

# THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)



Presented by:  
DOLLAHAN ELEMENTARY

SPRING 2021



# Bilingüe

Porque hablo español,  
puedo oír los cuentos de mi abuelita  
y decir familia, madre, amor.

Porque hablo inglés,  
puedo aprender de mi maestra  
y decir *I love school*.

Porque soy bilingüe,  
puedo leer libros y *books*,  
tengo amigos y *friends*,  
disfruto canciones y *songs*,  
juegos y *games*,  
y me divierto el doble.

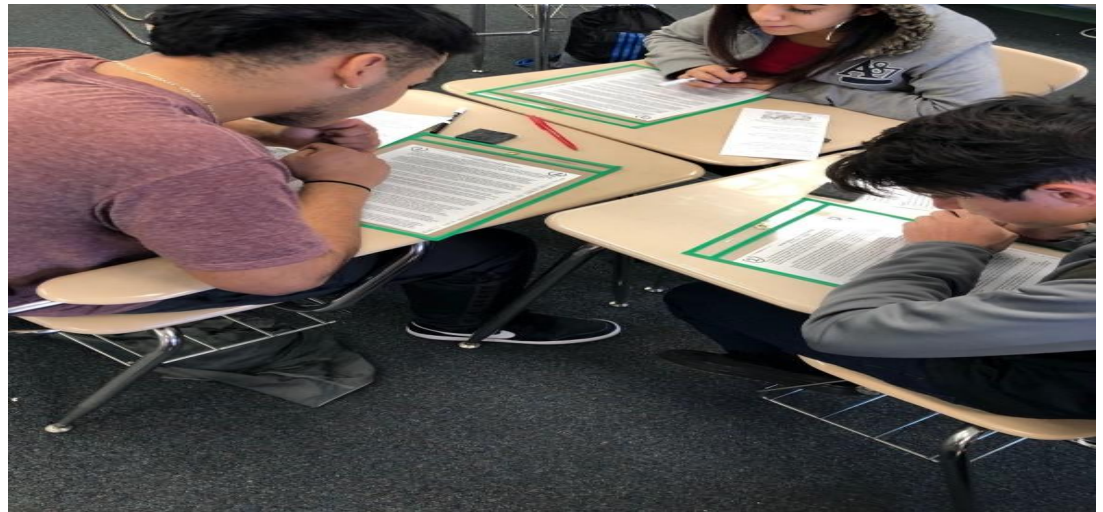
Y algún día,  
porque sé hablar dos idiomas,  
podré hacer el doble de cosas,  
ayudar al doble de personas  
y hacer lo que haga el doble de bien.

By Alma Flor Ada



# The Assessment

- **Initial Assessment (IA):** given to students new to California schools in grades K-12 whose primary language is not English to determine their English language status
- **IFEP:** Initial Fluent English Proficient
- **EL:** English Learner
- **Summative Assessment (SA):** is given to students who have been identified as an English learner on the Initial Assessment
- **RFEP:** Reclassified as fluent English proficient



# When?

- **Initial ELPAC**- must be administered within 30 calendar days of enrollment to students who are new to California public schools
- **Summative ELPAC** must be administered every spring from February 1<sup>st</sup> – May 31<sup>st</sup>
  - this year that has been extended until July 30th due to the Pandemic



# When at Dollahan?

## **ELPAC for 3rd, 4th and 5th Grade**

Tuesday, May 4 - Friday, May 7 in the morning

-Reading, Writing, and Listening

Speaking

-Scheduled by the multilingual department and conducted virtually

## **ELPAC for TK, K, 1, and 2**

Dates TBD-will be scheduled by the multilingual department

# Before and During the Test

- Quiet area
- Headphones
- Scratch paper
- Pencils
- SSID number
  - 2 cards have been sent home
  - contact teacher
  - Parent Vue

# Virtual Test Administration

- Students will join a Google Meet first with their teacher
- Log out of the Google Meet and log into the “Secure Browser”
- Using their SSID number, they will log into the test session
- Students must have camera on during entire test
- Teacher can monitor and assist through the secure browser or the Google Meet



**How to Take a  
Remote Test**

# ELPAC

## **READING**

Example:

Letter names or initial sounds (K)

Read a few sentences and choose sentence that describes the picture.

