

ELPAC AWARENESS MODULE BANKED TIME PROFESSIONAL DEVELOPMENT FACILITATOR'S GUIDE

Content: ELPAC Awareness Module

**Approximate
Time Frame:** 60 Minutes

Copyright: August 2017



Session Summary

Participants' Learning/Performance Objectives

By the end of this training, participants should be able to understand:

- A sample ELPAC performance task
- What the test items are for the 3-5 or 6-12 grade-span
- The instructional implications of the Summarize an Academic Presentation task

Tools and Materials

ELPAC Awareness Module Power Point

ELPAC Awareness Module Handouts:

Handout #1	Module Times Handout (For Presenter only)
Handout #2	ELPAC & SBAC Claims & Math & Science Practices
Handout #3	K, 1, 2, 3-5 or 6-12 ELPAC Composite & Notes
Handout #4	ELPAC Task Planner (Short)
Handout #5	Unpack ELPAC Task (Partially filled)
Handout 6,7	ELPAC Informational Flyer (2 sided)

Equipment

- Computer with audio capabilities
- Speakers
- Large ELPAC Tasks
- Chart Paper
- Standards at a Glance for participants' grade levels

Slide # 1 (1 minute)

Welcome participants.

Read title. Today we will learn about the English Language Proficiency Assessments for CA, which will replace the annual CELDT this year.

First, we will learn about the contents of the ELPAC and discuss the instructional implications of this new assessment.

We will learn more about the timeline for this assessment and other general information at the end of the module.





Font

Multilingual and Multicultural Education Department

**ELPAC AWARENESS
MODULE**
English Language Proficiency Assessment for
CA

Banked Time Professional
Development

Session Summary

<p>Slide # 2 (1 minute)</p> <p>Have participants read.</p>	<p>Norms</p>  <ul style="list-style-type: none"> •Presume positive intentions •Place inquiry at the center to allow for processing, probing, and think time •Be prompt •Build a network through respect and support
<p>Slide # 3 (1 minute)</p> <p>English learners face a dual load. They must access academic content in a second language at the same time that they are learning that second language.</p> <p>We must ensure that our students are on a pathway to equity by ensuring that they go beyond basic understanding to becoming college and career ready.</p> <p>Progress with the ELD standards, as measured by the ELPAC and reclassification is just the beginning on their upward path.</p>	 <p>Our Students Change the trajectory of students' future through quality instruction</p> <p>Equity and access:</p> <ul style="list-style-type: none"> • Moving beyond basic understanding • AP courses • Honors classes
<p>Slide # 4 (1 minute)</p> <p>Have participants read.</p>	<p>ELPAC Awareness Objectives</p> <p>Participate in a sample performance task Understand the background of the ELPAC Unpack an ELPAC task</p> <ul style="list-style-type: none"> ○ Understand the test items for a grade-span ○ Understand the instructional implications of a specific task
<p>Slide # 5 (30 seconds)</p> <p>Read to participants</p>	 <p>ELPAC is replacing the CELDT</p>  <p>California English Language Development Test</p>

Session Summary

Slide # 6 (1 minute)

Have participants read.

*Slide information adapted from CAFE provided materials

What is the ELPAC?

The ELPAC is:

- The new assessment to assess students' English language proficiency and determine their level of proficiency in English
- Aligned with the 2012 English Language Development (ELD) Standards



Slide #7 (2 minutes)

This is an example of one of the ELPAC task types.

Have participants take 30 seconds to read it.

Ask: What do you notice? What do students need to be able to do?

Possible answers: Students must listen actively, There are integrated skills: Listening and Speaking. The item is for K-12, it is Included in Initial and Summative (annual) assessment. Students must summarize, tell main idea and details. Scoring will be on a 1-4 rubric

*Slide information adapted from CAFE provided materials

ELPAC Task Sample

#10 Speaking Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Summarize an Academic Presentation <i>(Integrated Skills: Speaking with Listening)</i> (Initial: 9-10, 11-12; Summative: K-1, 2, 3-5, 6-8, 9-10, 11-12)</p> <p>Communicative Context: The test taker summarizes a presentation for a classmate who was not present.</p> <p>Stimulus: A teacher gives a "slide show" about an academic topic. Each set has one to two slides.</p> <p>Prompt: The test taker is prompted to retell the main points of the presentation with the help of the visuals that were provided during the presentation.</p> <p>Response: The test taker uses information from the presentation to retell the main points of the presentation.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	<p>Question 1 has potential alignment with: PLC.9 Presenting</p>	<p>0-4 points, extended response</p>

Slide # 8 (1 minute)

Summary of Task.

