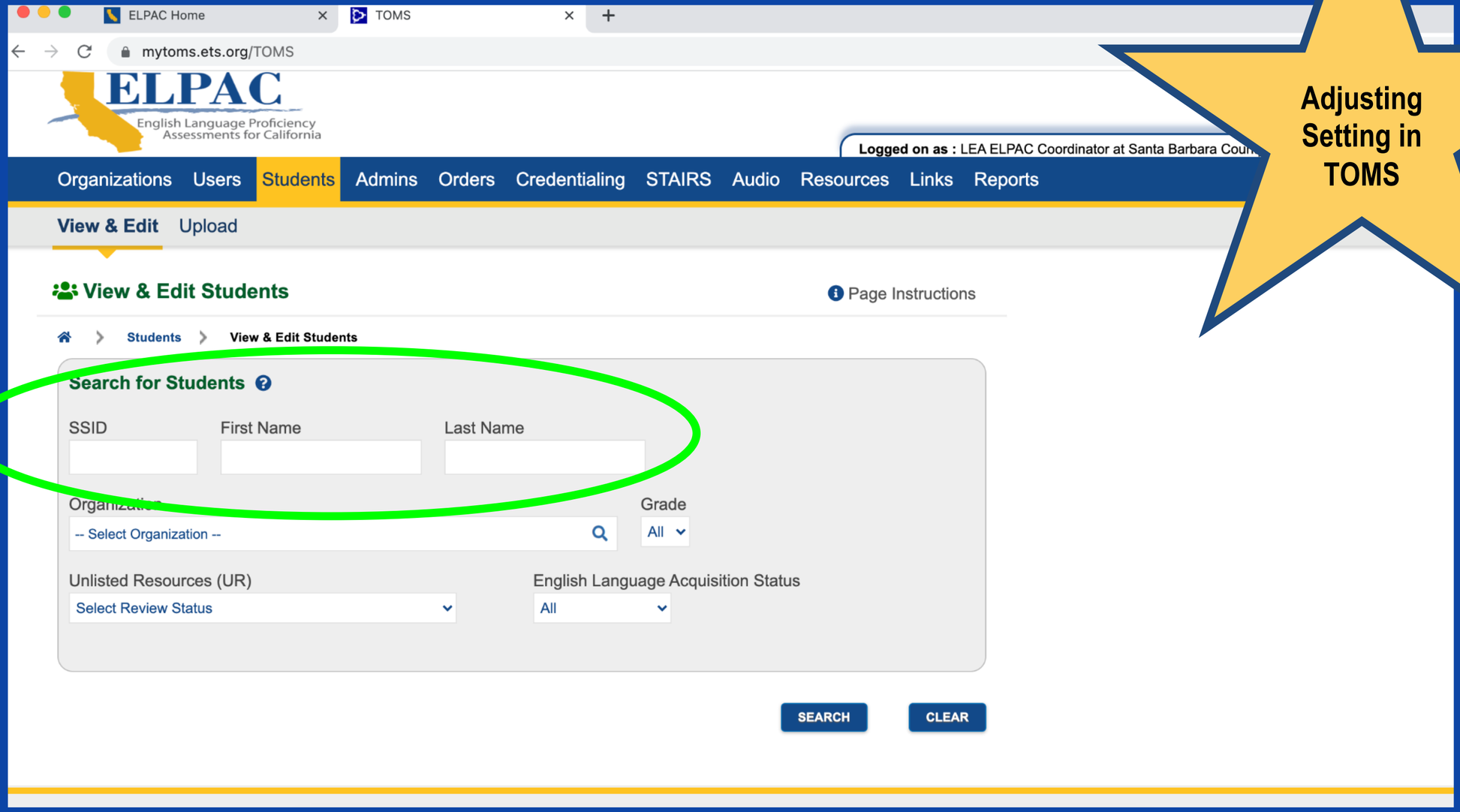
Designated Supports Cont.



Adjusting Setting in TOMS

- Presetting Designated Supports ensures student will have access. Pause or Replay Audio and Non-Embedded Supports can only be set in TOMS.

