



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*



# Unpacking the ELPAC - for Families

English Language Proficiency Assessments for California





**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*



# Develando el ELPAC - Para Familias

Evaluación de California para la Competencia del Idioma Inglés





# What are we covering today?

Part I: What is the ELPAC? Why is it important?

Part II: What does our ELPAC data say about our English Language Learner progress?

Part III: How are we planning to administer the summative ELPAC this year?

# ¿De qué hablaremos hoy?

Parte I: ¿Qué es el ELPAC? ¿Por qué es importante?

Parte II: ¿Qué nos dicen los datos del ELPAC sobre el progreso de los aprendices de inglés?

Parte III: ¿Como planeamos administrar el ELPAC Sumativo este año?

# **Part I: What is the ELPAC? Why is it important?**

- ✓ Importance of ELPAC
- ✓ Role of ELPAC Summative in Reclassification
- ✓ How to read your child's ELPAC score

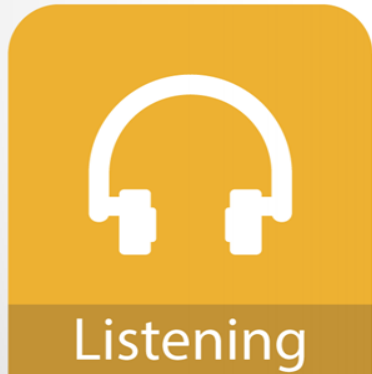
# **Parte I: ¿Qué es el ELPAC? ¿Por qué es importante?**

- ✓ La importancia del ELPAC
- ✓ Papel del ELPAC Sumativo en la Reclasificación
- ✓ Como leer el reporte del ELPAC de su estudiante

# ELPAC is the **E**nglish **L**earner **P**roficiency **A**ssessment for **C**alifornia

The ELPAC is a state required English exam that determines how well ELLs can read, write, listen, and speak in English.

All districts and schools receiving federal money are required by law to test every ELL each year until they reclassify.



# ELPAC es la Prueba de Suficiencia en el Idioma Inglés de California

El ELPAC es un examen de inglés requerido por el estado que determina qué tan bien los estudiantes ELL pueden leer, escribir, escuchar y hablar en inglés.

Todos los distritos y escuelas que reciben fondos federales están obligados por ley a evaluar a cada ELL cada año hasta que se reclasifiquen.





# Why the ELPAC is important

- ELPAC score is the most important criteria used for reclassification, an ELL's "language graduation"
- Students' scores between years help determine where students are making progress and where interventions are needed
- Data inform decisions around instruction and programming at school and district levels
- **SCHOOLS WILL START ELPAC TESTING NEXT WEEK!**



# Porque el ELPAC es importante





# Reclassification Criteria





# Criterios de Reclasificación





# From English Language Learner to Fluent English Proficient

1. **Get a 4 on the ELPAC** (English Language Proficiency Assessments of California)
2. **Be approaching or at grade level in reading:**

1 <sup>st</sup>	iReady Lexile Score
2 <sup>nd</sup> - 12 <sup>th</sup>	Reading Inventory Test (RI)

reclassification

1. **Get near grade level teacher evaluation** on reading, writing, speaking and listening skills.





# De Estudiante que Aprende Inglés al Dominio Fluído del Inglés

1. **Obtener un 4 en el ELPAC** (examen de CA del idioma inglés)
2. **Estar cerca del nivel de grado en la lectura**

1 <sup>st</sup>	F&P Reading Record
2 <sup>nd</sup> - 12 <sup>th</sup>	Reading Inventory Test (RI)

1. **Obtener una evaluación del maestro cerca del nivel de grado** en sus habilidades de leer, escribir, hablar y escuchar







# From English Language Learner to Fluent English Proficient

1. **Get a 4 on the ELPAC** (English Language Proficiency Assessments of California)
2. **Be approaching or at grade level in reading:**

1 <sup>st</sup>	iReady Lexile Score
2 <sup>nd</sup> - 12 <sup>th</sup>	Reading Inventory Test (RI)

reclassification

1. **Get near grade level teacher evaluation** on reading, writing, speaking and listening skills.



# What do the ELPAC scores mean?

## What Students Can Do At Each Level

### LEVEL 1

(1150–1466)

#### **Beginning to Develop**

May know some English words and phrases.

### LEVEL 2

(1467–1513)

#### **Somewhat Developed**

Can often use English to communicate simple ideas.

### LEVEL 3

(1514–1559)

#### **Moderately Developed**

Can usually use English to learn new things in school.

### LEVEL 4

(1560–1800)

#### **Well Developed**

Can consistently use English to learn new things in school.

Summary results for schools, districts, and the state are available on the ELPAC Results website at <https://caaspp-elpac.cde.ca.gov/>.

