First Edition

# ELPAC TEACH!

## RESOURCES FOR SECONDARY TEACHERS

## 2021-2022




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- ELPAC CHAT

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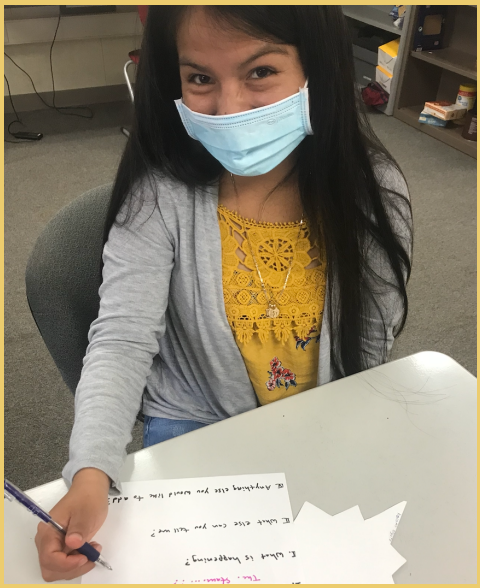




Curated by:
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# WHY THE ELPAC?

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

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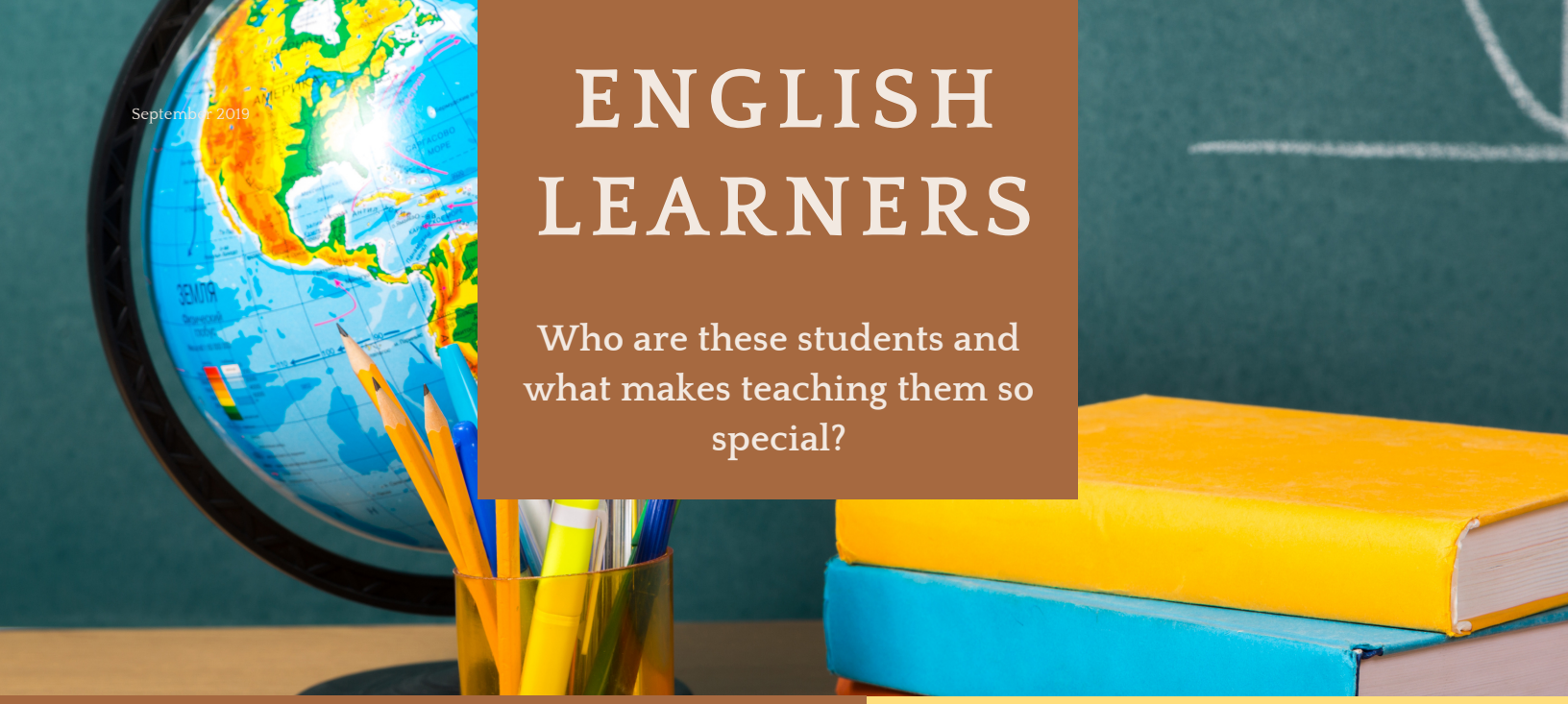
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September 2019

# ENGLISH LEARNERS

**Who are these students and what makes teaching them so special?**

"High-quality education for newcomer students builds on their unique strengths and supports their development in ways that enable them to reach their full potential. Newcomers, who need to develop English proficiency, require instruction that addresses the simultaneous development of English proficiency and grade-level concepts and skills."

U..S. Department of Education Newcomer Toolkit (2016)