Read to participants. Have them share what they should hear in a response to an elbow partner.

Task: Summarize an Academic Presentation Integrated Skills: Speaking with Listening Grades: K-12

Teacher needs to...	Student needs to...
Present a "slide show" about an academic topic	Listen Actively Summarize the main points of the presentation using the visuals provided

What should you hear in a student response?



Slide # 9 (1 minute)

We are going to show you what this task type might possibly look like in the ELPAC. For ELPAC at the 3rd -12th spans, the teacher voice will be recorded to ensure consistency, as with SBAC TOMS

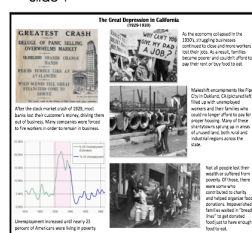
Teacher presentation is read ONCE.

Student may take notes as s/he listens to the presentation.

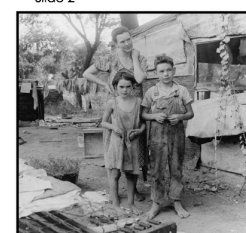
ELPAC Task Sample: Social Studies

PROMPT: Summarize the presentation by stating the main points and supporting details with the help of the visuals.

Slide 1



Slide 2



Session Summary

Slide # 10 (2 minutes)

1. Teacher Role – Read prompt and **PLAY THE RECORDING** by clicking on speaker icon, then triangle to play teacher audio.

2. Student takes notes

Oral prompt (teacher presentation) can only be read **ONCE**.

SPEAKERS REQUIRED

ELPAC Task Sample: Social Studies

PROMPT: Summarize the presentation by stating the main points and supporting details with the help of the visuals.

Slide 1



Slide 2



Slide # 11 (1 minute)

This response is from a student who had no prior instruction in this topic.

PLAY THE RECORDING by pressing on black bar icon between the infographic and the visual text, then the triangle to play the student response.

SPEAKERS REQUIRED

ELPAC Task Sample: Social Studies

PROMPT: Summarize the presentation by stating the main points and supporting details with the help of the visuals.

Slide 1



Slide 2



Slide # 12 (2 minutes)

Participants share out some of their findings. Take 1-2 comments.

If necessary, guide participants to focus on what was in the task, rather than going to instructional implications. We will explore instructional implications later.

Then click for animation and read each bullet.

What Did You Notice About the Task?

- Two integrated skills: **listening** and **speaking**
- Student needs to **listen actively** to a teacher presentation
- Student can **take notes** and **use the notes** in his/her presentation
- Student needs to **summarize, identify the main idea, and details**
- Academic topic is based on Social Studies

Slide # 13 (3 minutes)

Let's look at the student response to understand what a sample task might look like. Note that student got the main idea and key concepts—the gist of the presentation. Student began with the main idea related to the teacher model, but did not identify it as the main idea. Student is beginning to use precise academic language—"don't look healthy" as opposed to "barefoot with dirty and tattered clothes". Additionally, student understood the concept of a shantytown. The student used the text as resource to equate breadlines with the concept of charity. Teacher provides conclusion and student did not.

What did you notice about the Academic Language?

Teacher Model

An important idea in both texts is that people **struggled** for the **basics** like **food** and **housing**. One example in the infographic is that nearly 25% percent of Americans were in **poverty**.

Many had to wait in "**bread lines**" just to have enough to eat.

Another example is the picture of the woman and two children who live in the **shantytown**.

Additionally, they are **barefoot** and their **clothes** are **dirty** and **tattered**.