# ¿Qué significan las puntuaciones de ELPAC?

## What Students Can Do At Each Level

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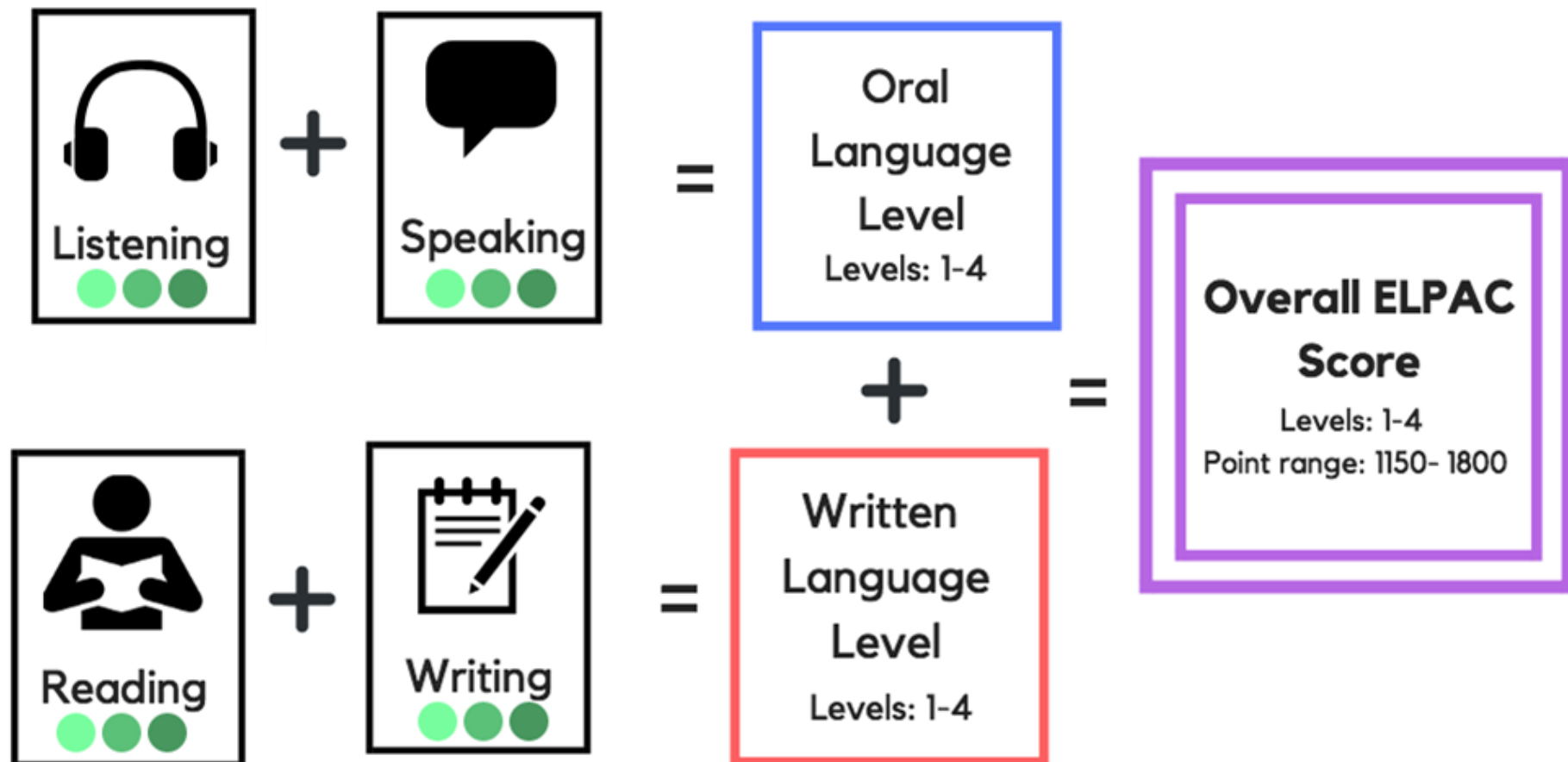
*Student skills are scored in  
each of the four domains as:*

**Well-developed**

**Somewhat/Moderately**

**Beginning**

# ELPAC Score Report Quick-Reference

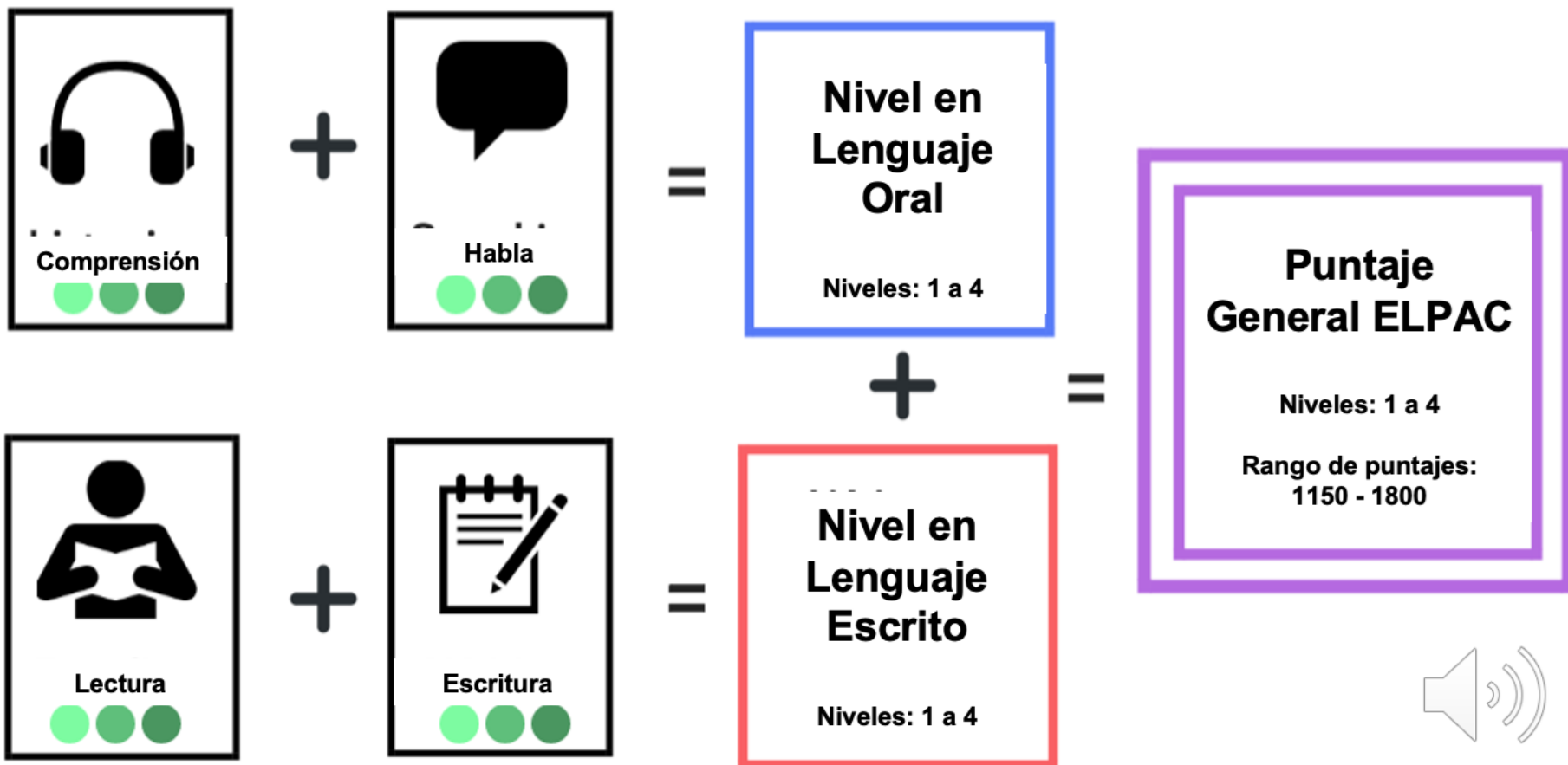


La habilidades de los estudiantes se califican en cada uno de los siguientes dominios:

