

District English Learner Advisory Committee (DELAC)

March 19, 2018
Washington High School

Welcome & Introductions

- Ice Breaker



Meeting Norms

- Seek to understand
- Be respectful
- Be present



ELPAC Assessment

- English Language Proficiency Assessments for California (ELPAC) is a test that is used to measure how well students in TK-12th grade understand English when it is not their primary language.
- Results of the test tell the school and district whenever or not the student is ready to be reclassified as proficient in English.
- ELPAC tests four areas: Listening, Speaking, Reading & Writing.



ELPAC Assessment (cont.)

- English learners are given the Summative Assessment every spring.
- Summative Assessment is used to measure English skills of English learners.
- FUSD testing window is from February 15th -April 13th



Grade 2

Read and Choose a Word

READING Read and Choose a Word

In this task type, students look at a picture. Students then choose the word that matches the picture.

Aligned 2012 ELD Standard: P1.R.6^o

Look at the picture. Choose the word that matches the picture.



- 1
- A write
 - B kick
 - C mix

Grade 6

Read an Informational Text

READING Read an Informational Passage

In this task type, students read an informational passage. Students then answer six questions about the passage. For this Practice Test, there are only five questions included.

Aligned 2012 ELA Standards: FL.B.6, FL.B.7, FL.B.8, FL.A.1, FL.A.2

Read the text. Answer Numbers 17 through 21.

Today, voting for government officials is a special right shared by United States citizens who are eighteen years old and older. Each person can vote only once in an election, and voting is done in secret. That means voters do not have to tell anyone who they voted for. Although some practices remain the same, some voting practices have changed over time.

A long time ago, in order to vote, you had to be male and own land. This meant that only a small group of men could vote. Over time, the right to vote was extended to more and more people. This happened because of the hard work of people like Martin Luther King, Jr. and Susan B. Anthony. With more people voting, new practices were needed.

Years ago voting looked very different than it does today. For many years, voting was not done in secret. Voters had meetings at public buildings. They would raise their hands or voices to show who they wanted to vote for. In some cases, voters would line up on different sides of a room to show who they were voting for.

Today, voters go to polling sites where they can vote. In some states, voters mark their choices on paper slips, called ballots. Some people even send in their ballot by mail. In other places, paper ballots have been replaced with voting machines. As new technologies are created, voting will probably continue to change.

17

What is the main idea of the text?

- A United States citizens who are adults can vote.
- B Voting practices have changed over time.
- C More people are voting than ever before.
- D Technology will allow people to vote in different ways.

Grade 11

Describe a Picture

WRITING Describe a Picture

In this task type, students look at a picture and read a short paragraph presented as if written by a peer. The picture and paragraph are related to a social or academic activity. Students then make additions and edits to the paragraph.

The set that follows provides the types of questions that may appear in the Summative Assessment. Only two questions are included in the Summative Assessment. For this Practice Test, there are four questions included.

Aligned 2012 ELD Standards: FLA.2, FL1.C.6, FL1.B.3, FL1.R.4, FL1.B.5, FL1.C.7*

Rubric, Questions 1-4

Score	Descriptors
2	<ul style="list-style-type: none">• The response consists of a complete sentence that fully addresses the task by adding details, correcting errors, combining or connecting ideas, or explaining something that might happen next.• Grammar and word choice are appropriate.
1	<ul style="list-style-type: none">• The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.• There are errors in grammar and word choice.
0	<ul style="list-style-type: none">• Response copies the prompt, contains no content, does not relate to the prompt, or includes only "I don't know."

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.

ELPAC Practice Test Activity

- Break-up into small groups of 3 to 4
- Each group will be assigned a particular grade level
- Review the practice ELPAC assessment
- Write down any thoughts or questions
- Select someone to represent your group to share out



How Can Parents Help Their Child Get Ready for the ELPAC?