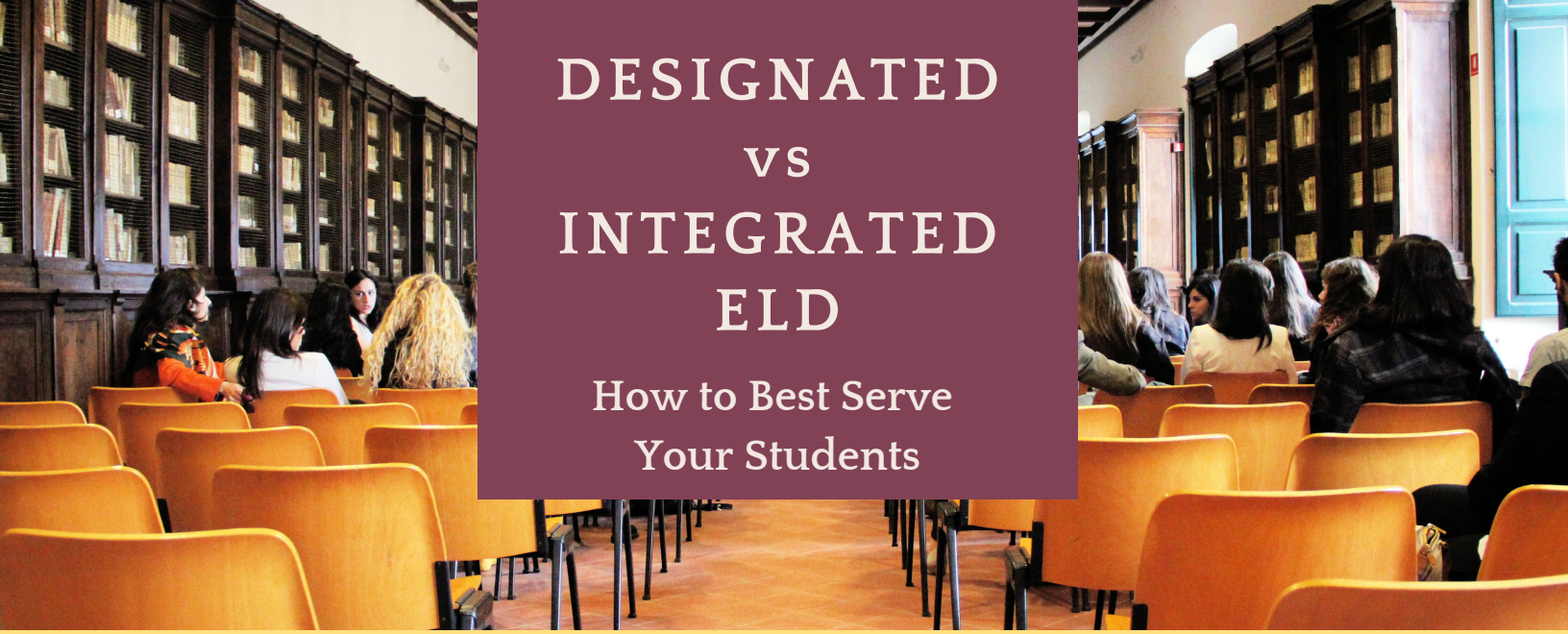


Mixteco Interpreter
at Santa Maria High School

*"I learned English at a faster rate when the teacher spoke only English in the classroom."*

## English Learner Typologies

Creating effective lessons or units in which English learners fully participate and thrive begins with knowing your English learner population. Who are they? What do they need? There is enormous diversity within the English learner group.
**To learn more, click on the link.**

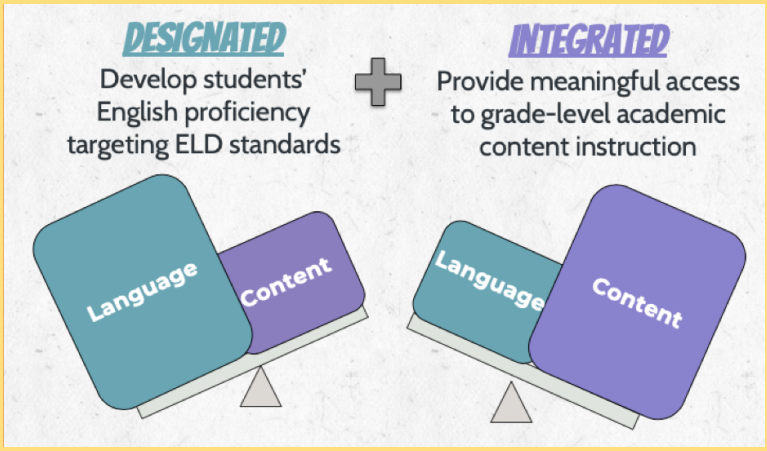


# DESIGNATED vs INTEGRATED ELD

## How to Best Serve Your Students

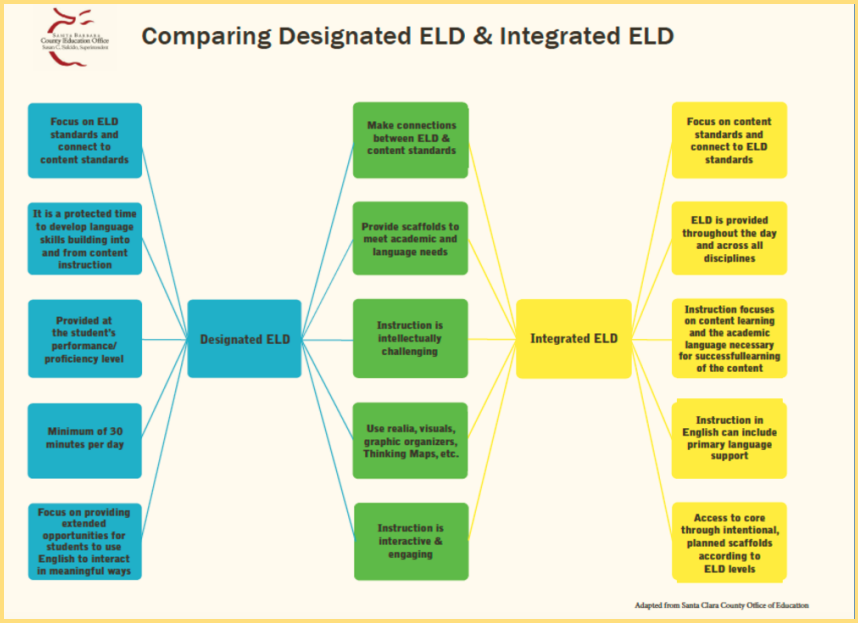
## What's the difference between Designated and Integrated ELD?

Integrated ELD focuses on content with language support, while Designated ELD focuses on developing language skills using content. Designated ELD trained educators group students by proficiency levels -- Emerging, Expanding, and Bridging to provide ELD standards-aligned instruction.