Bien Desarrollado

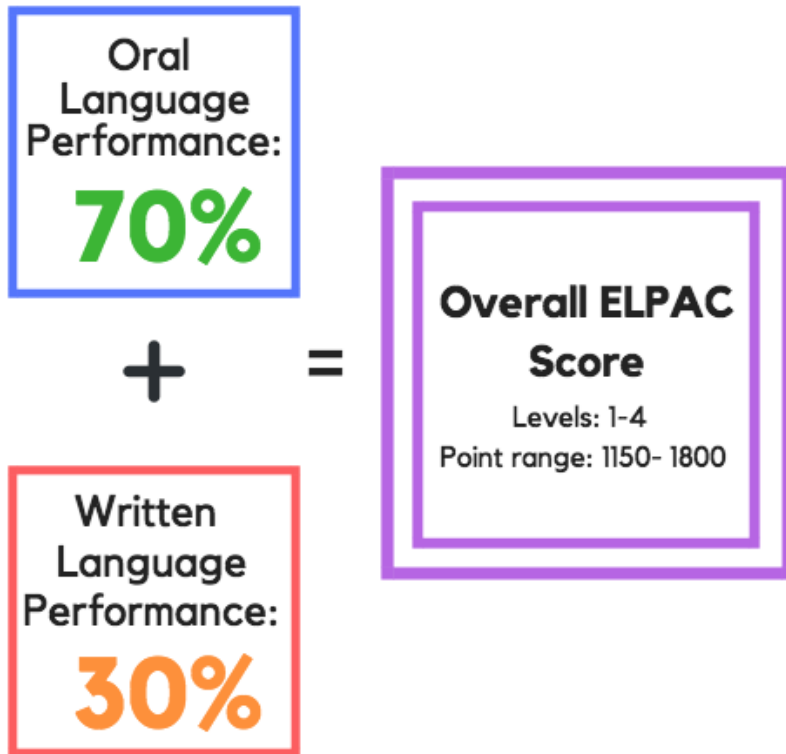
Algo o Moderadamente Desarrollado

Principiante

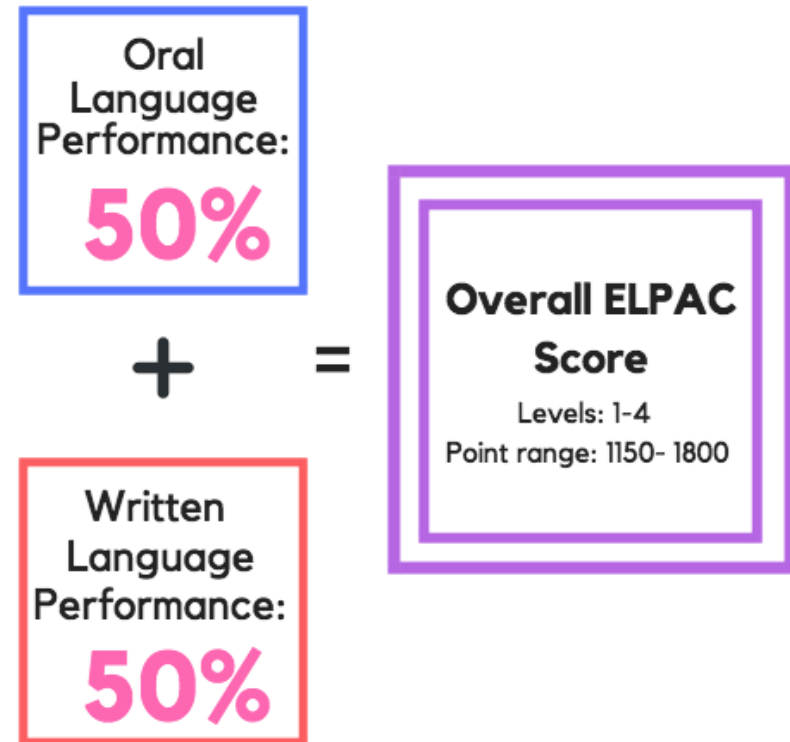


# ELPAC Summative: Weighting for Overall Score

## Kindergarten



## 1st - 12th Grade

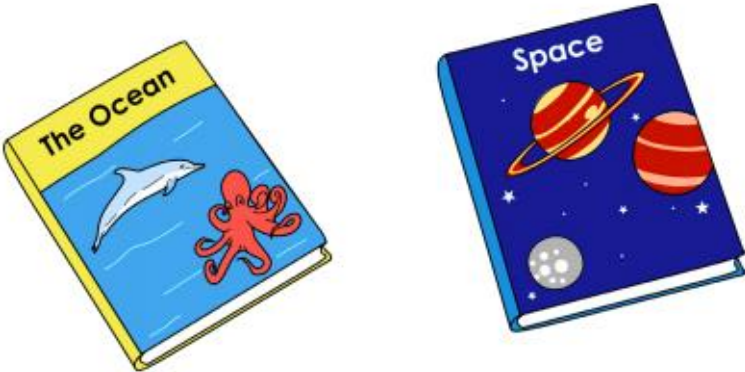







# Sample Items - TK-Kindergarten

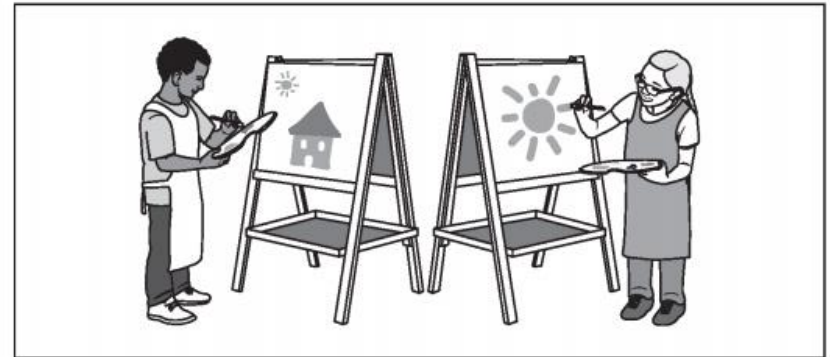
Practice and Training Tests Available [Here](#)

## Speaking

No.	Picture
8	
<b>Prompt</b>	
<p><b>SAY</b> Now,</p> <p><b>SAY</b> I am going to ask you for your opinion.</p> <p> Point to each picture at the appropriate time while reading the question.</p> <p> <b>SAY</b> Your class has a choice to read a book. Which book do you choose for your class to read together: a book about the ocean or a book about outer space?</p> <p><b>i</b> Wait for initial choice.</p> <p><b>SAY</b> Why do you think [a book about the ocean/a book about outer space/your choice] is better?</p> <p> NEXT</p>	

