



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



New English Proficiency Test for English Learners

Board of Education Meeting

January 22, 2018

Dr. Ruth Pérez, Superintendent

Dr. Deborah Stark, Assistant Superintendent, Educational Services K-8

Renée Jeffrey, Director, K-5 School Support and Innovative Programs



# Purpose

- Provide overview of English Language Proficiency Assessments and the transition to a new assessment.
- Outline PUSD implementation plan.





# PARAMOUNT UNIFIED SCHOOL DISTRICT

PREPARING STUDENTS FOR COLLEGE AND CAREERS

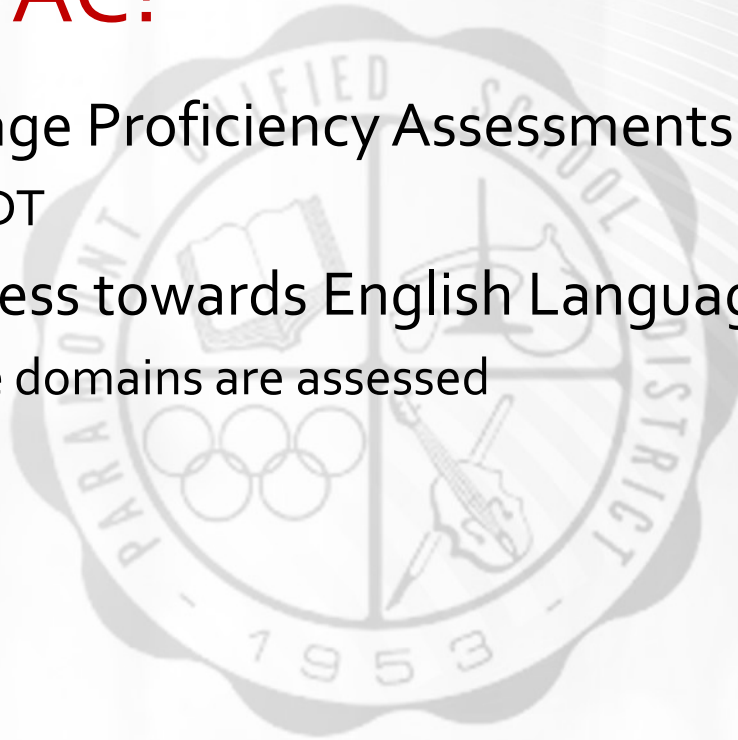
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## What is ELPAC?

- English Language Proficiency Assessments for California
  - Replaces CELDT
- Assesses progress towards English Language Proficiency
  - Four language domains are assessed
    - Reading
    - Writing
    - Listening
    - Speaking





## Initial ELPAC

	<b>Initial Assessment</b>
<b>Who</b>	Students will take the Initial Assessment if the student has: <ul style="list-style-type: none"><li>• primary language other than English</li><li>• not taken the CELDT or ELPAC, and</li><li>• Not been classified as an English Learner</li></ul>
<b>What</b>	The Initial Assessment is used to identify students as either an English learner or as proficient in English
<b>When</b>	Students will be given the Initial Assessment within 30 days of enrollment
	<b>Begins in fall 2018</b>



## Summative ELPAC

	Summative Assessment
Who	The Summative Assessment is given to students who are identified as an English learner
What	The Summative Assessment is used to measure the skills of English learners. Results will be used: <ul style="list-style-type: none"><li>• to monitor progress</li><li>• as one measure for reclassification</li></ul>
When	Students are given the Summative Assessment every spring between February and May <ul style="list-style-type: none"><li>• PUSD will administer ELPAC Summative – February 1-March 9</li></ul>



# Comparison CELDT and ELPAC

CELDT	ELPAC
Aligned with 1999 CA ELD Standards	Aligned with 2012 CA ELD Standards and includes CA State Standards
Five Proficiency Levels	Three Proficiency Levels
One test for two purposes <ul style="list-style-type: none"><li>• Initial Assessment</li><li>• Annual Assessment</li></ul>	Two separate tests for two purposes <ul style="list-style-type: none"><li>• Initial identification assessment</li><li>• Annual summative assessment</li></ul>
Annual Assessment Window July 1 – October 31	Annual Summative Assessment Window February 1-May 31
Five grade spans K-1, 2, 3-5, 6-8, and 9-12	Seven grade spans K, 1, 2, 3-5, 6-8, 9-10, and 11-12
Low levels of questioning	Rigorous levels of questioning



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# Sample Questions from ELPAC

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







## ELPAC – Speaking Kindergarten

**There are three pictures**

**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.**

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



## **ELPAC – Speaking** **Grades 3-5**

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

**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.**



## **ELPAC – Speaking** **Grades 6-8**

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

**You are going to listen to some information about evaporation and condensation. 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 that you heard. You will explain evaporation and condensation, include all the steps in the demonstration, and use relevant details and clear language.**



## ELPAC – Speaking Grades 11-12

I am going to ask you to talk about a pie chart. Look at the pie chart. You can write on the pie chart if it is helpful.

Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

What does the pie chart show about how students travel to school? Include details from the pie chart in your answer.