Adjusting Settings in TOMS Student by Student

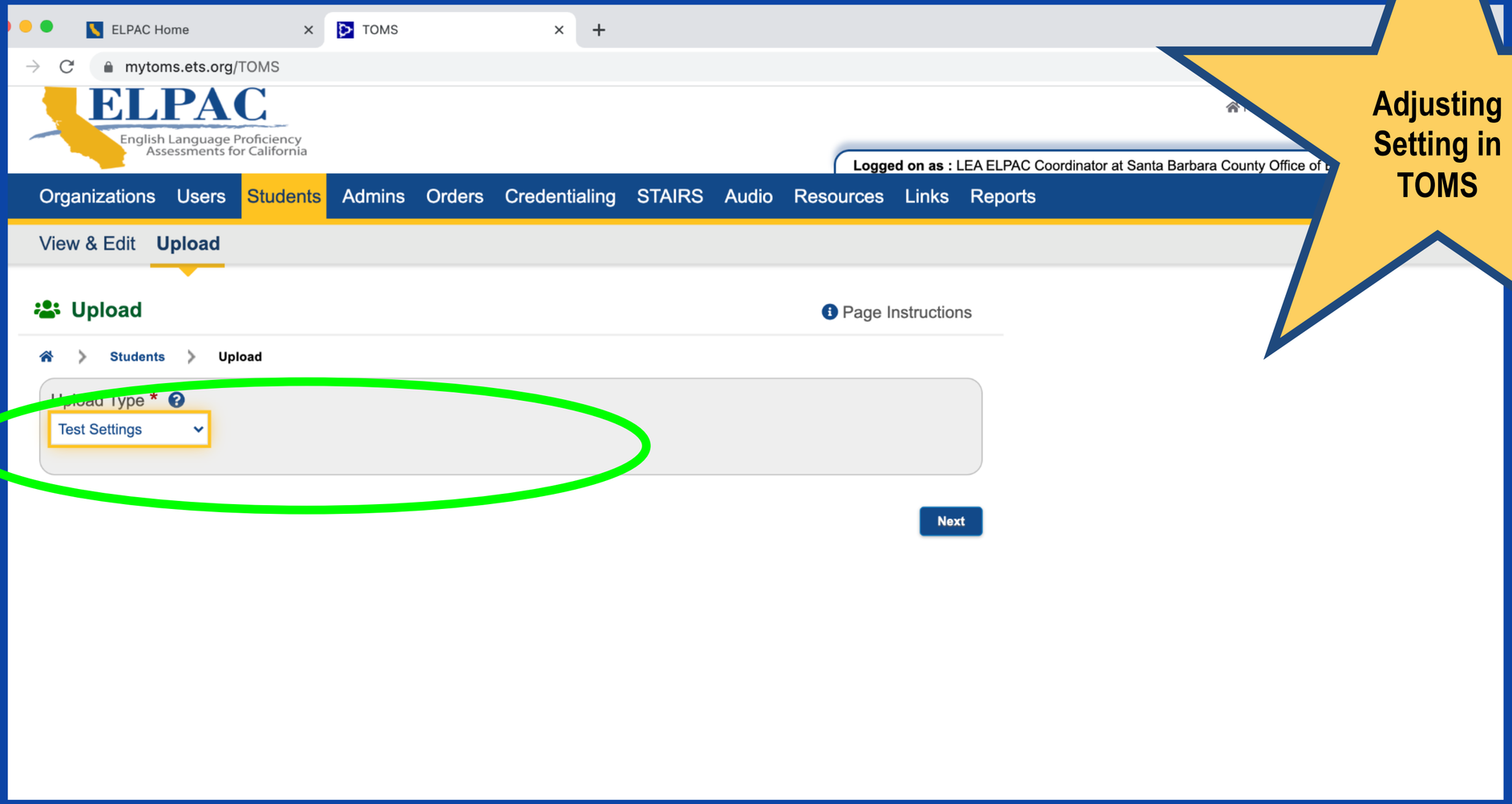


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Susan C. Salcido, Superintendent

