

Goodbye, CELDT! Hello, ELPAC!

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Who are our English Learners?

- ELs come to California schools from all over the world, and from within California.
- They come with a range of cultural and linguistic backgrounds.
- They come with varying experiences with formal schooling.
- They have different levels of native language and English literacy.
- Some have immigrant experiences, as well as other experiences in the home, school, and community.

Goals of the California English Language Development Standards

ELs must have full access to high-quality English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time that they are progressing through the ELD-level continuum.

How are English Learners assessed in California?

- **State and federal laws** require that districts and schools administer a state test of English language proficiency to English learner students in kindergarten through grade twelve.
- The California Department of Education (CDE) is transitioning from the **CELDT** to the **ELPAC** as the state assessment by 2018.

Timeline for the ELPAC

	2015-16	2016-17	2017-18		2018-19	
ELPAC Pilot Test	December 2015	N/A	N/A		N/A	
ELPAC Field Test Administrations (No scores reported)	N/A	ELPAC Summative (Spring 2017)	ELPAC Initial (Fall 2017)		N/A	
Operational Administrations (Scores reported)	CELDT	CELDT	CELDT (Initial Only)	ELPAC Summative (Spring 2018)	ELPAC Initial (July 1, 2018)	ELPAC Summative (Spring 2019)

CELDT vs. ELPAC

CELDT	ELPAC
Aligned with the 1999 California English Language Development (ELD) Standards	Aligned with the 2012 California ELD Standards
One test used for two purposes: Initial assessment and Annual assessment	Two separate tests for two purposes: (1) Initial identification (2) Annual summative assessment.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12
Five performance levels	Four performance levels
Reporting domains: Listening Speaking Reading Writing	Reporting domains: Listening Speaking Reading Writing

PERFORMANCE LEVELS

CELDT

- 1. Beginning**
- 2. Early Intermediate**
- 3. Intermediate**
- 4. Early Advanced**
- 5. Advanced**

ELPAC

- 1. Limited to NO Functional** receptive (listening & reading) and productive (speaking & writing) English skills
- 2. Somewhat Functional** receptive (L & R) and productive (S & W) English skills
- 3. Moderately Functional** receptive (L & R) and productive (S & W) English skills
- 4. Fully Functional** receptive (L & R) and productive (S & W) English skills

ELPAC Domains

- Listening
- Speaking
- Reading
- Writing



Listening Task Types



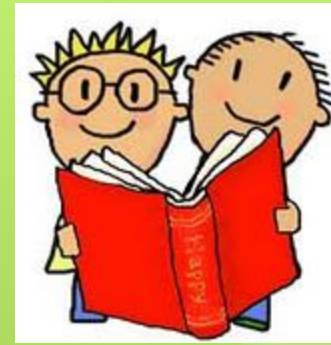
- Listening to a Short Exchange K-12
- Listening to a Classroom Conversation 3-12
- Listening to a Story K-5
- Listening to an Oral Presentation K-12
- Listening to a Speaker Support an Opinion 6-12

Speaking Task Types



- Talk About a Scene K-12
- Speech Functions 2-12
- Support an Opinion K-12
- Retell a Narrative K-5
 - Speaking Integrated with Listening
- Present and Discuss Information 6-12
 - Speaking Integrated with Reading
- Summarize an Academic Presentation K-12
 - Speaking Integrated with Listening
 - Topics are from previous grade CCSS & NGSS