"ELD Instruction is no longer a matter of accommodating English learners in the content area class, and it's no longer pulling them out into a special language class. The fastest way to bring English learners into proficiency is to do both." --Dataworks

Click image for link

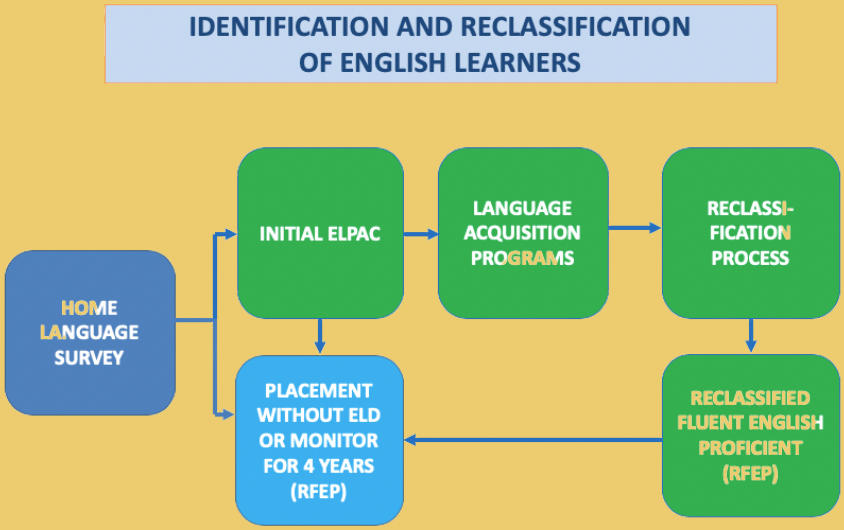




# IDENTIFICATION AND RECLASSIFICATION PROCESS

## Why expedite English Language Acquisition for Our Students?

How are students identified as English Learners and what criteria are necessary to be reclassified as Fluent English Proficient by the State of California?

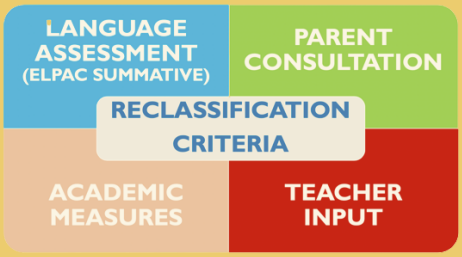



## WHY EXPEDITE ENGLISH ACQUISITION FOR ALL STUDENTS?

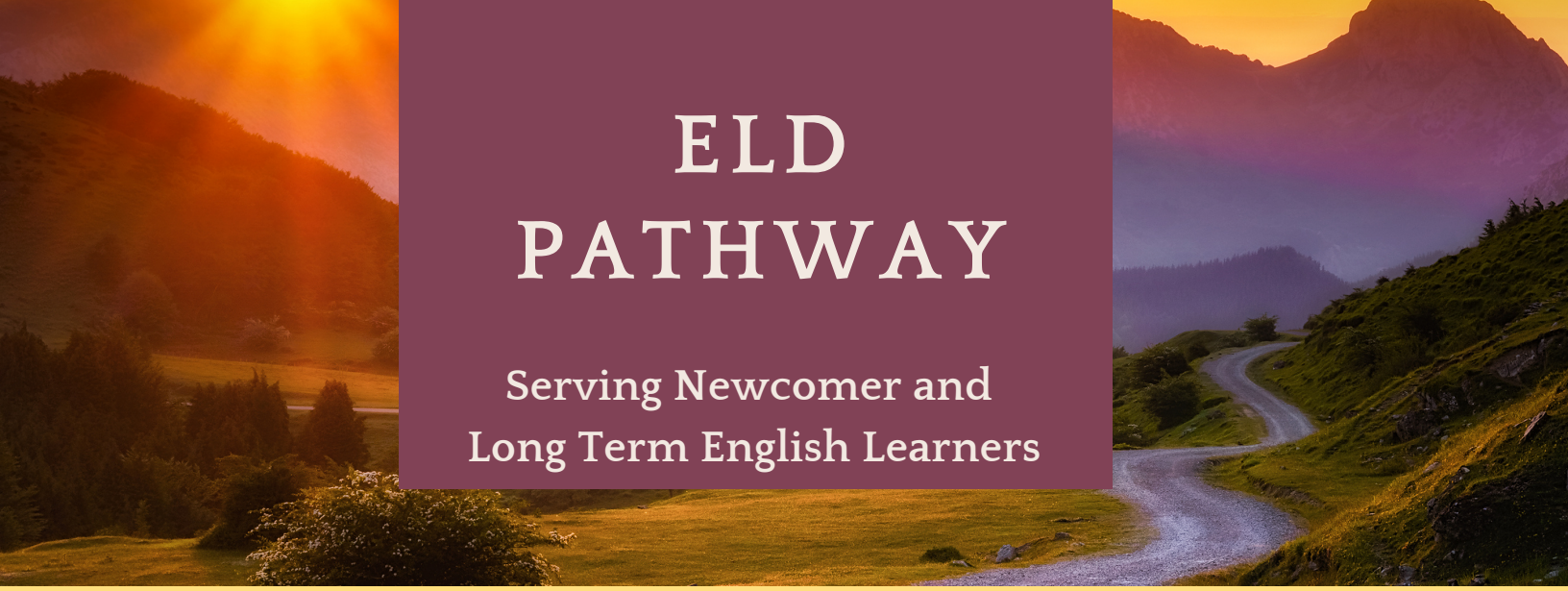
- Increase student self-esteem and pride
- Gain faster access to elective courses such as art class, auto shop, welding, etc.
- Become instantly more marketable in a global economy
- Be college and career ready

HOME LANGUAGE SURVEY → RECLASSIFICATION CRITERIA → MONITORING RFEP STUDENTS







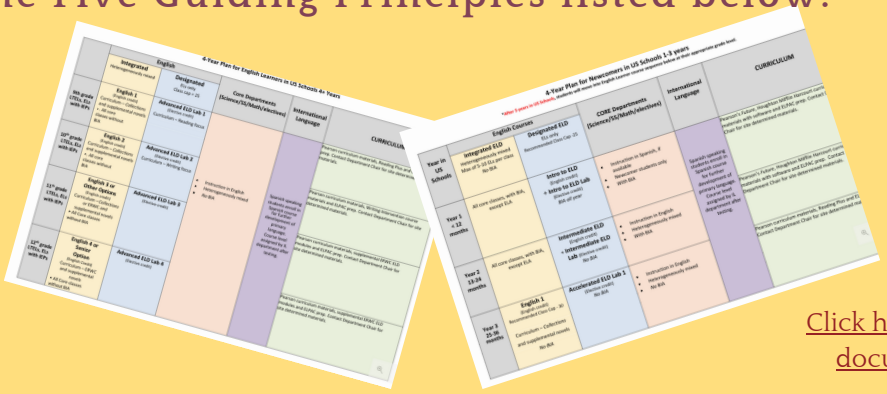



# ELD PATHWAY

## Serving Newcomer and Long Term English Learners

The SMJUHSD English Language Development (ELD) Pathway Document provides information about course sequences for Newcomer and Long-Term English Learners (LTELs). Each course is designed to address the English Language Proficiency (ELP) level of students entering the program and the Five Guiding Principles listed below.

Four year plan for Newcomers in US Schools 1-3 years.