In conclusion, both texts show how people were **affected** by the **Great Depression**.

Student Response

I think you said that people lost their jobs, like they're **struggling** to get like **money** to live in like **clear houses** like we do and the...



I think they get their **foods** like from people who **want** to **help** them they are serving them like they're giving them **charity** or something

and um they live in **tom down houses**

and like this one, her family is not, is like, they're not healthy, they **don't look healthy** and I think their mother lost her job. She lost like her job.

So...

Session Summary

<p>Slide #14 (1 minute)</p>	<p>As we go through this PD, we will keep coming back to this graphic that shows how ELPAC reflects what actually happens in a classroom. Teachers present students with a task—in our example, it was summarize and present. The stimulus for the task was Social Studies. Teacher and students use academic language as the currency to articulate and complete the task—in our example, it was structure and vocabulary.</p> <p>The student obtained information through listening and the visual text, had to evaluate it to decide what to summarize and what was the main idea and supporting details and then communicate that information through an oral presentation.</p>	<div><div><div>Task</div><div>Summarize</div><div>Present Information</div></div><div><div>Content</div><div>Social Studies</div></div><div><div>Academic Language</div><div>Structure</div><div>Vocabulary</div></div></div> <div></div>
<p>Slide # 15 (1 minute)</p>	<p>Since the ELPAC will begin next year, we will be sharing all the public information that is available at the present time.</p> <p>There are no sample questions, nor rubrics yet as we had with the CELDT. More information will become available as we get closer to the testing window beginning February 1.</p> <p>*Slide information adapted from CAFE provided materials</p>	<div><div></div><div><p>The information presented in this ELPAC Awareness has been gathered from the publicly released documents from the California Department of Education (CDE) and Educational Testing Services (ETS), many of which are drafts which may be revised prior to the full implementation of the ELPAC.</p></div><div></div></div>
<p>Slide # 16 (2 minutes)</p>	<p>Have participants take out Handout #2. This handout shows the SBAC Claims for Speaking and Listening and the ELPAC (High-level) claims side by side for Speaking and Listening.</p> <p>Have participants examine their handout.</p> <p>SBAC Claims are for ELA, Social Studies, Science and Technical Subjects</p> <p>Ask: How does the ELPAC claims relate to SBAC claims? Participants should note that they are very similar.</p> <p>Say: Quality Tier 1, standard based, instruction in Integrated and Designated ELD will support our ELs success in SBAC and ELPAC. It's the whole. The INTO and FROM. This is important because ELs carry two backpacks. One is for language and the other is for content in their second language.</p>	<div><div><div><div>SBAC Claims for ELA</div><div>Claim #3—Speaking and Listening "Students can employ effective speaking and listening skills for a range of purposes and audiences."</div></div><div></div></div><div><div>ELPAC High-Level Claims</div><div>Listening: An EL can comprehend spoken English (conversations, discussions, and oral presentations) in a range of social and academic contexts. Speaking: An EL can express information, ideas, and participate in grade-level conversations and group and class discussions.</div></div></div>

Session Summary

Slide # 17 (2 minutes)

Refer to **Handout #2**. The ELPAC does NOT test content knowledge, however:

ELPAC emphasizes the academic language related to these 3 Math and 6 Science and Engineering practices listed here. Math and Science teachers need to provide opportunities for students to use language to explore these practices.

Even though we used Social Studies content as an example in the task, the ELPAC skills tested can be used with a Science or Math example. Content teachers will play a vital role in supporting ELPAC success.

Math Practices (MPs)

- **MP1:** Make sense of problems and persevere in solving them
- **MP3:** Construct viable arguments and critique the reasoning of others
- **MP6:** Attend to precision

Science and Engineering Practices (SEPs)

- **SEP1:** Ask questions and define problems
- **SEP3:** Plan and carry out investigations
- **SEP4:** Analyze and interpret data
- **SEP6:** Construct explanations and design solutions
- **SEP7:** Engage in argument from evidence
- **SEP8:** Obtain, evaluate, and communicate information

From Standards for Mathematical Practice, CDE (2014) California Common Core State Standards: Mathematics, Sacramento, CA pp. 6-8. CDE, 8/16

From Appendix F: Science and Engineering Practices in the NGSS, CDE (2013) Next Generation Science Standards for California Public Schools, Kindergarten through grade twelve, Sacramento, CA. CDE, 8/16

Handout #2

*Slide information adapted from CAGE provided materials

Slide # 18 (30 seconds)

Now, we will investigate the ELPAC contents for your grade-span to understand its instructional implications.