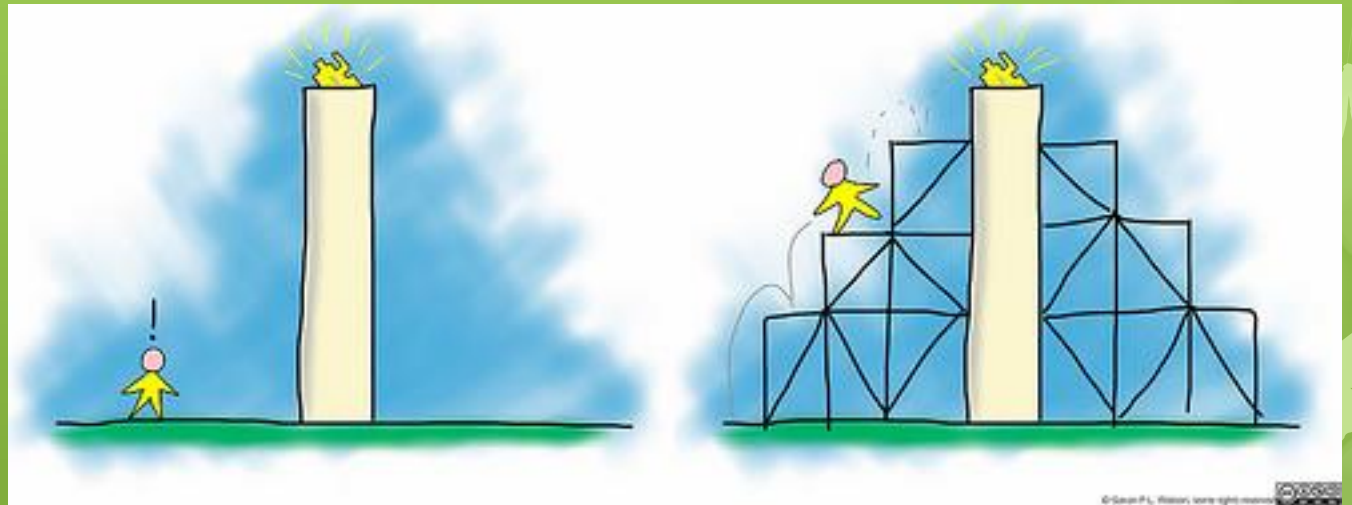
Reading Task Types



- Read-Along Word with Scaffolding K
- Read-Along Story with Scaffolding K-1
- Read-Along Information K-1
- Read and Choose a Word 1-2
- Read and Choose a Sentence 1-12
- Read a Short Informational Passage 1-12
- Read a Student Essay 3-12
- Read a Literary Passage 1-12
- Read an Informational Passage 1-12



Scaffolding



Writing Task Types

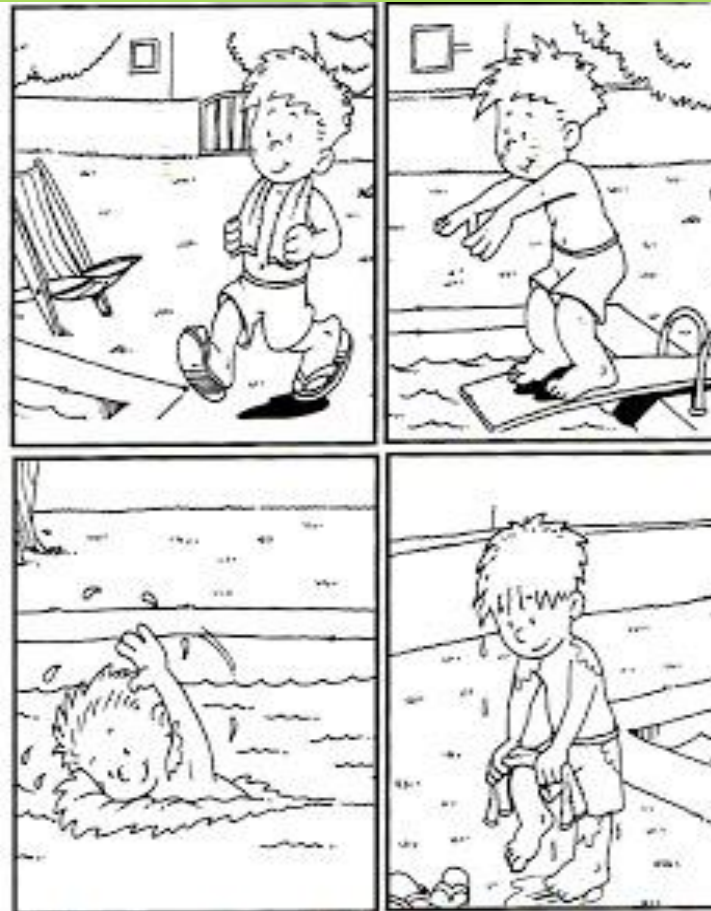


- Label a Picture – Word, with Scaffolding K-2
- Write a Story Together with Scaffolding K-2
- Write an Informational Text Together 1-2
- Describe a Picture 1-12
 - Writing Integrated with Reading
- Write About an Experience 3-12
- Write About Academic Information 3-12
 - Writing Integrated with Reading
- Justify an Opinion 3-12

Let's Practice! Retell a Narrative:

Listen carefully! I am going to tell you a story.

When I finish, you are going to tell the story back to your partner.



SCORING RUBRIC

0- Nothing

1- Very Little

2- Incomplete

3- Basic

4- Detailed

How to Help Your Child Prepare for the ELPAC

- Read, read, read – in ANY language!
- Write – in ANY language!
- Encourage full sentences
- Use details in everyday language
- Look at pictures/scenes – ask questions, ask your child to describe what is present and what is happening - with details!
- Practice listening –Tell your child a family story and ask them specific questions or ask them to tell it back to you
- Practice Note-taking -Tell a story and have your child practice taking notes while listening
- Practice using pictures to retell stories
- Practice retelling in general – Books, TV shows, life situations
- Talk about the main idea; Beginning, Middle, End
- Give two options, have child choose one and explain why his choice is better.

More Information & Supports

- <http://www.readingrockets.org/>
- <http://kids.nationalgeographic.com/explore/animal-jam/>
- <http://www.cde.ca.gov/ta/tg/ep/>
- <http://www.colorincolorado.org/article/twenty-ways-you-can-help-your-children-succeed-school>
- <http://www.colorincolorado.org/es/articulo/20-maneras-en-que-puede-ayudar-su-hijo-triunfar-en-la-escuela>