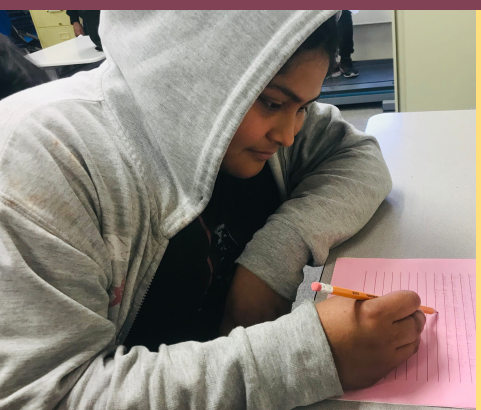


Four year plan for LTELs in US Schools 4+ years.

Click here to access document link

## 5 GUIDING PRINCIPLES USED FOR PLANNING AND IMPLEMENTING THE SMJUHSD ELD PATHWAY

- MAXIMIZE USE OF ENGLISH
- CREATE LINGUISTICALLY DIVERSE CLASSROOMS
- SUPPORT DEVELOPMENT OF PRIMARY LANGUAGE
- PROVIDE FLEXIBILITY IN COURSE SEQUENCE
- ASSESS OTHER EDUCATION LEVELS (LINGUISTIC & ACADEMIC) PRIOR TO PLACEMENT --FOR EXAMPLE, MATH SKILLS LEVEL



## STUDENT PLACEMENT CONSIDERATIONS:

- All potential ELs must be assessed with the Initial ELPAC to determine if they are in fact ELs.
- Parents and guardians must be informed in a timely manner, and in a language they understand, their student's ELP level and EL program options.

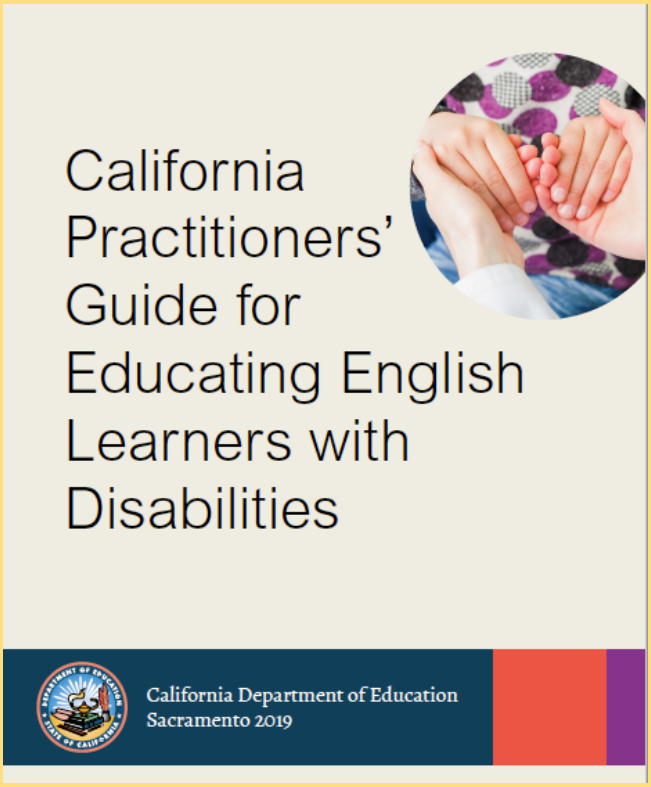


# ENGLISH LEARNERS WITH DISABILITIES



## For guidance on these topics click image below:

- Language Acquisition vs Learning Disability
- Reclassifying English Learners
- Educational Programs

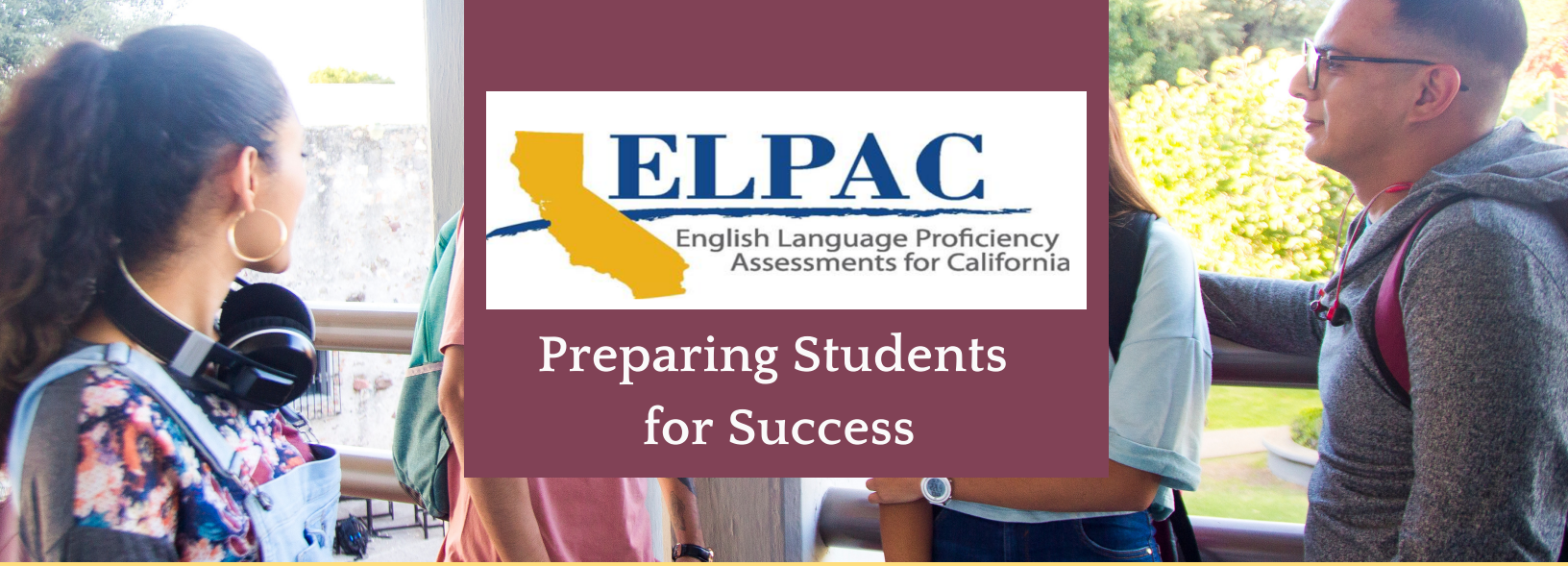






"A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles."

