OPTIONAL ELPAC AWARENESS MODULE FOLLOW UP UNPACK THE ELPAC TASKS FACILITATOR'S GUIDE

Content: ELPAC Awareness Follow Up

Approximate Time Frame: 58 Minutes

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Multilingual and Multicultural Education Department

Session Summary

Participants' Learning/Performance Objectives	By the end of this training, participants should be able to understand: • How to unpack an ELPAC task • The instructional implications of other ELPAC task types for their grade level/grade span

Tools and Materials

Optional ELPAC Awareness Module Follow-Up Power Point

Optional ELPAC Awareness Module Follow-Up Handouts:

Handout #3	Grade-Level ELPAC Composite for each participant **(Have participants add to their handout from the Banked Time Module)**
Handout #8	Task Planner Instructions for Follow-Up
Handout #9	Unpack an ELPAC Task (Blank Handout for Follow-Up
Handout #10	Unpack an ELPAC Task (Filled Handout for Follow-Up

Equipment

• Computer and projector for Power Point

• Large ELPAC Tasks (from web page)

• Chart Paper

• Standards at a Glance for each participant by grade

Slide # 1	Welcome Participants. I	
(30 seconds)	In the banked time module, we looked in depth at one task type-Summarize an Academic Presentation. Today, you and your group will unpack a task for your grade span/content area and share your learnings with other groups to further understand the instructional implications of ELPAC.	**Unpack the ELPAC Tasks!** ELPAC AWARENESS MODULE FOLLOW-UP
	*Slide information adapted from CABE provided materials	

		Session Summary	

Slide # 2
(2 minutes)

Participants will get in a group of three to four by grade spans (K,1, 2-5, 6-12) or content area.

Distribute **handouts 8 and 9**.

Give participants time to skim the documents. Display documents as you read the slide.

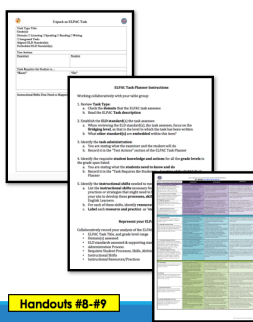*Slide information adapted from CABE provided materials

Collaborating to Unpack the ELPAC

With your group of four, choose an ELPAC Task

Refer to your:
- "ELPAC Task Planner" instructions and template
- ELD Standards at a Glance

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Handouts #8-#9

Slide # 3
(7 minutes)

2 minutes--Take participants through the completed template by clicking animation and reading each section.

5 minutes--Distribute large tasks. Have participants plan.

Note: Embedded standards are ELD standard(s) needed to perform task which have not been called out in a task type. For example, Summarize an Academic Task requires a student to listen actively (Part I B 5), although only Part I C 9-Presenting is referred to. An ELPAC task may or may not have embedded standards.

*Slide information adapted from CABE provided materials

Unpack an ELPAC Task — MPI HANDOUT #10 — ca DE PDS

In a second language

Task Type Title: Summarize an Academic Presentation Integrated Skills: Speaking with Listening Grade(s): Grades 3-5
Domain: ☑ Listening ☐ Speaking ☐ Reading ☐ Writing
☑ Integrated Task: Speaking with Listening Grade Level(s): 3-5

- Consistently provide time and structures to fortify complex output in speaking and writing in integrated ELD

posters to guide analysis Teach Start Smart 2.0:
- Use of Paraphrase in the Conversation Pattern to sharpen active listening skills
- Summarize/retell information: Multiple partners protocol, oral paragraph,

Handout #10

Slide # 4
(30 minutes)

Remind participants that their chart will look like a completed Unpack the ELPAC template, only large. This is everything in the template, just called out.

Participants create their posters. Check in with group and timekeepers at 15 and 5 minute mark.

*Slide information adapted from CABE provided materials

Unpack the ELPAC Task Poster

Collaboratively record your ELPAC Task analysis on chart paper and include:

Be prepared to share your findings with everyone!

Task type Title:
Grade:
Domain:
Integrated Task:
Aligned ELD Standard(s):
Embedded ELD Standard(s):

Test Actions
Examiner   Student

Task Requires the Student to...
"Know"   "Do"

Instructional Shifts   Resources/Practices
That Need to Happen:

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Slide # 5 **(15 minutes)**	Gallery walk option A: At end of time creating poster, 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, point to who you want to present for your group, the person with the most people pointing at them shares, or chooses someone else to share). and have groups assign timekeeper, move clockwise each minute or so. Check in with groups for first few rotations to ensure that time is monitored. Option B (little time for gallery walk): Groups stand in front of their poster to begin a self-guided tour moving clockwise. They may return to their seats when done.	**Gallery Walk** As you walk, use your Task Type and Blueprint Composite Notes section to collect ideas
Slide # 6 **(4 minutes)**	Read slide. Give participants time to write. Ask 1-2 participants to share their next steps. Consider participants feedback in implementing follow-up professional development.	**Reflecting and Connecting** Now that you have a greater understanding of the ELPAC Tasks, what are your next steps? On the reverse side of your ELPAC Task Planner list your next steps