## Writing

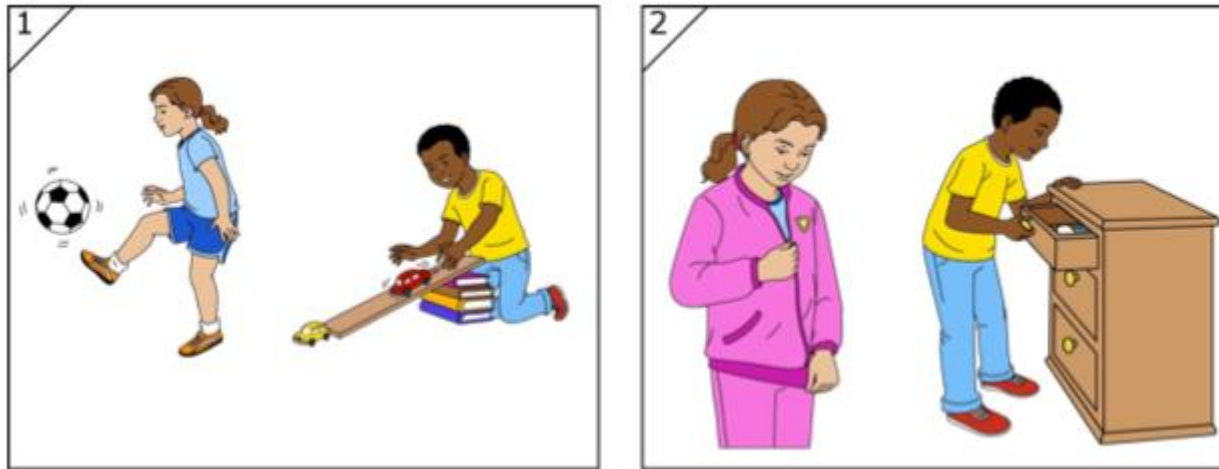
We \_\_\_\_\_ like to \_\_\_\_\_ aint



# Sample Items - 1st & 2nd


Practice and Training Tests Available [Here](#)

## Speaking



**SAY** I am going to tell you about forces. Listen carefully. You will hear the information only once. When I am finished, you will tell me about forces.

**SAY** Pushing and pulling are forces. Forces make something or someone move. We use forces every day.

 Point to the first picture.

**SAY** A push moves something away from you. Kicking a ball and rolling a toy car down a ramp are examples of pushing forces.

 Point to the second picture.

**SAY** A pull moves something toward you. Zipping up a zipper or opening a drawer are examples of pulling forces.

 **SAY** Now it is your turn. Tell me about forces. Use the pictures to help you.

# Sample Items - 3rd-5th

Practice and Training Tests Available [Here](#)

## Speaking

### PRACTICE—DO NOT RECORD

**SAY** You want to know if your friend finished a math worksheet. What would you say to your friend?

**i** Pause. Wait for an answer.

Acknowledge the student's correct response, or model a correct response, such as *"Did you finish your worksheet?"* or *"Are you done with your worksheet?"*

Function: asking for information

**8**  
**SAY** You want to know if the library has a book about horses. What would you say to the librarian?

Function: asking for information

The student might say, *"Does the library have a book about horses?"* or *"I would like to know if you have a book about horses."*

➔ NEXT

## Writing

**1** Look at this sentence.

**The students are taking turns.**

Rewrite this sentence with more details.

**2** Look at this sentence.

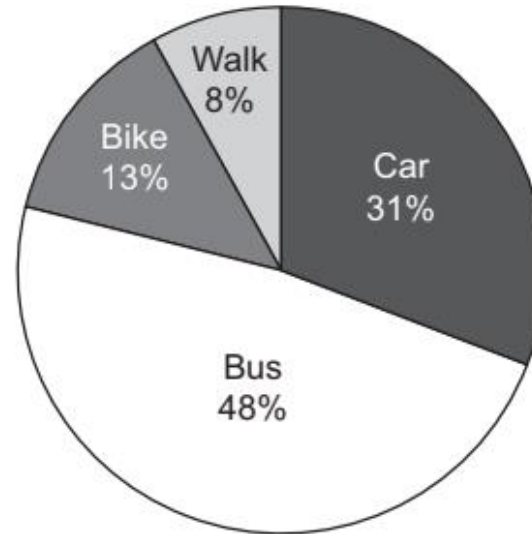
**The girl just careful threwed the ball.**

This sentence has TWO errors. Rewrite the sentence correctly.

# Sample Items - 6th-8th

Practice and Training Tests Available [Here](#)

## Speaking



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.

9

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

10

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.

# Sample Items - 9th-10th

Practice and Training Tests Available [Here](#)

## Writing

You are going to write at least two paragraphs in English about an important issue.

- Think about what you will write before you begin writing.
- State your position clearly and give two or more reasons to support your position.
- Each paragraph should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box. Please write neatly.

Your school board is considering adding an extra break in the fall of the school year. While this would give students a two-week break during October, students would then need to go to school an extra two weeks at the end of the year.

What do you think about having a fall break? Write a persuasive essay in support of your position to give to your principal. Make sure you write at least two paragraphs and include your position and supporting reasons.

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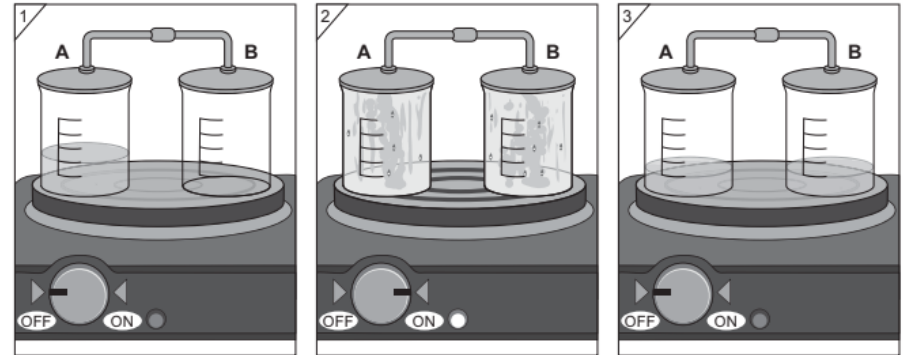


# Sample Items - 11th-12th

Practice and Training Tests Available [Here](#)

## Speaking

Evaporation and Condensation Cycle



Look at step one. It shows two glass containers connected by a glass tube. There is some liquid in one of the containers. The other container has no liquid. Both containers are sitting on a hot plate. *[Brief pause.]*



Look at step two. When the hot plate is turned on, the liquid in the first container becomes very hot. The liquid evaporates and turns into a steam or a gas. As you may know, evaporation is the process of a liquid changing into a gas. Then, the gas moves through the tube to the second container. As you can see in the picture, after a few minutes there is an equal amount of gas in both containers. *[Brief pause.]*



Look at step three. When the hot plate is turned off, the gas in the containers slowly cools down. As it cools, condensation begins. Condensation is the opposite of evaporation. Condensation is when gas changes back into a liquid. After a short period of time, all of the steam—that is, the gas—becomes liquid again. As you can see in the picture, there is now an equal amount of liquid in each container. That is because when the liquid was heated, the gas was divided



# Sample ELPAC Score Report



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ELPAC score reports are typically sent home with students at the start of the school year. ([View sample report PDF](#))

For more information about the ELPAC score reports, please visit <https://www.elpac.org/resources/videos/> for videos in English and Spanish.