—Christopher Reeve



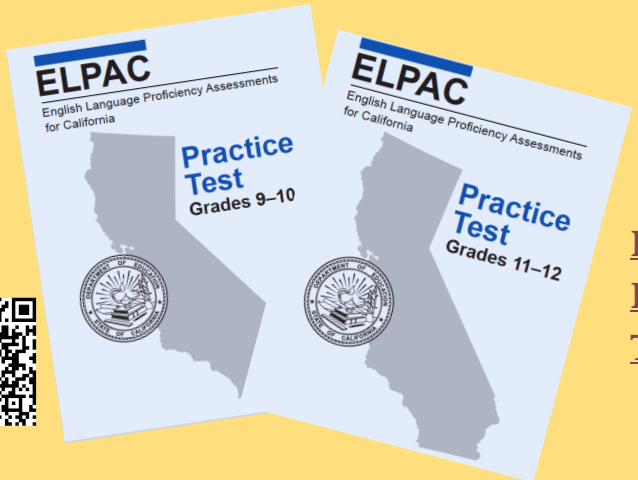
# ELPAC

English Language Proficiency Assessments for California

## Preparing Students for Success

### ANNUAL TESTING WINDOW: FEBRUARY 1ST - MAY 31ST

State and Federal law require all EL students to be administered the ELPAC until they are reclassified as fluent English Proficient (RFEP). There is no parent opt-out or medical exemption for this assessment. A student will be considered an English Learner until they score an overall 4 and meet all the reclassification criteria.




ELPAC PRACTICE TESTS

NOTE: Please refer to page 10 for measurable objectives based on the Tasks Types; these should be your primary ELPAC teaching tool. Practice tests could be used in addition to ELPAC prep lessons.



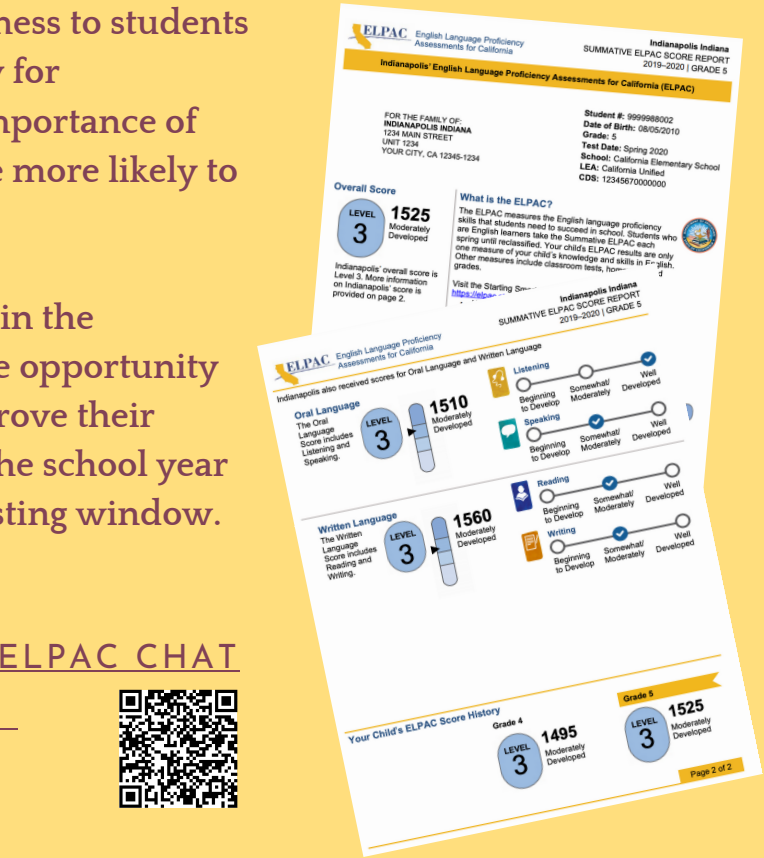
# ELPAC CHATS

## Conducting 1:1 Academic Conversations with Students



The purpose of the ELPAC Chat is to bring awareness to students of the impact their scores have on their eligibility for reclassification. Once students understand the importance of the test and learn how they can prepare, they are more likely to score an overall four.

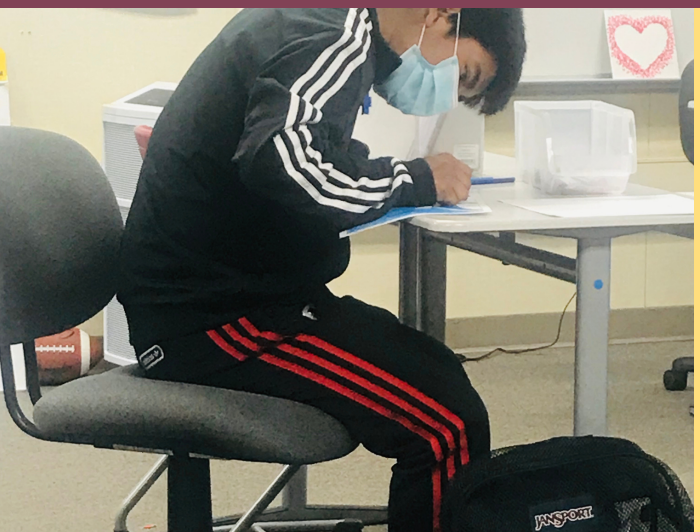
ELPAC Chats are conducted one-on-one as early in the academic year as possible to provide students the opportunity to develop and implement an action plan to improve their scores. Action plans are monitored throughout the school year and revisited before the opening of the ELPAC testing window.