Is the following claim supported or not supported based on the information in the pie chart? Claim: More students walk to school than ride a bike. Give details from the pie chart to support your answer.



## ELPAC – Reading

### Grade 1

**Now you are going to read a text on your own.**

Alex is playing in the park. He hears a soft meow coming from behind a tree. He sees a small, gray kitten.

“Come here, kitty,” Alex calls.

He picks up the kitten and reads its collar. “Boots,” Alex says. “That’s your name. But where do you live?”

There is no address on the collar. Alex shows the kitten to his mom.

“I found a lost kitten,” Alex tells his mom. “But I don’t know where he lives.”

“Let’s make some posters at home,” Mom says. “We can hang them up in the area. Maybe the owners will see them and call us.”

That afternoon, Alex and Mom hang up the posters.

A few hours later, the phone rings.

“Great news!” Mom says. “Boots’ owners saw our posters. They’re coming to pick him up!”



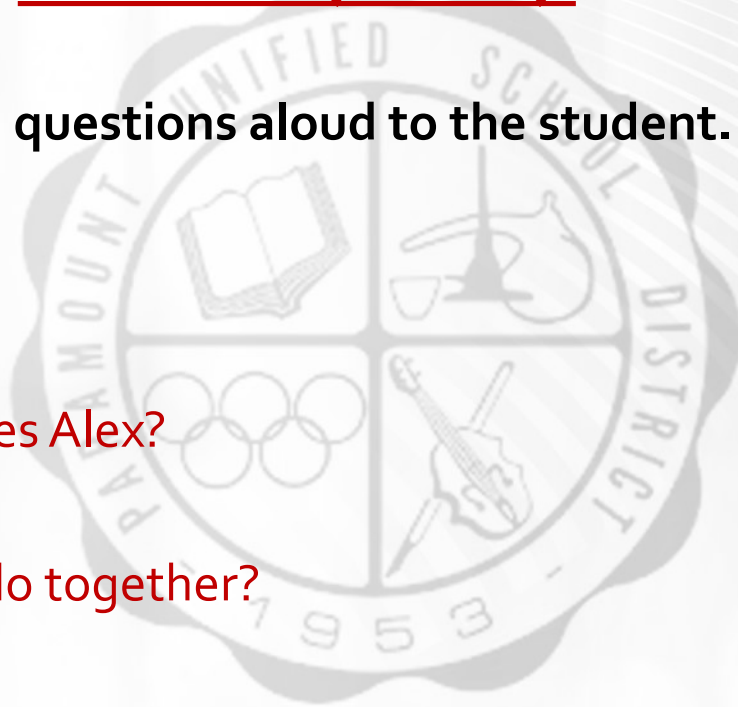
# ELPAC – Reading Grade 1 (cont.)

**Test examiner reads the questions aloud to the student.**

What is the story about?

Which word best describes Alex?

What do Alex and Mom do together?





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# **Sample Test Item**

# **CELDT Reading**

# **Grades K-1**



# CELDT – Reading Grades – K-1

[Examiner points to the \_ig.]

This says /ig/. [Examiner repeats the sound.] /ig/

Point to the letter you can add to /ig/ to make the word big.

[Examiner repeats the word big.] big

—ig

c b m





## ELPAC – Reading Grades 3-5

**A student has written an essay. The essay may include errors. Read the essay.**

In my opinion educational video games are helpful for many reasons. Kids spend lots of time playing games, so why not learn while playing games? Games let you learn how to solve problems, see how well you are doing, have fun, and work with a team. Video games also allow you to be creative. Some games let you unlock levels, solve puzzles, or even build cities.

Educational video games let children work at their own speed. It's fun to beat a level of a game. Kids would want to learn more, so they can level up. Kids can also see how they are improving. If you beat a level in a math game, you can go to the next level.

You can learn with your friends and help each other if you play games online. Working as a team makes learning more exciting. Playing games can also help kids remember things. If it's fun to practice math facts, you will practice and learn more. Playing video games make kids want to learn. These are the reasons that kids should play educational video games in the classroom.



## ELPAC – Reading Grades 3-5 (cont.)

**Read this sentence from paragraph 3.**

**Kids would want to learn more, so they can level up.**

**What is another way of stating this idea?**

**Which sentence BEST explains how video games can help students improve their math skills?**

**Read this sentence from paragraph 4.**

**Playing video games make kids want to learn. Choose the correct option to replace the underlined word.**

**Which statement is MOST LIKELY true?**



## ELPAC – Reading Grades 6-8

**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.



## **ELPAC – Reading** **Grades 6-8 (cont.)**

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.