Overall score of 4 is required for reclassification.

The Oral score from 1-4 reflects how students performed for both listening and speaking.

The Written score from 1-4 reflects how students performed for both reading and writing.

## Overall Score



**1525**  
Moderately Developed

Indianapolis' overall score is Level 3. More information on Indianapolis' score is provided on page 2.

## What is the ELPAC?

The ELPAC measures the English language skills that students need to succeed in school. Students who are English learners take the Summative ELPAC in the spring until reclassified. Your child's ELPAC score is one measure of your child's knowledge and skills. Other measures include classroom tests and assignments in all grades.

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support you



English Language Proficiency  
Assessments for California

SUMMATIVE ELPAC SCORE REPORT  
2019–2020 | GRADE 5

Indianapolis also received scores for Oral Language and Written Language

## Oral Language

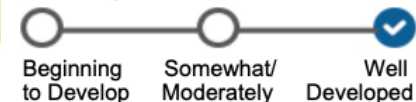
The Oral Language Score includes Listening and Speaking.



**1510**  
Moderately Developed



### Listening



### Speaking



## Written Language

The Written Language Score includes Reading and Writing.



**1560**  
Moderately Developed



### Reading



### Writing



## ELPAC (English test)

1

## Reading Level

2

## Teacher Evaluation

3

# ENGLISH LANGUAGE LEARNER SNAPSHOT

**SECONDARY** - Reclassification is the process for determining that an English Language Learner (ELL) has become Fluent English Proficient. This student report is designed to help you understand what that process is and to provide data that you can act on. Data last updated on **November 8, 2019**. For comments or questions, email [rattana.yeang@ousd.org](mailto:rattana.yeang@ousd.org).

Grade 8



### Did you satisfy the summative ELPAC requirement?

English Language Learners must take the annual English Language Proficiency Assessments for California (ELPAC) to measure their growth in language development. To meet the criteria for reclassification, you must score a 4 Overall.

Overall	Oral Language	Written Language	Listening	Speaking	Reading	Writing
2018-19 <b>Level 3</b>	<b>Level 4</b>	<b>Level 2</b>	<b>Somewhat/Moderately</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Somewhat/Moderately</b>
2017-18 <b>Level 2</b>	<b>Level 3</b>	<b>Level 1</b>	<b>Somewhat/Moderately</b>	<b>Well Developed</b>	<b>Beginning</b>	<b>Somewhat/Moderately</b>
Possible Scores: 1, 2, 3, 4			Possible Scores: Beginning, Somewhat/Moderately, Well Developed			



### Are you making progress towards becoming a proficient reader?

The Reading Inventory (RI) is a test that tells students how well they are reading by measuring reading comprehension with a lexile score. Your performance on this test is important because the results are used to help us determine if you are ready for reclassification.

	Midyear 2019-20 Lexile	Fall 2019-20 Lexile	Spring 2018-19 Lexile	Midyear 2018-19 Lexile
Your Score		<b>830</b>	<b>698</b>	<b>645</b>
Target		<b>850</b>	<b>850</b>	<b>825</b>



### Did you satisfy the ELA course grade requirement?

For students in grades 6 through 12, you will need at least a C- in your ELA Course. If your course grade is below C- or your grade was missing, but you were eligible for reclassification based on your performance on the ELPAC and the RI, you are eligible for the teacher appeal process. Listed below is your Semester 2 ELA Grade for 2018-19.

2018-19 - ELA Grade
<b>ENGLISH 7/ELD - C</b>

# Where to Learn More

## Additional Information in English and Spanish

- Computer-Based ELPAC Overview
  - [English](#)
  - [Spanish](#)
- Student Score Report Video
  - [English](#)
  - [Spanish](#)

## State Parent Guides:

[Spanish](#)  
[Arabic](#)  
[Chinese](#)  
[Korean](#)  
[Tagalog](#)  
[Vietnamese](#)

## HƯỚNG DẪN CHO CHA MẸ ĐỂ HIỂU VỀ Thẩm Định Khả Năng Thông Thạo Anh Ngữ cho California (ELPAC)

Thẩm Định Khả Năng Thông Thạo Anh Ngữ cho California (English Language Proficiency Assessments for California, ELPAC) là kỳ thi trắc nghiệm được dùng để xác định học sinh từ lớp mẫu giáo đến lớp mười hai hiểu Anh Ngữ thông thạo đến mức nào khi đó không phải là ngôn ngữ chính của các em. ELPAC đang thay thế Trắc Nghiệm Phát Triển Anh Ngữ California (California English Language Development Test, CELDT). Dữ kiện từ ELPAC giúp giáo viên của con quý vị yểm trợ trong những lãnh vực thích ứng.



### ELPAC có hai phần:

	Thẩm Định Ban Đầu	Thẩm Định Kết Quả
Ai	Học sinh sẽ thi Thẩm Định Ban Đầu (Initial Assessment) nếu: <ul style="list-style-type: none"><li>■ học sinh sử dụng ngôn ngữ chính không phải là Anh Ngữ,</li><li>■ học sinh chưa thi thẩm định CELDT hoặc ELPAC trước đây và</li><li>■ học sinh chưa từng được phân loại trước đây là người học Anh Ngữ.</li></ul>	Thẩm Định Kết Quả (Summative Assessment) dành cho học sinh nhận định là người học Anh Ngữ Thẩm Định Ban Đầu.
	Thẩm Định Ban Đầu được dùng để nhận	Thẩm Định Kết Quả được dùng để

**Questions about your child's ELPAC score  
or how to access the ELL Snapshot?**

**Contact your schools' ELL Ambassador or  
email [ellma@ousd.org](mailto:ellma@ousd.org)**



# Let's Play Kahoot!

Type in  
Kahoot.it

**Kahoot!**

Game PIN

Enter

**Play Now**

Erin

Join game

# **Part II: What does our ELPAC data tell us?**



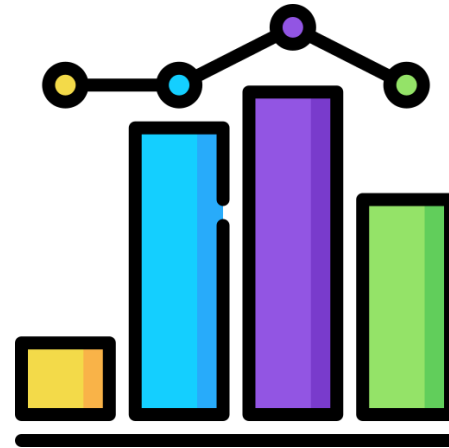
# Why the ELPAC is important

- ELPAC score is the most important criteria used for reclassification, an ELL's "language graduation"
- Students' scores between years help determine where students are making progress and where interventions are needed
- **Data inform decisions around instruction and programming at school and district levels**
- **SCHOOLS WILL START ELPAC TESTING NEXT WEEK!**