ENGLISH ELPAC CHAT

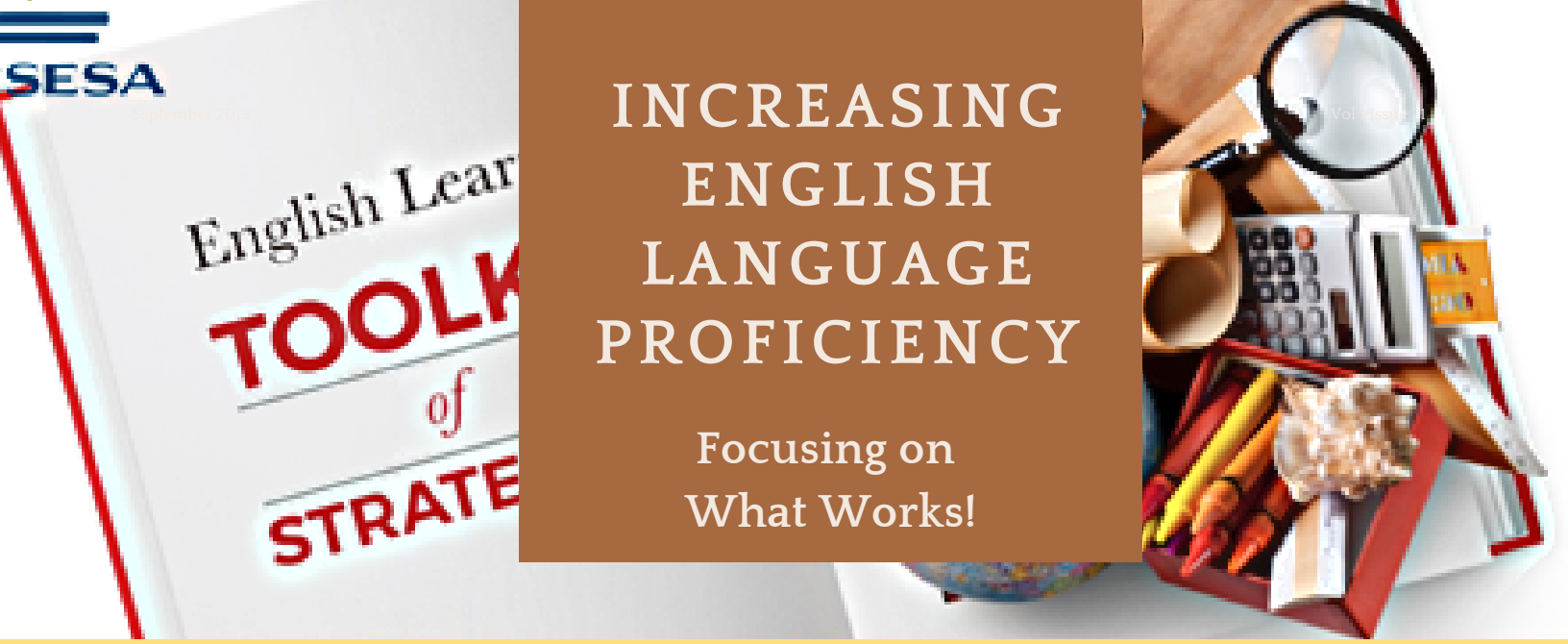
SPANISH ELPAC CHAT

TEACHER INSTRUCTIONS



*"If I had six hours to cut a tree, I'd spend the first three sharpening the axe."*

--Abraham Lincoln




# INCREASING ENGLISH LANGUAGE PROFICIENCY

Focusing on
What Works!

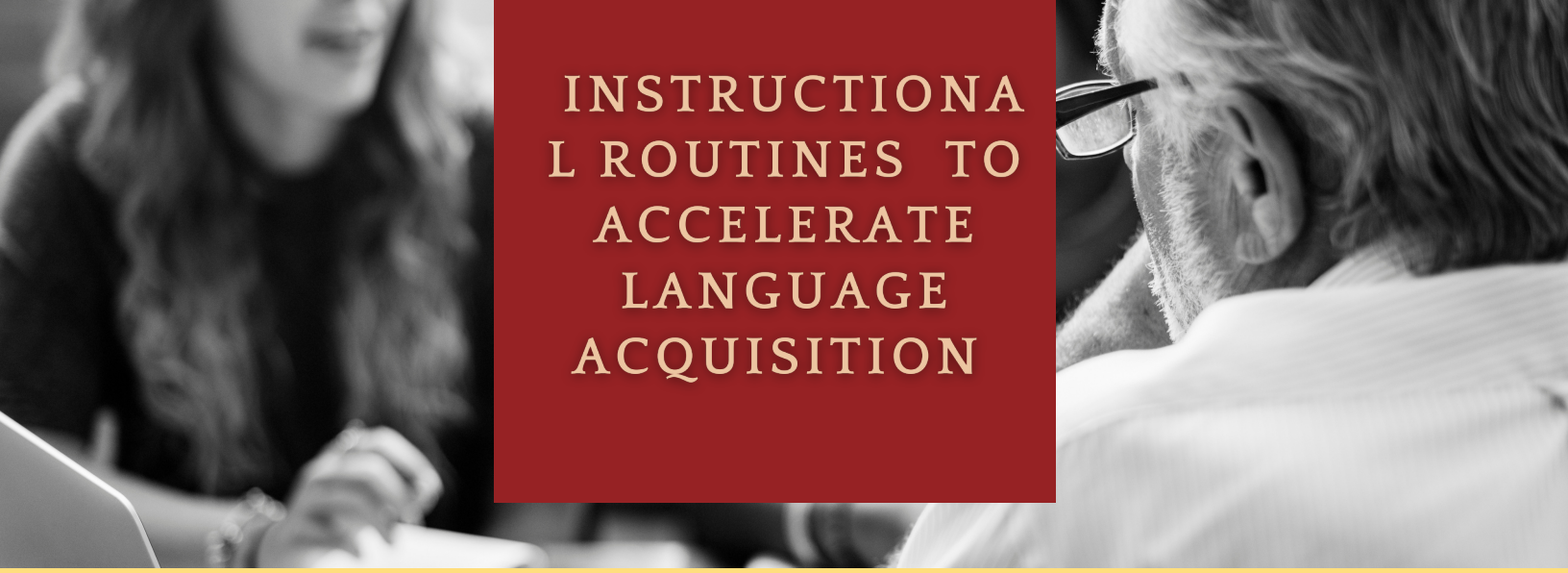
## Purpose

The English Learner Toolkit of Strategies is designed to provide K-12 classroom teachers, academic coaches, and teachers on special assignments with high leverage strategies to increase the English language proficiency of their English learner students. The Toolkit is intended to be used in both Integrated ELD and Designated ELD. The strategies address reading, writing, speaking, and listening to prepare ELs for literacy in the 21st century. A checklist is included to help teachers identify the appropriate strategy for word/phrase, sentence/clause, or text level understanding.

| Word/Phrase Level | Sentence/Clause Level | Text Level |
|---|---|---|
| Academic Vocabulary<br>Sentence Deconstruction | Pictorial Input Chart<br>Sentence Deconstruction<br>Sentence Patterning<br>Sentence Unpacking | Academic Conversations<br>Close Reading<br>Collaborative Retell<br>Collaborative Summarizing<br>Interactive Read Aloud<br>Text Reconstruction<br>Write About An Experience |

The EL Toolkit also offers practical ways to engage English learners to develop English language proficiency and grade-level content mastery. Click on the link below to download this valuable instructional resource.