Adjusting Settings in TOMS by Batch Upload

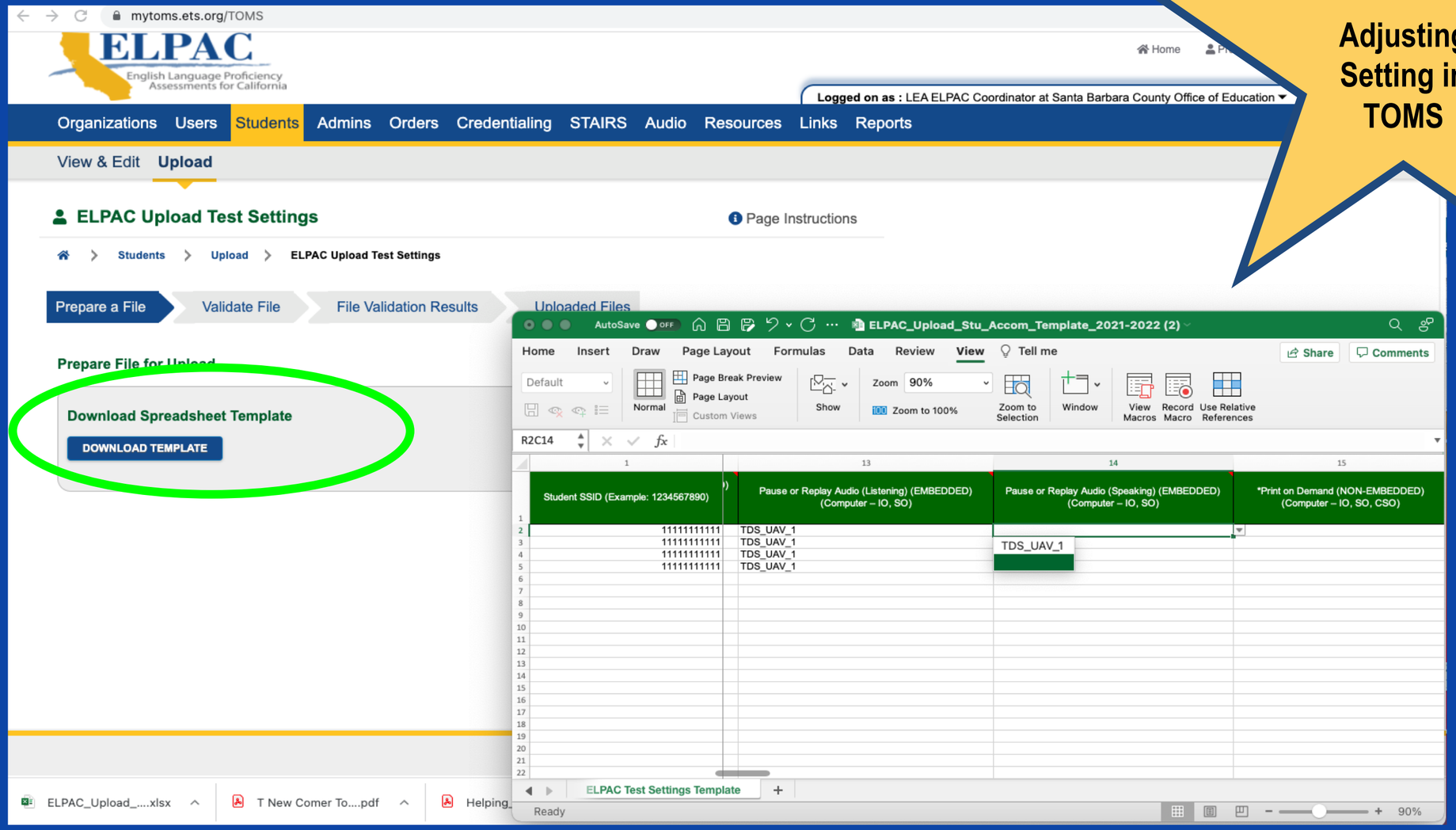


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- Presetting Designated Supports ensures student will have access. Pause or Replay Audio and Non-Embedded Supports can only be set in TOMS.

Adjusting Settings in TOMS by Batch Upload

Adjusting Setting in TOMS



- LEA Coordinator OR Test Site Coordinators have the ability adjust test settings in batch uploads. Spreadsheet is downloaded, filled with SSIDs & Test Settings are adjusted, then saved & uploaded.