# Two ways of looking at ELPAC

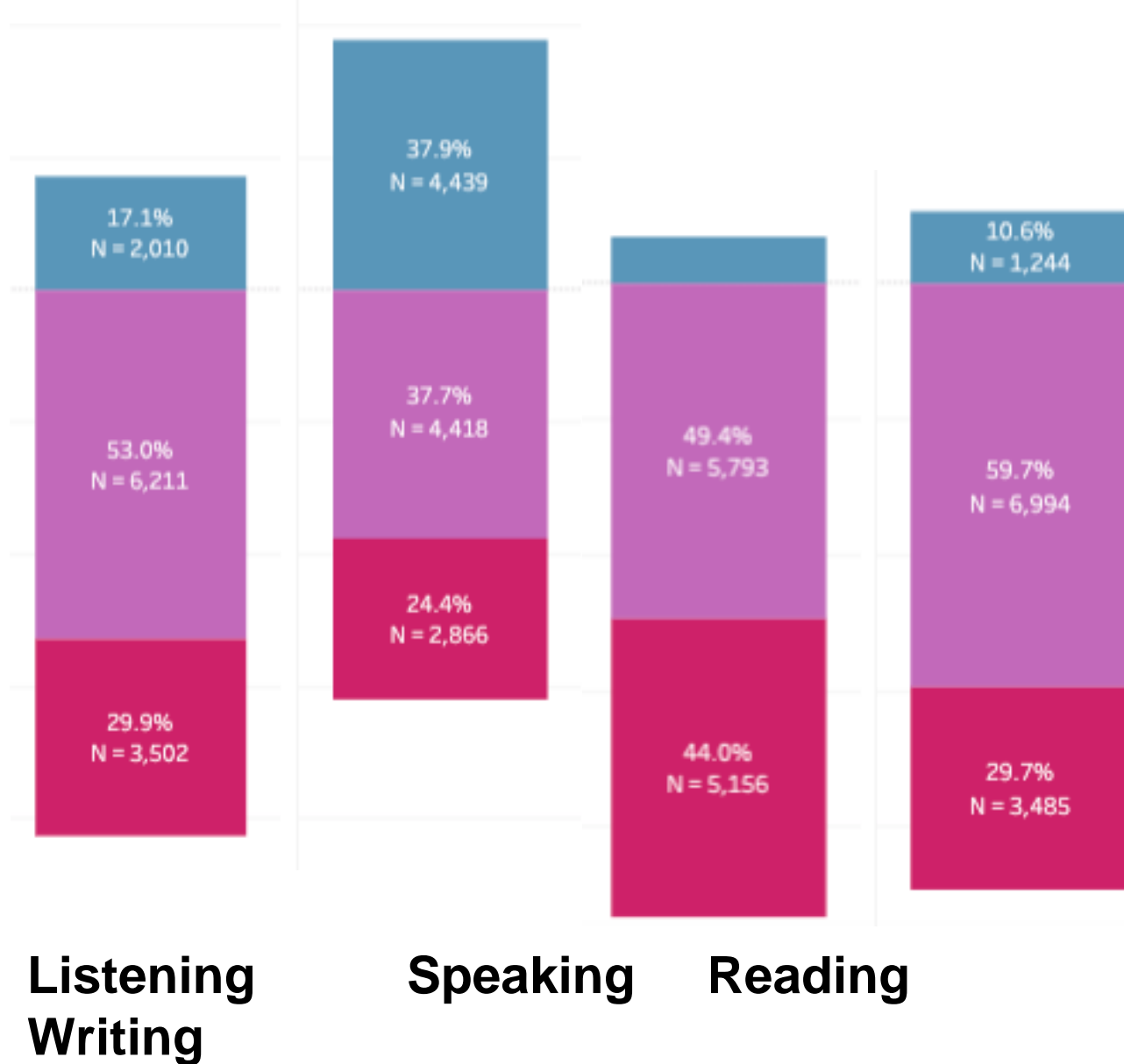
**ELPAC performance =**  
What are the English  
levels of our students?



**ELPAC growth (ELPI) =**  
Are our ELLs making  
adequate progress year  
over year?



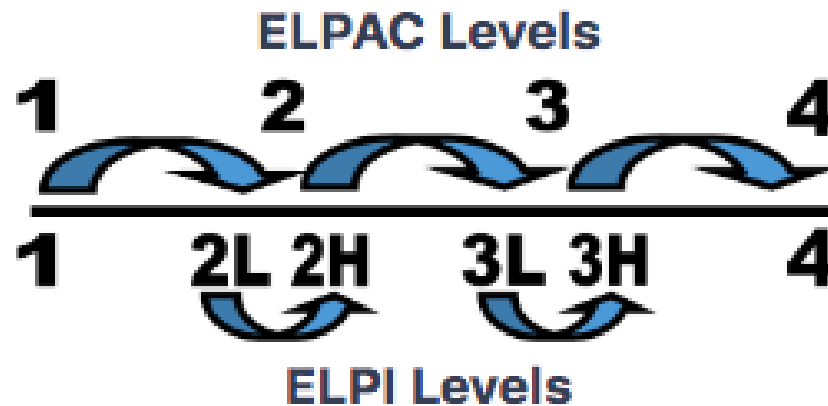
# ELPAC Performance Levels by Domain (2018-19 school year)



In what areas do our ELLs do best? Where do they need the most support?