EL ToolKit of Strategies



# INSTRUCTIONAL ROUTINES TO ACCELERATE LANGUAGE ACQUISITION

What are the language routines that accelerate the acquisition of the English language?

Research shows that the consistent implementation of the four routines below provides English learners with the structure and opportunities necessary to accelerate their acquisition of English:




## Academic Vocabulary



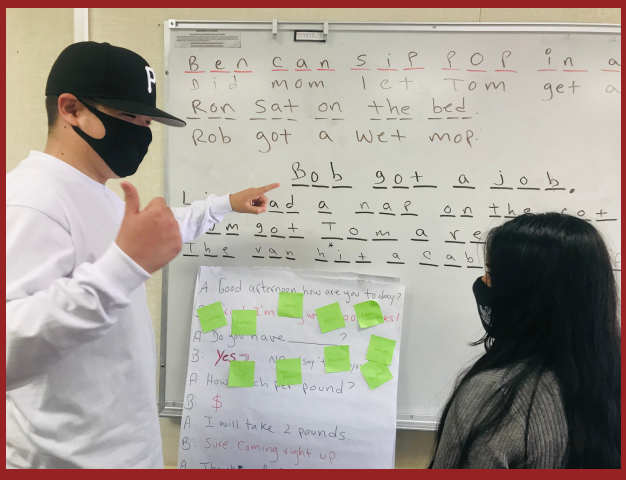
## Oral Language



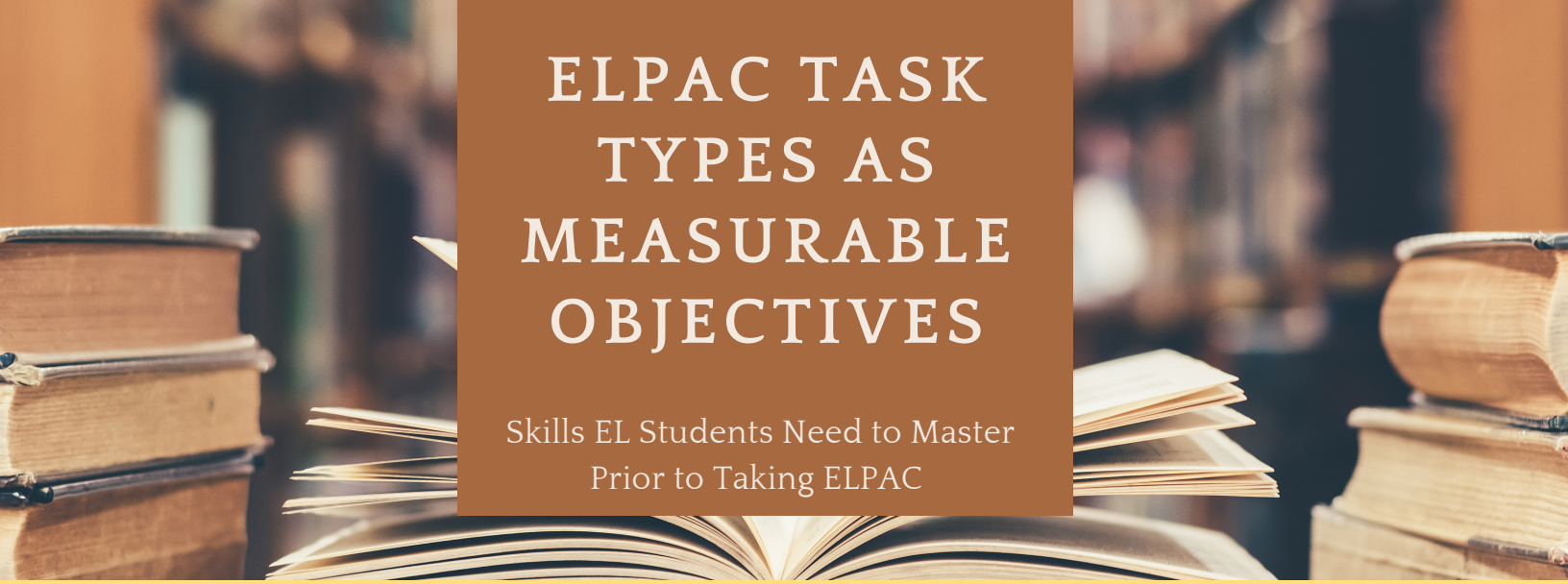
## Meaningful Interactions



## Interactive Games & Activities




Newcomers in Summer School Reviewing Phonemic Awareness Instruction



# ELPAC TASK TYPES AS MEASURABLE OBJECTIVES

Skills EL Students Need to Master Prior to Taking ELPAC

## Why Focus on Task Types Tested in the ELPAC?

**How can a teacher make the ELPAC items accessible to these students? What specific skills will EL students need to master before taking the ELPAC?**

**ELPAC Task Types need to be broken down into measurable objectives. The complexity of how these objectives are measured vary by grade level and students' language levels. Certain skills must be explicitly taught in the introductory courses within the ELD Pathway to ensure a student's overall academic achievement, as they complete designated ELD courses. Common Formative Assessments (CFAs) can be drawn from the Learning Objectives and used to guide teaching.**