## **ELPAC – Reading** **Grades 6-8 (cont.)**

**Why does the author mention Martin Luther King, Jr. and Susan B. Anthony?**

**Which sentence from the text BEST describes how people voted in the past?**

**Read this sentence from paragraph 4.**

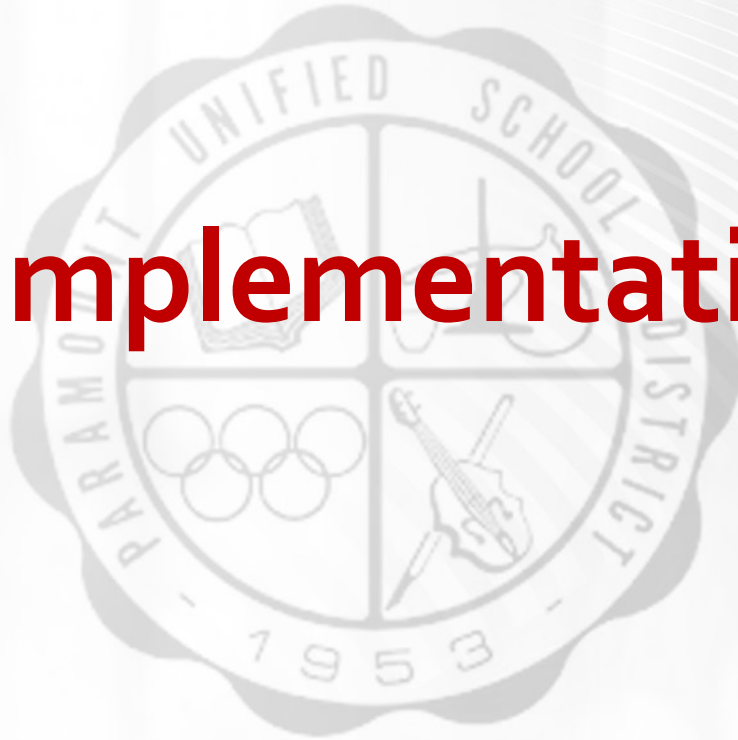
**In some states, voters mark their choices on paper slips, called ballots.**

**What definition best matches the meaning of mark as it is used in the sentence?**



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# **PUSD Implementation Plan**





# PUSD Implementation Plan

- Principals presented with two models
- Team Model comprised of classified, certificated and substitutes
  - Teams will administer one-on-one portions at several sites
  - Traveling team to support several sites
- Site Model comprised of site staff
  - Site staff will administer one-on-one portions and group portions at their sites



# PUSD Implementation (cont.)

When	What	Who
January –March 2017	<ul style="list-style-type: none"> <li>• Attend ELPAC training</li> <li>• Participate in ELPAC Summative Pilot</li> <li>• Draft implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Director – K-5 Schools</li> <li>• Curriculum Specialists</li> <li>• Selected sites</li> </ul>
April – July 2017	<ul style="list-style-type: none"> <li>• Meet with principals to discuss different models</li> <li>• Draft assessment plans based on school needs</li> </ul>	<ul style="list-style-type: none"> <li>• Director - K-5 Schools</li> <li>• Principals</li> <li>• Human Resources</li> </ul>
August – December 2017	<ul style="list-style-type: none"> <li>• Administer CELDT</li> <li>• Participate in ELPAC Initial Pilot</li> <li>• Revise implementation plan based on principal needs</li> <li>• Attend ELPAC training</li> <li>• Develop training plan</li> </ul>	<ul style="list-style-type: none"> <li>• Director – K-5 Schools</li> <li>• Curriculum Specialists</li> <li>• Principals</li> <li>• Director – Assessment, Accountability, SIS</li> </ul>





# PUSD Implementation (cont.)

When	What	Who
January – February 2018	<ul style="list-style-type: none"> <li>• Provide PD for all staff administering ELPAC</li> <li>• Fine-tune testing schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Director – K-5 Schools</li> <li>• Director – Assessment, Accountability, SIS</li> <li>• Curriculum Specialists</li> <li>• LAAs</li> <li>• Substitutes</li> <li>• Certificated staff</li> </ul>
February – March 2018	<ul style="list-style-type: none"> <li>• Administer ELPAC Summative</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Specialists</li> <li>• LAAs</li> <li>• Substitutes</li> <li>• Certificated staff</li> </ul>
Present – June 2018	<ul style="list-style-type: none"> <li>• Continue to administer CELDT</li> </ul>	<ul style="list-style-type: none"> <li>• All new EL students</li> <li>• LAAs</li> </ul>
March – May 2018	<ul style="list-style-type: none"> <li>• Evaluate assessment plan</li> <li>• Adjust plans for next year</li> <li>• Begin training and planning for ELPAC Initial</li> </ul>	<ul style="list-style-type: none"> <li>• Director – K-5 Schools</li> <li>• Director – Assessment, Accountability, SIS</li> <li>• Curriculum Specialists</li> </ul>



## Next Steps

- Debrief implementation and administration of ELPAC
- Analyze ELPAC results and use data
  - To identify students for reclassification
  - Posted on Dashboard to identify next steps
  - To determine appropriate ELD placement
- Begin implementation plan for Initial ELPAC – fall 2018
- Provide parent presentations regarding ELPAC
- Align curriculum to support 2012 ELD Standards and ELPAC

# PARAMOUNT UNIFIED SCHOOL DISTRICT



*The mission of the Paramount Unified School District is to ensure learning and success for each student by providing a quality education.*