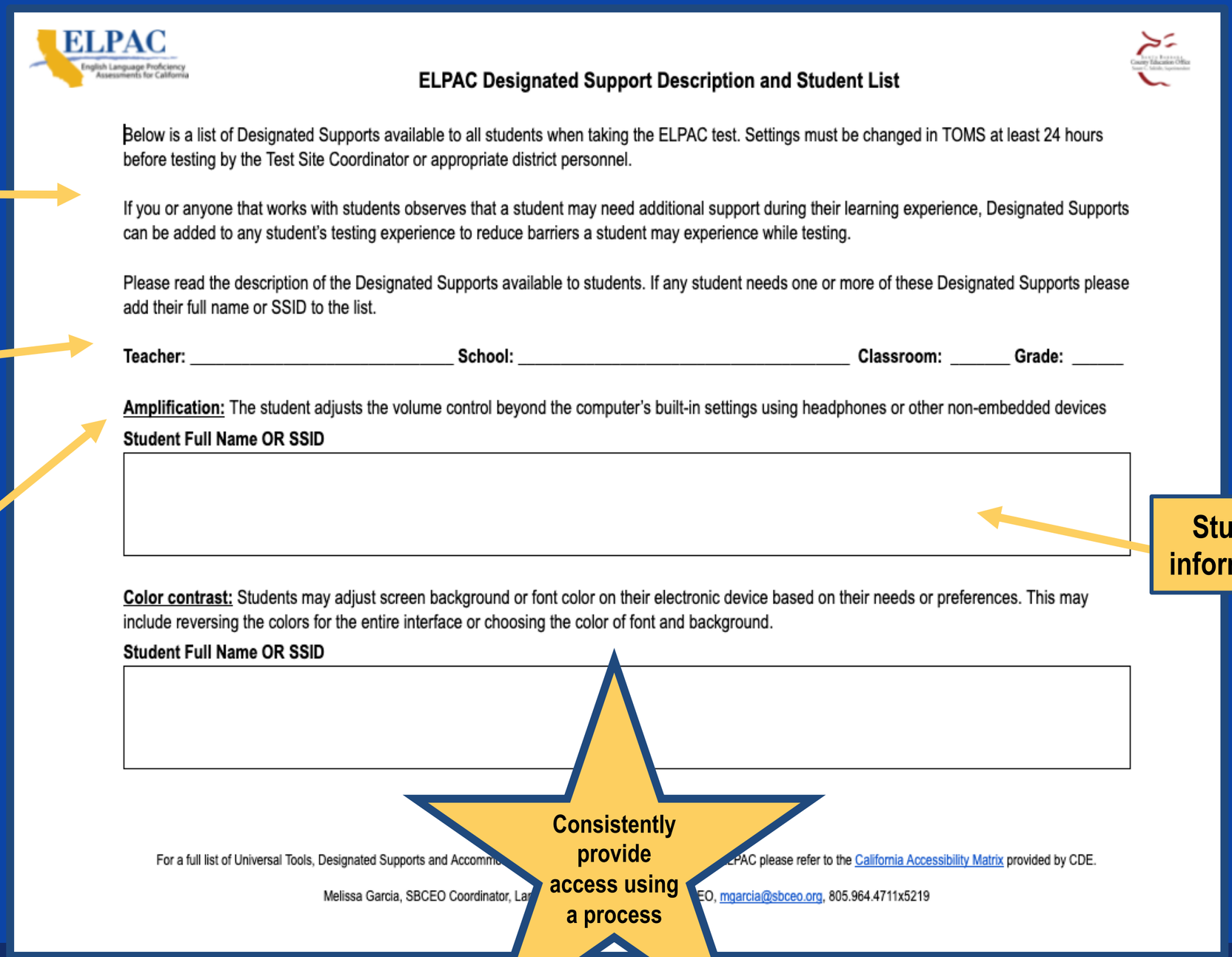
Keeping Track of Designated Supports

Criteria for accessing Designated Supports

School information:
Helps Test Site Coordinator ensure that all Teachers have the opportunity to set students up for success

Explanation of Designated Supports available on ELPAC

- When testing season gets going it is easy to lose track of all the moving pieces
- Give to teachers ahead of time so that they have time to fill out, give back to the Test Site Coordinator, and the Test Site Coordinator or LEA Coordinator can adjust settings in TOMS



ELPAC
English Language Proficiency Assessments for California

ELPAC Designated Support Description and Student List

Below is a list of Designated Supports available to all students when taking the ELPAC test. Settings must be changed in TOMS at least 24 hours before testing by the Test Site Coordinator or appropriate district personnel.