## Measurable Objectives for Each Language Domain:

READING

WRITING

SPEAKING

LISTENING

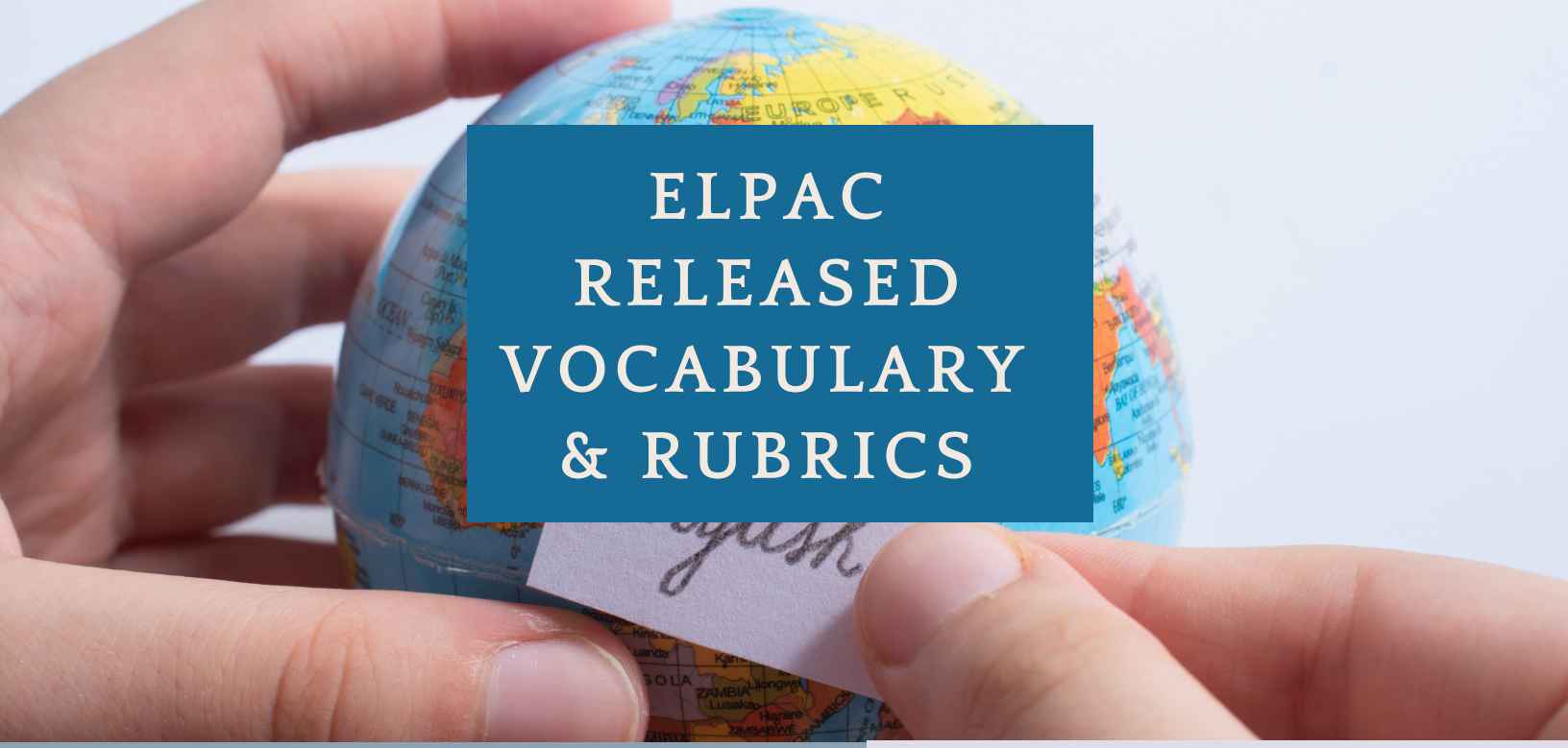
**OTHER:** Task Type and Aligned ELD Standards

Summative Item Alignment to the ELD Standards

Sample Fall Semester Curriculum Map with ELPAC Prep



*Teacher collaboration content ares is key in preparing students for ELPAC success!*



# ELPAC RELEASED VOCABULARY & RUBRICS

## Resources for Teachers:

RELEASED ELPAC VOCABULARY

ELPAC RELEASED VOCABULARY (SORTED BY RIGOR)

ROOTS, PREFIXES & SUFFIXES

HIGH FREQUENCY WORD LIST

MMEP PADLET (Resources)

## Rubrics for teachers:



ELPAC Speaking Rubric




ELPAC Writing Rubric

## Resources For Students:

VOCABULARY GAMES

VOCABULARY.COM

## Writing Resources:

Kate Kinsella: Opinion Writing

Kate Kinsella: Narrative Writing

# SMJUHS ELPAC TEST ADMINISTRATION AND MMEP LOGISTICS

## Looking Ahead

## MMEP ELPAC TESTING RESOURCES:

- 2022 ELPAC Prep Padlet

## PER STATE OF CALIFORNIA:

- Practice and Training Tests
- ELPAC Summative: Estimated Testing Times
- Universal Tools, Designated Supports, and Accommodations
- ELPAC FAQs

## Suggestions

- Administer ELPAC first to students who are entering a different school the following year in order to review scores and determine if they are eligible for reclassification before they enter new school.
- Talk to students about the importance of ELPAC, how to prepare for a successful testing experience and doing their best work.
- Consider embedding designated supports and accommodations in daily instruction for students who will also need these during testing.
- Practice logging on to test platform prior to test day to reduce anxiety.

## Do's and Dont's

- DO ensure the teachers have assigned Designated Supports (available to ALL) and Accommodations available to students with IEP/504 Plan on TOMS.



- DO give students think time during the response time.
- DO use stopping markers when appropriate.
- DO complete required training
- DON'T leave test materials out or unsecured.
- DON'T make all students finish testing by a certain time. ELPAC is an untimed test.

## Best Practices

BEFORE TESTING:

- Complete ELPAC CHATS.
- Familiarize all students with the format, task types, and if applicable, designated supports and accommodations, a few weeks before ELPAC administration.
- Comfortable seating, charged devices, and spacing between students whenever possible for a successful testing environment
- Introduce Newcomers to test examiners prior to testing to reduce anxiety.

DURING TESTING

- Allow student breaks to avoid fatigue
- Ask a proctor be present when testing groups of 20 or more for added support.



# OTHER INSTRUCTIONAL RESOURCES

**We Are All in This Together**

## Teaching Tools & Resources:



Scaffolding Options for Teachers

Alpha Collection of ELD Strategies

Routines for Accountable Academic Discourse

The GO TO Strategies: Scaffolding Options for Teachers of English Learners:

ELPAC Family Support from Home:

- Starting Smarter
- Colorin Colorado



# LEARNING NEVER STOPS

**Expanding Your Teaching Repertoire**



## Content and Pedagogy for Planning:

### ELA/ELD FRAMEWORK Grade 9-12

The interrelated alignment of the English Language Arts and the English Language Development framework forms the basis for remodeling our instructional practice and promoting literacy through critical thinking, problem-solving, collaboration, and communication.

### ELD Standards Grades K-12

The CA State Board of Education adopted the CA ELD Standards in November 2012. The document provides information on language proficiency levels, connections to the Common Core State ELA Standards, and expectations for student performance.

### Designated and Integrated ELD Videos

K-12 Designated and Integrated Videos with Resources for Discussion

### Research on Language Acquisition

Summary of important research on language acquisition.

*"...immigrants are artists because they create a life, a future, from nothing but a dream."*

--Reyna Grande, A Dream Called Home