Read and informational passage and answer multiple-choice questions.

## **WRITING**

Example:

Write a label for an object in a picture (K)

Write to a prompt.

Look at a picture and read a paragraph written by a classmate and expand upon or correct the sample writing.

## **LISTENING**

Example:

Students may hear a recording of a conversation and answer questions about the exchange.

Listen to a story and answer questions about the story.

## **SPEAKING**

Example:

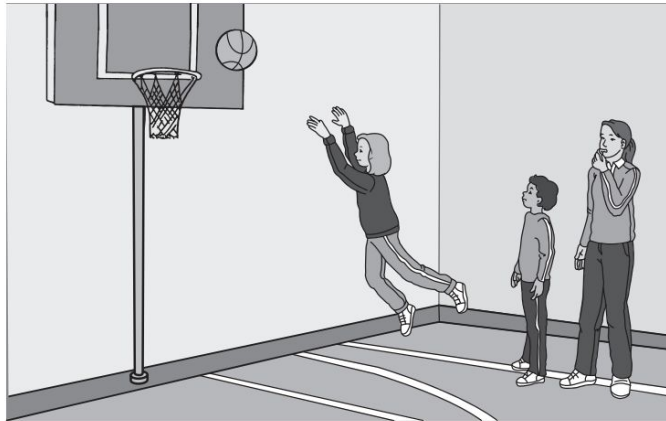
Students review an illustration and answers questions about the picture.

Listen to a presentation about an activity, even, or object and give an opinion about which is better than the other and why.



# Grade 3-5 Writing Example

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.



The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.

**2**

Look at this sentence.

**The girl just careful threw the ball.**

This sentence has TWO errors. Rewrite the sentence correctly.

# Grade 3-5 Writing Example

5

You are going to write a paragraph in English about your personal experience.

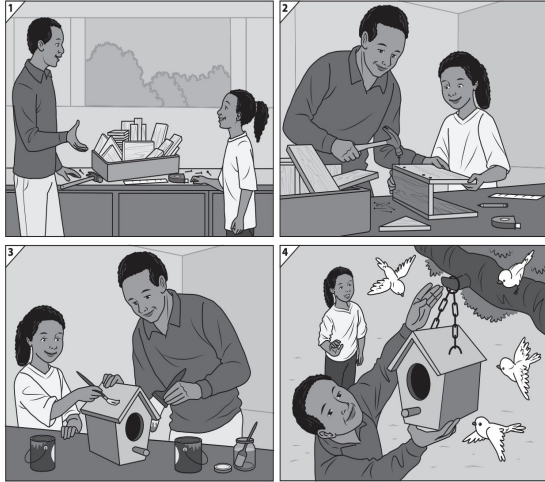
- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box. Please write neatly.

**Think about a time when you read something interesting. What did you read? Why did you read it? Why was it interesting to you?**

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# Grade 3-5 Speaking Example



**SAY** Look at the pictures.

Pause. Point to each of the pictures.

**SAY** I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

**SAY** Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.

Point to the second picture.

**SAY** Margie held the boards while her father hammered the boards together using nails.

Point to the third picture.

**SAY** After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

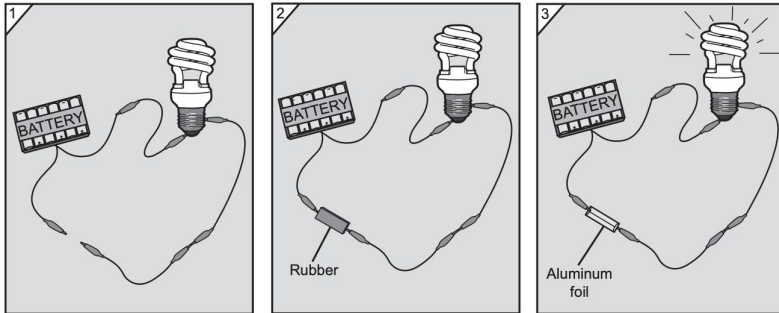
Point to the fourth picture.