If you or anyone that works with students observes that a student may need additional support during their learning experience, Designated Supports can be added to any student's testing experience to reduce barriers a student may experience while testing.

Please read the description of the Designated Supports available to students. If any student needs one or more of these Designated Supports please add their full name or SSID to the list.

Teacher: _____ **School:** _____ **Classroom:** _____ **Grade:** _____

Amplification: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices

Student Full Name OR SSID

Color contrast: Students may adjust screen background or font color on their electronic device based on their needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.

Student Full Name OR SSID

For a full list of Universal Tools, Designated Supports and Accommi… …LPAC please refer to the California Accessibility Matrix provided by CDE.

Melissa Garcia, SBCEO Coordinator, La… …EO, mgarcia@sbceo.org, 805.964.4711x5219

Student information

Consistently provide access using a process

Santa Barbara County Education Office
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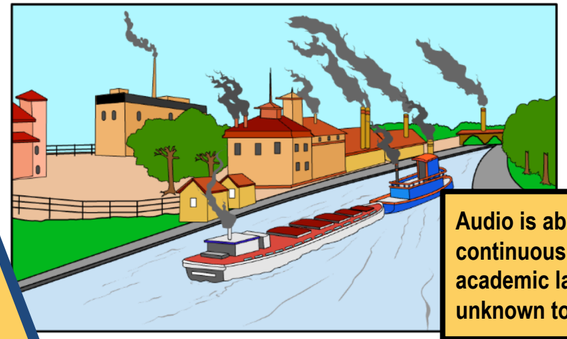
Speaking & Listening Domain Considerations: Access

Example from Listening Domain:

Questions 45% ELPAC Grades 6–8 Listening Practice Test GUEST SESSION

Back Next Save Pause Line Reader Zoom Out Zoom In

Listen to a teacher talking to his students about a canal.



Erie Canal

Audio is about 2-3 minutes of a continuous oral presentation using academic language and possibly an unknown topic

11

GUEST

What is the teacher mainly talking about?

Ⓐ how difficult it was to design the Erie Canal

Ⓑ why the Erie Canal was an important construction project

Ⓒ erials were used to build the Erie Canal

What does the Erie Canal connect?

Ⓐ a river to a lake

Ⓑ the United States to Europe

Ⓒ different roads

Line Reader Zoom Out Zoom In

13

GUEST

Why does the teacher talk about bumpy dirt roads and rugged mountains?

Ⓐ to describe why traveling was easier on a canal

Ⓑ to explain where canals are often built

Ⓒ to compare places where people chose to live

14

GUEST

According to the teacher, why did people stop using the Erie Canal?

Ⓐ Fewer people wanted to travel.

Ⓑ Factories no longer needed to transport goods.

Ⓒ Railways and highways were built.

Audio can ONLY be paused or replayed as a <u>Designated Support</u>

Speaking & Listening Domain Considerations: Access

Vocabulary from Released ELPAC Practice Tests (updated 12/16/2021)

Key
Red- No longer relevant
Blue- Moved up to an earlier Grade Span
Underlined- New Words or Skills

Kindergarten	all along better between carefully	character choice/choose conversation describe (s) else ("tell me something else")	follow follow along information kind ("kind of class") last letter	listen look many missing next	once opinion point read respond/response record	repeat sentence sound story together	
K-1 **(1st + previous grade levels)**	activity difference instead matches text	scroll title					
K-2 **(2nd + previous grade levels)**	capital letters complete sentences carefully	directions either happening phases prefer	paragraph punctuation situation spelling through				
K-5 **(3rd-5th + previous grade levels)**	attitude best blank area clear language combine sentences complete sentences contains	definitions demonstration description details	drop-down menu event errors explain graphic organizer grammar improve	inferred issue illustrated main idea/topic main theme mainly mention most likely	narrator option passages phrase presentation provide process pause	refer to relevant details/reasons rewrite review statement submit	summarize take notes navigation session technology
K-8 **(6th-8th + previous grade levels)**	appropriate audience chart claim contradicts development	evidence expression external factor indicate	justify most effective bar graph	pie chart purpose prompt support			
K-12 **(9th-12th + previous grade levels)**	best states closest in meaning characteristic of	issue most nearly phrase purpose	story line suggest (author's inference) root word				