## ELPI State Dashboard: Are students moving up at least one level each year?

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

## English Learner Progress

All Students

State

**45.8% making progress  
towards English language  
proficiency**

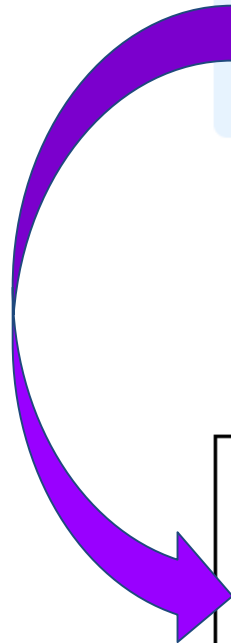
**Number of EL Students:  
7,999**

### Progress Levels

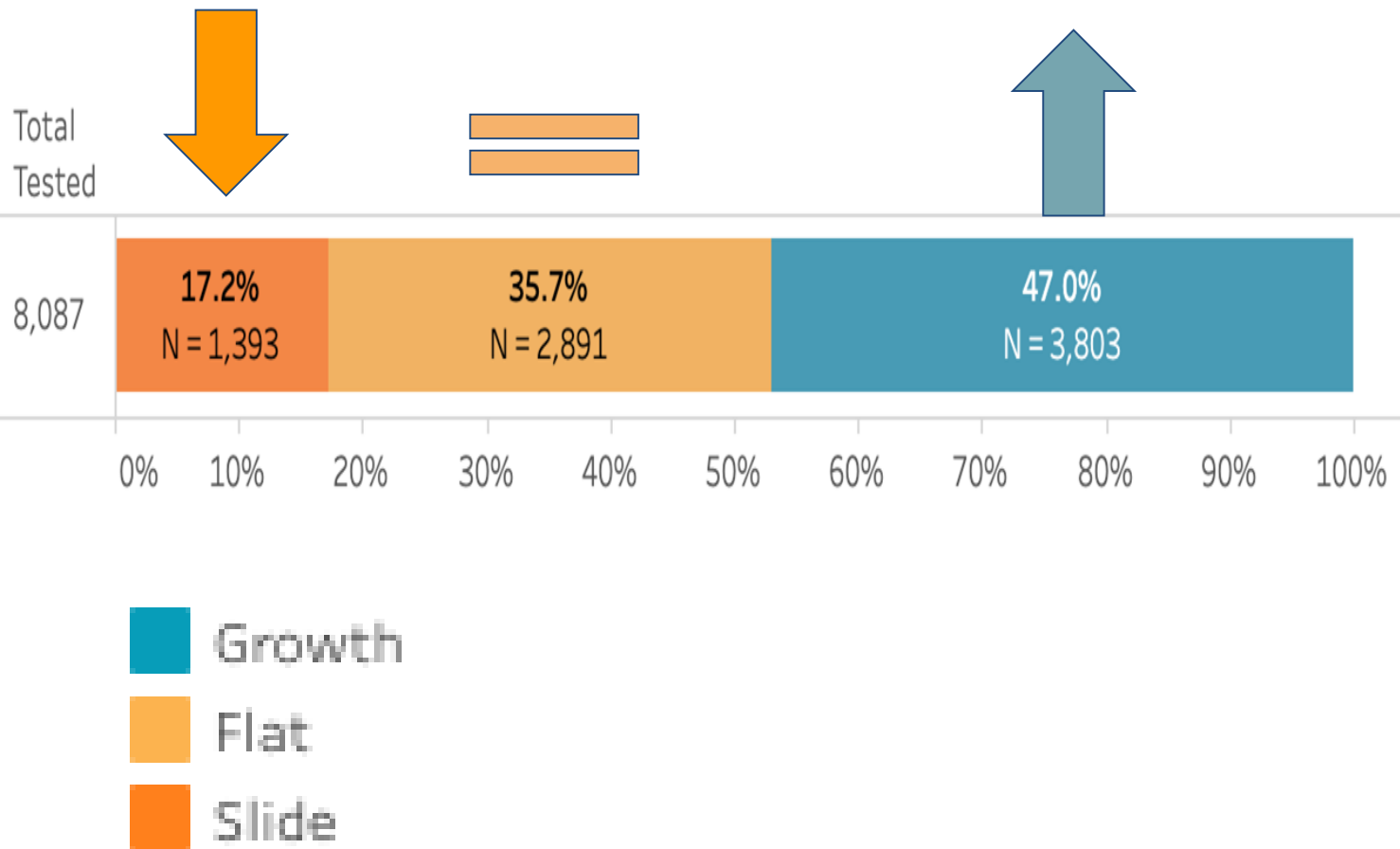
Very High = 65% or higher  
High = 55% to less than 65%  
Medium = 45% to less than 55%  
Low = 35% to less than 45%  
Very Low = Less than 35%

Current  
Growth  
Progress  
Level:  
Medium

Growth  
Progress  
Goal: High



# District-wide ELPAC Growth-Flat-Slide Levels

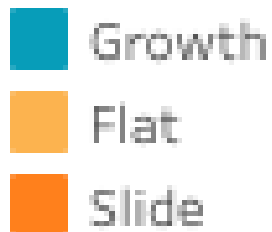
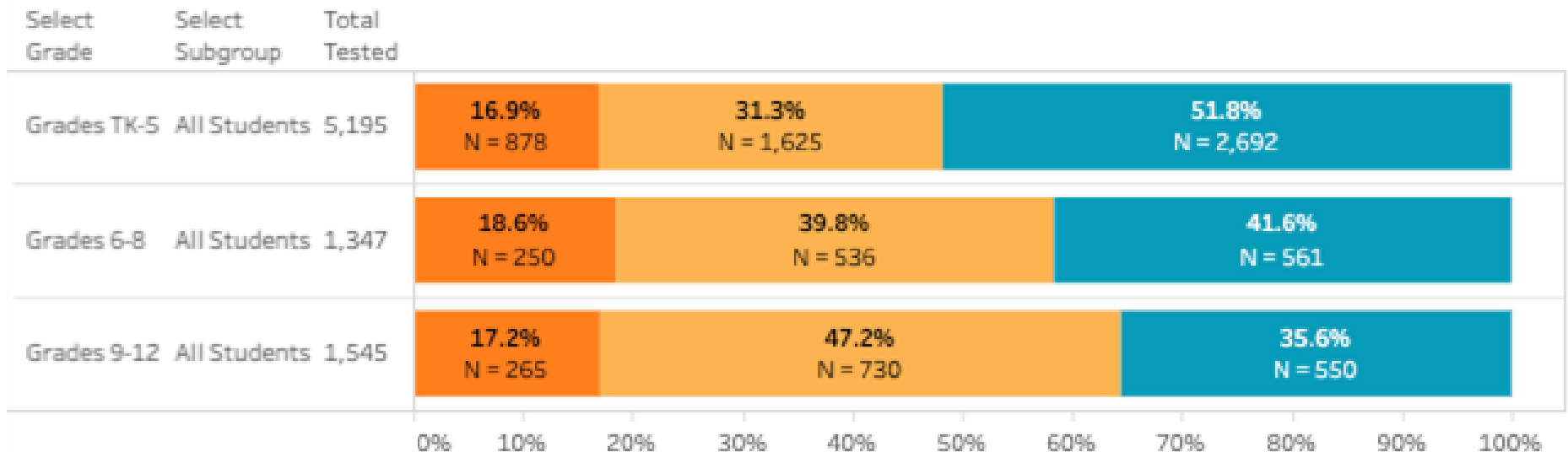