**SAY** As soon as they hung the birdhouse in the tree, the birds came to see it.

**SAY** Now use all the pictures to tell the story back to me.


# Grade 3-5 Speaking Example

Conductivity Experiment



**SAY** In this part of the test, you will listen to some information.

**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 in your Test Book. You may take notes 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.

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. *[Brief pause.]*

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. *[Brief pause.]*

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. *[Brief pause.]*

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.

Summarize the information you heard. Be sure to

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

# Families play a role in student success!

## **During testing days:**

 Get good night's sleep

 Eat breakfast at home or school

 Arrive to their virtual class  
everyday and on time

# How can we help our children prepare for the ELPAC?



**Talk to your child**

# Read to them daily



# Ask deep questions (who, what, where, how and why)





**Ask for their opinion often and have them justify it**



**Look at pictures and have them describe what they see in detail**



**Ask your child's teacher in what area your child might need extra support**



# Talk to your child about the importance of the test



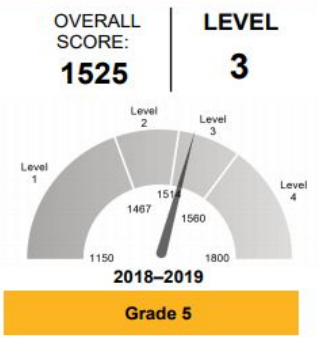
# Student Score Report- Summative



STUDENT SCORE REPORT | 2018-2019  
 Indianapolis Indiana  
 SUMMATIVE ASSESSMENT | GRADE 5

## 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.



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

## English Language Proficiency Assessments for California (ELPAC) Score Report

STUDENT #: 999988002 DATE OF BIRTH: 08/05/2009  
 GRADE: 5 TEST DATE: March 06, 2019

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.

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

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

SCHOOL: California Elementary School  
 LEA: California Unified  
 CDS: 999991999991



### 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 <b>well developed</b> English skills. <ul style="list-style-type: none"> <li>• They can usually use English to learn new things in school and to interact in social situations.</li> <li>• They may occasionally need help using English.</li> </ul>
LEVEL 3	Students at this level have <b>moderately developed</b> English skills. <ul style="list-style-type: none"> <li>• They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul>
LEVEL 2	Students at this level have <b>somewhat developed</b> English skills. <ul style="list-style-type: none"> <li>• They usually need help using English to learn new things at school and to interact in social situations.</li> <li>• They can often use English for simple communication.</li> </ul>
LEVEL 1	Students at this level are at a <b>beginning stage</b> of developing English skills. <ul style="list-style-type: none"> <li>• They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>• They may know some English words and phrases.</li> </ul>

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	<b>Emerging</b> — requires substantial linguistic support	<b>Expanding</b> — requires moderate linguistic support	<b>Bridging</b> — 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.

### 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		✓	

# Resources



¡Colorín  
colorado!  
[www.ColorinColorado.org](http://www.ColorinColorado.org)

Starting Smarter ELPAC  
English Language Proficiency Assessments for California

## Starting Smarter

Eres el experto en tu hijo. En el transcurso de un año escolar, recibes mucha información sobre el desempeño de tu hijo, lo cual se puede combinar para darte un panorama más completo de su progreso. Además de la libreta de calificaciones y las pruebas en clase, puedes usar los **informes de calificaciones de ELPAC para comprender mejor el progreso de tu hijo** en el aprendizaje de inglés para iniciar una conversación con su maestro sobre cómo apoyar aún más el aprendizaje en casa.