- Read to your child, or have your child read to you in English, daily.
- Use pictures and ask your child to tell you in English what they see in the pictures or what is happening in the pictures.
- Talk to your child's teacher about which areas of learning English (listening, speaking, reading, writing) he or she may need extra help.
- Discuss the test with your child. Make sure he or she feels comfortable and understands the importance of taking the test.
- More Information on ELPAC can be found on the CA Dept. of Edu ELPAC website at <http://www.cde.ca.gov/ta/tg/ep/>

Reclassification Updates

- Each year Fremont identifies EL students who are eligible to become reclassified.
- FUSD is in progress in determining which K-12 EL students are eligible for reclassification.
- Parents will be notified in spring of 2018



Reclassification Criteria

1. English language proficiency (ELP) test where students score a 3 (intermediate), 4 (Early Advanced), or 5 (Advanced) with **an overall score of 4 or 5** in all four domains (Reading, Writing, Listening, and Speaking); and
 2. Meet the guidelines on the District Benchmark English Language Arts (ELA) Assessment given in Jan-Feb 2018; and
 3. Teacher evaluation to review student's curriculum mastery; and
 4. Parent opinion and consultation
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ELD Priority Standards K-1

<u><i>Emerging</i></u>	<u><i>Expanding</i></u>	<u><i>Bridging</i></u>
<p><u>PI.K1.1.EM Exchanging Information and Ideas</u> Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases</p>	<p><u>PI.K1.1.EX Exchanging Information and Ideas</u> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p><u>PI.K1.1.BR Exchanging Information and Ideas</u> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>
<p>PI.K1.3.EM <i>Offering opinions</i> PI.K1.7.EM <i>Evaluating language choices</i> PI.K1.11.EM <i>Supporting opinions</i> PII.K1.3.EM <i>Using verbs and verb phrases</i> PII.K1.4.EM <i>Using nouns and noun phrases</i></p>	<p>PI.K1.3.EX <i>Offering opinions</i> PI.K1.7.EX <i>Evaluating language choices</i> PI.K1.11.EX <i>Supporting opinions</i> PII.K1.3.EX <i>Using verbs and verb phrases</i> PII.K1.4.EX <i>Using nouns and noun phrases</i></p>	<p>PI.K1.3.BR <i>Offering opinions</i> PI.K1.7.BR <i>Evaluating language choices</i> PI.K1.11.BR <i>Supporting opinions</i> PII.K1.3.BR <i>Using verbs and verb phrases</i> PII.K1.4.BR <i>Using nouns and noun phrases</i></p>
<p><u>PI.K1.5.EM Listening Actively</u> Demonstrate active listening to read alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.</p>	<p><u>PI.K1.5.EX Listening Actively</u> Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<p><u>PI.K1.5.BR Listening Actively</u> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>

ELD Priority Standards 4-6

<u><i>Emerging</i></u>	<u><i>Expanding</i></u>	<u><i>Bridging</i></u>
<p><u><i>PI.4-6.1.EM Exchanging Information and Ideas</i></u> Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</p>	<p><u><i>PI.4-6.1.EX Exchanging Information and Ideas</i></u> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p><u><i>PI.4-6.1.BR Exchanging Information and Ideas</i></u> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>
<p><i>PI.4-6.3.EM Offering opinions</i> <i>PI.4-6.4.EM Adapting language choices</i> <i>PI.4-6.7.EM Evaluating language choices</i> <i>PI.4-6.11.EM Supporting opinions</i></p>	<p><i>PI.4-6.2.EX Interacting via written English</i> <i>PI.4-6.3.EX Offering opinions</i> <i>PI.4-6.4.EX Adapting language choices</i> <i>PI.4-6.7.EX Evaluating language choices</i> <i>PI.4-6.11.EX Supporting opinions</i> <i>PI.4-6.12.EX Selecting language resources</i> <i>PII.4-6.6.EX Connecting ideas</i></p>	<p><i>PI.4-6.3.BR Offering opinions</i> <i>PI.4-6.4.BR Adapting language choices</i> <i>PI.4-6.7.BR Evaluating language choices</i> <i>PI.4-6.11.BR Supporting opinions</i></p>

ELD Priority Standards Jr. High/High School

QUARTER 2

1.6. Reading/viewing closely

- a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.
- b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).
- c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.

1.7. Evaluating language choices

Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.

1.2. Interacting via written English

Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

1.10. Writing

- a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.
- b. Write brief summaries of texts and experiences using complete / sentences and key words (e.g., from notes or graphic organizers).

1.2. Interacting via written English

Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

1.12. Selecting language resources

- a. Use a select number of general academic words (e.g., specific, contrast) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.
- b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).

Public Comment