ELPAC Task Types & Blueprint Composite

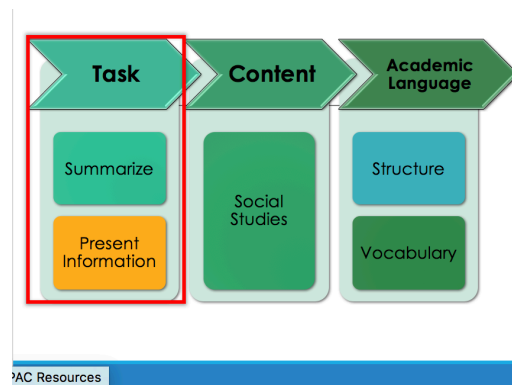
By Grade Span

ELPAC Grade/Grade Spans:
K, 1, 2, 3-5, 6-8, 9-10, and 11-12

CA State ELA Seal

Slide # 19 (1 minute)

We began this session by experiencing an ELPAC task. There are 32 ELPAC tasks in all, 25 of which are new items and 7 from the CELDT found to be aligned to the new standards. At an individual grade-span, there are 17 to 19 task items.



Slide # 20

These are the public resources from the state that explain the ELPAC.

The *Proposed Test Blueprints* provides information on which task types are in the initial and summative tests and their point value for each grade/grade span: K, 1, 2, 3-5, 6-8, 9-10, and 11-12. The *Definitions of Proposed Task Types* provides a more in-depth description of each task and its standards alignment for both initial and summative assessments for all grades.

This is the extent of information. There are no

CA State ELPAC Resources

Proposed Test Blueprints for the English Language Proficiency Assessments for California

Prepared by:
ETS
Educational Testing Service
400 Townsend Drive
Princeton, NJ 08541

Definitions of Proposed Task Types for the English Language Proficiency Assessments for California

Prepared by:
ETS
Educational Testing Service
400 Townsend Drive
Princeton, NJ 08541

Session Summary

release questions nor rubrics for the tasks at this time.

For our instructional purposes, we might want to focus on the summative assessment. It might be more useful for instruction to have the information arranged by grade-span. The following document was designed to meet these needs.

Slide # 21 (30 seconds)

Have participants take out **Handout #3** for their **grade level/span**.

The Proposed Task Types & Blueprint Composite was designed by LAUSD to support teachers and staff in understanding the content of the Summative ELPAC to begin to consider instructional implications.

Handout #3 is a table titled "GRADE 6-12 ELPAC PROPOSED TASK TYPES & BLUEPRINT COMPOSITE—SUMMATIVE*" for GRADES 6-8, 9-10, 11-12. It lists various task types under the "LISTENING" domain, such as "Listen to a Classroom Conversation", "Choose a Reply", "Listen to an Oral Presentation", and "Listen to Speakers Request/Options". Each task type includes a description, item value, and total point value. A summary row at the bottom shows "Total Task Types: 4", "Total Number of Items: 12", and "Total Number of Points: 12".

Slide # 22 (2 minutes)

Click on animation to show callouts and explain each.

Although the ELD Standards integrate domains, for example, collaborating to write, Federal guidelines require that students are assessed in the 4 domains and in comprehension (listening and reading). Therefore, the ELPAC is still divided into domains.

This version of Handout #3 includes callouts to explain the structure. A "Domain" callout points to the "LISTENING" header. A "Task Type Description" callout points to the "Description" column. An "ELD Standard(s) Alignment" callout points to the "Alignment" column. An "Item Point Value" callout points to the "Item Value" column. A "Total Point Value" callout points to the "Total Points" column. A "Totals for Domain" callout points to the summary row at the bottom.