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



ELPAC  
English Language Proficiency  
Assessments for California

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

# End of Year Assessment in ELA & Math

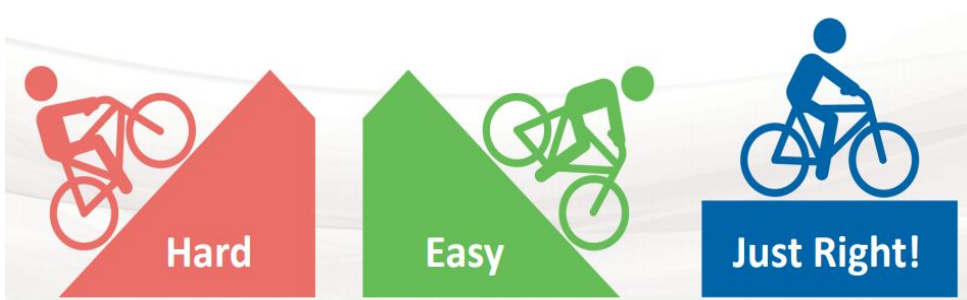


Kindergarten - 5th grade

- Teachers will be administering the i-Ready Diagnostic by Zoom/Google classroom.
- Parents are encouraged to set up an environment for their children that is quiet for learning.
- The purpose of the Diagnostic is not to give your student a score or grade, but instead to determine how best to support your student's learning.

*i-Ready* is an **adaptive test**. This means the questions change based on your answers.

Some questions will be . . .



## Effectively Monitor the Diagnostic



Make sure that your student does not have access to any electronic device other than the Chromebook being used for testing. This includes smart watches.



Make sure your student is using his/her paper to take notes and show his/her work.



If your student seems tired or is getting frustrated, let him/her take a break! The test will remember where he/she left off.

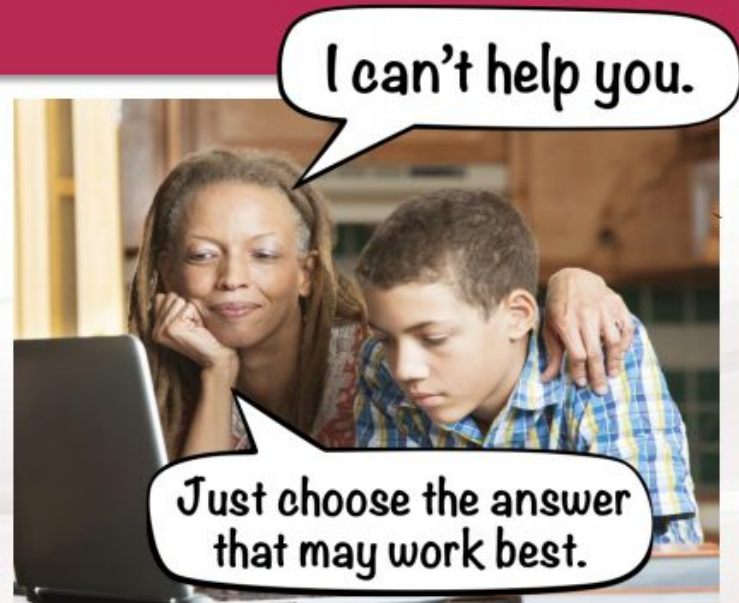


Most importantly . . .

# Effectively Monitor the Diagnostic

Don't help your student *answer* any questions!

We want the best data possible so your student's teacher can provide instruction that is just right for them.





# Questions



# Summer Academy

Sign ups are happening now!

**Who:** Incoming 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Graders

& out-going 5<sup>th</sup> graders\*

**What:** 6 Week Summer Academy Program

\*3 week program for out-going 5<sup>th</sup> graders

**When:** Begins Tuesday, June 8

Ends Friday, July 16

\*Out-going 5th grade program ends June 25

**Time:** 8:00 a.m. – 11:30 a.m.

**Where:** Hybrid during the first 3 weeks - At home on M/W/F and at Dollahan on T/Th; Online only during the last 3 weeks

