

學區英語學習生諮詢委員會

District English Learner Advisory  
Committee (DELAC)

2018年3月19日  
Washington 高中

# 歡迎和簡介

- 暖場活動



# 會議準則

- 尋求理解
- 尊重他人
- 出席



# ELPAC 評估

- 加州英語能力評估(English Language Proficiency Assessments for California, 簡稱ELPAC)用於評量英語非母語的過渡幼稚園至十二年級學生的英語能力.
- 測驗結果告訴學校和學區學生是否能被重新分級為英語流利.
- ELPAC 測驗包括聽說讀寫四個方面.



# ELPAC 評估 (續上頁)

- 英語學習生每年春季接受總結測驗(Summative Assessment).
- 總結測驗用於評量英語學習生的英語能力.
- FUSD的測驗時段是2月15日至4月13日



# 二年級

讀並選出一個字回答

## READING Read and Choose a Word

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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

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



- 1
- A write
  - B kick
  - C mix

# 六年級

## 讀一篇信息短文

### READING Read an Informational Passage

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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 ELD Standards: FL.B.6, FL.B.7, FL.B.8, FL.A.1, FL.A.2

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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.

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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.

# 十一年級

## 形容一個圖片

### 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"><li>• 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.</li><li>• Grammar and word choice are appropriate.</li></ul>
1	<ul style="list-style-type: none"><li>• The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.</li><li>• There are errors in grammar and word choice.</li></ul>
0	<ul style="list-style-type: none"><li>• Response copies the prompt, contains no content, does not relate to the prompt, or includes only "I don't know."</li></ul>

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 模擬測驗活動

- 分成3至4個小組
- 每一組都將被分配一個特定的年級
- 複習ELPAC 模擬測驗
- 寫下想法或疑問
- 選出小組代表和大家分享



## 家長如何幫助他們的孩子準備 ELPAC?


- 每天給您的孩子讀書, 或讓您的孩子用英語讀給您聽.
- 利用圖片, 讓您的孩子以英語告訴您從圖片裡看到的甚麼, 或圖片裡發生了甚麼事.
- 和您孩子的老師談談他或她在英語學習的哪一方面(聽說讀寫) 需要額外的協助.
- 和您的孩子談談測驗. 確定他/她自在並了解參加測驗的重要性.
- 加州教育局ELPAC 網站有更多的資訊: <http://www.cde.ca.gov/ta/tg/ep/>

# 重新分級最新消息

- Fremont 每年鑑定有資格被重新分級的英語學習生.
- FUSD 正在決定哪些幼稚園至12年級的英語學習生達到重新分級的資格.
- 家長將於2018年春季收到通知



# 重新分級的標準

1. 英語能力(English language proficiency, ELP) 測驗得分3 (中級), 4 (初高級), 或 5 (高級) 並在聽說讀寫四個方面得到**4或5分總分**; 和
  2. 達到2018年一月-二月提出的學區英語基準測驗(District Benchmark English Language Arts , 簡稱ELA) 準則; 和
  3. 老師評估學生對課程的掌握; 和
  4. 家長意見和諮詢
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# ELD 優先標準 幼稚園至一年級

<u><i>Emerging</i></u>	<u><i>Expanding</i></u>	<u><i>Bridging</i></u>
<p><u><b>PI.K1.1.EM Exchanging Information and Ideas</b></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><b>PI.K1.1.EX Exchanging Information and Ideas</b></u>            Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p><u><b>PI.K1.1.BR Exchanging Information and Ideas</b></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><b>PI.K1.5.EM Listening Actively</b></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><b>PI.K1.5.EX Listening Actively</b></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><b>PI.K1.5.BR Listening Actively</b></u>            Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>

# ELD 優先標準 四至六年級

<u>Emerging</u>	<u>Expanding</u>	<u>Bridging</u>
<p><b><u>PI.4-6.1.EM Exchanging Information and Ideas</u></b>            Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</p>	<p><b><u>PI.4-6.1.EX Exchanging Information and Ideas</u></b>            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><b><u>PI.4-6.1.BR Exchanging Information and Ideas</u></b>            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>PI.4-6.3.EM <i>Offering opinions</i>            PI.4-6.4.EM <i>Adapting language choices</i>            PI.4-6.7.EM <i>Evaluating language choices</i>            PI.4-6.11.EM <i>Supporting opinions</i></p>	<p>PI.4-6.2.EX <i>Interacting via written English</i>            PI.4-6.3.EX <i>Offering opinions</i>            PI.4-6.4.EX <i>Adapting language choices</i>            PI.4-6.7.EX <i>Evaluating language choices</i>            PI.4-6.11.EX <i>Supporting opinions</i>            PI.4-6.12.EX <i>Selecting language resources</i>            PII.4-6.6.EX <i>Connecting ideas</i></p>	<p>PI.4-6.3.BR <i>Offering opinions</i>            PI.4-6.4.BR <i>Adapting language choices</i>            PI.4-6.7.BR <i>Evaluating language choices</i>            PI.4-6.11.BR <i>Supporting opinions</i></p>

# ELD 優先標準 初中/高中

## 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).

# 公眾發言