Slide # 23 (2 minutes)

Have participants form groups of four by grade level, grade span or content areas (secondary). Give time to move into groups. Have groups number off and verify by saying each number while they raise their hands. If necessary, there can be two members with the same number, but no group smaller than four or larger than 5.

Note: If there are few participants, K and TK may form a group. First and 2nd can team, as their summative assessments are similar. Third through 5th have the same assessment, so they may collaborate.

Note: If the module is divided into half-hour segments, have a recorder for each grade write down the assignments of each expert for next time. They will share their findings then.

Task Types & Blueprint






Form a group of four by grade span:

K, 1, 2, 3-5, 6-8, 9-10, 11-12

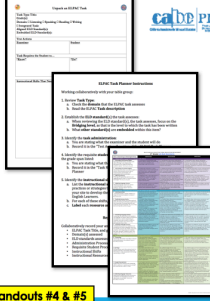
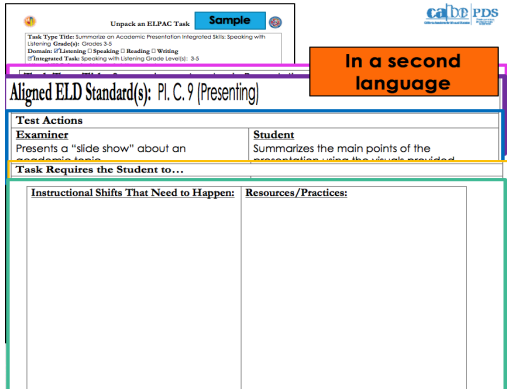
Number off:

- Page 1 Expert—Listening
- Page 2 Expert—Speaking
- Page 3 Expert—Reading
- Page 4 Expert—Writing

Session Summary

<p>Slide # 24</p>	<p>Note if this the first activity for the second half hour, have grade level recorders remind group members what numbers they were assigned.</p> <p>Distribute Task Types and Blueprint Composite from Part I</p>	<div style="text-align: center;"> <p>ELPAC Task Types & Blueprint Composite Dig-in</p> <p>By Grade Span</p> <p>ELPAC Grade/Grade Spans: K, 1, 2, 3-5, 6-8, 9-10, and 11-12</p> </div> <div style="display: flex; justify-content: space-between; align-items: center;">   </div>
<p>Slide # 25 (2.5 minutes)</p>	<p>2.5 minutes total</p> <p>30 seconds--Read slide.</p> <p>2 minutes—Experts read and annotate their page.</p>	<p>Explore the Task Types & Blueprint Composite</p> <p><u>Individually</u>, skim your Composite page to prepare to share out with your grade level:</p> <p>What do you notice about your task types?</p> <p>Annotate and take notes in your note section to prepare to share with your group</p> <div style="text-align: right;">  </div> <div style="text-align: right; background-color: #0070C0; color: white; padding: 2px;">Handout #3</div>
<p>Slide # 26 (9 minutes)</p>	<p>1 minute—read slide and clarify. Have timekeepers share with group what time it will be in 8 minutes.</p> <p>8 minutes—Experts share with their groups. Remind experts to stick to what they see in the text while sharing. Monitor to ensure that each expert is taking no more than their allotted time and that others have opportunities to take notes.</p> <p>Have 1-2 participants share their overall noticings with the whole group.</p>	<p style="text-align: center;">Small Group Discussion</p> <p>Assign a timekeeper</p> <ul style="list-style-type: none"> ○ Each expert will have two (2) minutes to share out <p>Report to your group: What do you notice about the tasks in your assigned page? Listening Expert (#1) starts Each expert shares in order while others take notes</p>
<p>Slide # 27 (30 seconds)</p>	<p>Now that we understand what tasks are in a test for your grade span, you will work together with your group to go deeper into the instructional implications for the task from the beginning of the module.</p>	<div style="text-align: center;"> <p>ELPAC Unpack a Task Type</p> <p>By Grade Span</p> <p>ELPAC Grade/Grade Spans: K, 1, 2, 3-5, 6-8, 9-10, and 11-12</p> </div> <div style="display: flex; justify-content: space-between; align-items: center;">   </div>