Skills	• **Annotate**
	• **Create and use graphic organizers**
	• **Read and interpret charts and graphs**
	• **Read maps**
	• **Summarize**
	• **Take notes while listening**
	• **Determine if a claim is or is not supported by evidence (chart/graph)**
		• **Active listening (approx 2-3 mins) to *retell, summarize* or *answer questions* about:**
		  ○ **story**
		  ○ **oral presentation**
		  ○ **speaker's support of opinion**
		• **Author's:**
		  ○ **purpose**
		  ○ **word choice**
			• **Write full sentences**
			• **Write 1-2 paragraph:**
			  ○ **narrative**
			  ○ **Support an opinion with detail or evidence**
				• **Identifying text organization (structures)**
				• **Editing peer writing (sentences/paragraphs)**
				• **Combining sentences**
				• **Language register**
				• **Using synonyms**			

First Edition

ELPAC TEACH!

RESOURCES FOR SECONDARY TEACHERS

2021-2022



INSIDE

- Why the English Language Proficiency Assessment (ELPAC)?
- ELPAC CHAT

- Instructional Resources: Task Types, Rubrics, Released Questions & Vocabulary
- Instructional Routines and Strategies
- Proposed Scope and Sequence
- Assessing Student Learning
- Interpreting Data to Guide Instruction

- Reclassification Process
- Student Placement Considerations
- Guidance for Students with Special Needs
- Best Practices for Test Administration

- ELD Pathway
- State Seal of Biliteracy
- College and Career Readiness

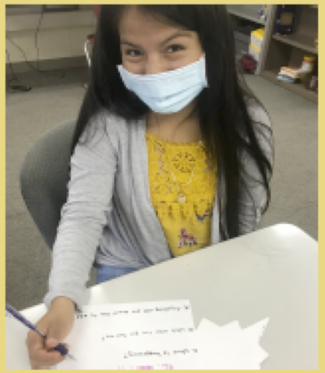
- Suggested Readings for Professional Development
- Additional Resources



Curated by:
Maritza Olguin, Ed. M., Santa Maria Joint Union High School District
Carlos Pagán, Ed.D, Santa Barbara County Education Office

WHY THE ELPAC?

For public school students in California, English language proficiency (ELP) falls within the scope of state and federal laws. It is required that local educational agencies (LEAs) administer a state test of ELP, which for California is the English Language Proficiency Assessment for California (ELPAC). Furthermore, state and federal laws require the assessment to be aligned with the state's English language development (ELD) standards.



The ELPAC is administered in both of the following ways:

- As an Initial Assessment to newly enrolled students with a language other than English, as indicated on a home language survey.
- As a Summative Assessment* annually to students who have been identified as English learners until reclassified.

ELPAC Summative Fact Sheet

TABLE OF CONTENTS

WHO ARE OUR ENGLISH LEARNERS? PAGE 01

DESIGNATED VS INTEGRATED ELD PAGE 02

IDENTIFICATION AND RECLASSIFICATION PROCESS PAGE 03

ELD PATHWAY & STUDENT PLACEMENT PAGE 04

ENGLISH LEARNERS WITH DISABILITIES PAGE 05

PREPARING OUR ENGLISH LEARNERS FOR SUCCESS: PEDAGOGY PAGE 06

ELPAC CHAT: ENGAGING STUDENTS PAGE 07

INCREASING ENGLISH PROFICIENCY PAGE 08

INSTRUCTIONAL ROUTINES AND STRATEGIES PAGE 09

TASK TYPES BREAKDOWN & SCOPE AND SEQUENCE SAMPLE PAGE 10

ELPAC RELEASED VOCABULARY & RUBRICS PAGE 11

SMJUHSD ELPAC ADMINISTRATION & MULTILINGUAL MIGRANT EDUCATION PROGRAM LOGISTICS PAGE 12

OTHER INSTRUCTIONAL RESOURCES PAGE 13

LEARNING NEVER STOPS PAGE 14

Thank you!

Next Meeting: March 11, 2022
1:00-2:00PM