Session Summary

<p>Slide # 28 (1 minute)</p>	<p>Here is more information about the structure of the ELPAC.</p> <p>Read emphasizing highlighted words</p> <p>*Slide126-129 information adapted from CABE provided materials</p>	<h3 style="text-align: center;">ELPAC General Overview</h3> <ul style="list-style-type: none"> ▪K and grade 1 students are administered the test one-on-one ▪Group administration is provided for Listening, Reading and Writing at grades two through twelve (2–12) ▪Speaking items are administered to all students one-on-one and scored by a trained test examiner "in real time." ▪The Listening domain at grades K–2 will be read aloud to students by a test examiner ▪At grades 3–12, recorded audio on TOMS will be used to deliver Listening items ▪The Writing domain will be entirely constructed-response items ▪The Writing domain will not contain any multiple-choice items
<p>Slide # 29 (3 minutes)</p>	<p>Participants will continue in their grade level/content group. Distribute HO # 4 and # 5</p> <p>Display documents as you read the slide. Give participants time to skim the documents. Have participants consider the aligned and embedded standards to think about the instructional implications.</p> <p>Note: if another hour is available, groups of 2-4 can explore other tasks to deepen their understanding of the ELPAC. See Unpack the ELPAC Tasks! ELPAC Awareness Follow-up Module.</p>	<h3 style="text-align: center;">Collaborating to Unpack the ELPAC</h3> <p>With your grade level/content group, consider the instructional implications of Summarize an Academic Presentation. Refer to your:</p> <p>"ELPAC Task Planner" instructions and template</p> <p>ELD Standards at a Glance—What standards are aligned and embedded in the task?</p>  <p style="text-align: right;">Handouts #4 & #5</p>
<p>Slide # 30 (4 minutes)</p>	<p>4 minutes total</p> <p>1 minute--Take participants through the completed template by clicking animations and explaining.</p> <p>3 minutes--Have participants plan at their table before charting. One member can write group ideas on template to prepare.</p>	 <p style="text-align: right;">In a second language</p>
<p>Slide # 31 (7 minutes)</p>	<p>Notify timekeepers to set their devices. Ask them what time it will be in seven minutes.</p> <p>Remind participants that their chart will be a large t-chart with instructional shifts and instructional resources and practices.</p> <p>Participants create their posters.</p> <p>To share out: At end of time, have group stand in front of their poster, do fickle finger of fate to select spokesperson (everyone puts their finger in the air, at the count of 3, they point to who they want to present for their group, the person with the most people pointing at them shares).</p>	<h3 style="text-align: center;">Unpack the ELPAC Task Poster</h3> <p>Collaboratively record your ELPAC Task analysis on chart paper for Summarize an Academic Presentation Integrated Skills: Speaking with Listening and include:</p> <ul style="list-style-type: none"> • Grade level/content area • Instructional Shifts • Instructional resources and practices <p style="color: blue; font-weight: bold;">Be prepared to share your findings with everyone!</p>

Session Summary

Slide # 32 (30 seconds)

Distribute HO # 6-7.

This is a flyer with additional information about the ELPAC including logistics.

Additional ELPAC Information



Handouts #6-#7

Slide # 33 (30 seconds)

Here is the timeline for the ELPAC. The summative will be administered this spring. California Department of Education has set the window from February 1--May 31, 2018.

46 LAUSD schools who participated last year in the Summative Assessment field test will participate in the ELPAC Initial Assessment field test in August and September 2017. ELPAC will be used for both initial and summative tests in 2018-19.

*Slide information adapted from CAFE provided materials.

ELPAC Timeline

2017-18	2018-19
ELPAC Initial Field Test CELDT (Initial Only)	ELPAC Initial
ELPAC Summative (February 1-May 31 2018)	ELPAC Summative

Slide #34 (1 minute)

Read slide.

Give participants think time, then have them share with an elbow partner.

Reflecting and Connecting

Now that you have a greater understanding of the ELPAC Tasks, what are your next steps?