55-65%

Our goal



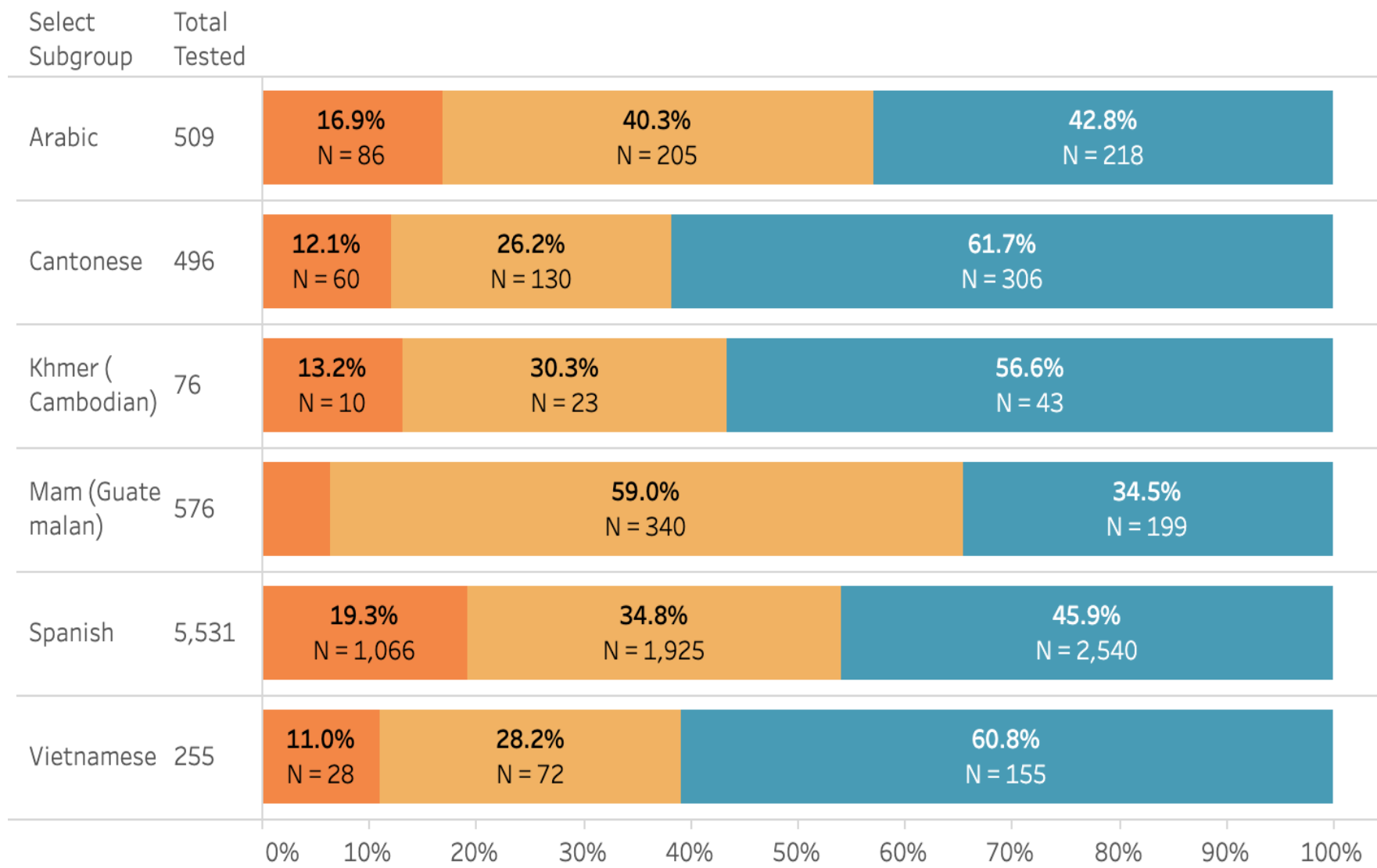
# ELPAC Growth-Flat-Slide Levels by Grade Band (2018-2019 school year)



*Which grade-levels are showing better growth?*

# ELPAC Growth by Language

*Which language groups are showing strong growth?*  
*Which language groups show the most need for support*



# By School: Elementary

Very low Less than 35%	Low 35-45%	Med 45-55%	High 55-65%	Very High 65%+
Emerson-33 Fruitvale-34 Futures-33 Glenview-29 MLK-32 Markham-29	Bella Vista-42 Brookfield - 37 Encompass- 42 Horace Mann-40 Manzanita- 44 New Highland- 44 Rise-41	Acorn-51 Bridges-48 Carl Munck-53 Chabot-50 CUES-49 Esperanza-46 Howard-50 Korematsu-46 Laurel-53 MLA (TK-8)-47 Madison-53 EOP-50 Parker-(K-8)-52 Reach-46 Redwood H.--46 Sankofa-53 TCN-47	Allendale-56 Franklin-60 Garfield-59 Global-63 Grass Valley- 72 Hoover-65 ICS-59 Joaq. Miller-60 La Escuelita-61 Peralta-60 SEED -55 Thornhill-60	Cleveland-79 Crocker-80 Lincoln-69 <b>Montclair-85</b> Piedmont-76 Sequoia-80

# By School: Secondary

Very low Less than 35%	Low 35-45%	Med 45-55%	High 55-65%
Bret Harte-29 Claremont-32 WOMS-29	Elmhurst-42 United-38 Westlake-36	Edna Brewer-47 Frick-49 Montera-46 <b>UPA-52</b>	
Bunche-11 Castlemont-28 Dewey-27 Fremont-32 Oakland Tech-29 Rusdale Newcomer-7 Skyline-34	CCPA-37 Life-40 MetWest-39 Oakland High-44 Oak.International--37 Madison(6-12)-41 Rudsdale-43	McClymonds-52	<b>Sojourner Truth-63</b>

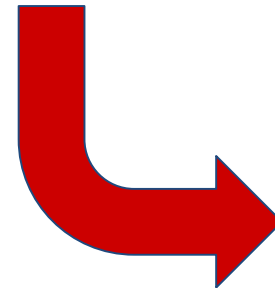
# Questions & Comments

# **Part III: What is our plan to administer the ELPAC this spring?**



# ELPAC Summative Testing Timeline

The ELPAC test is administered in the spring, starting on Monday, **February 1st, 2021**, with all testing completed by **May**.



# Tips to Support your Child's Success on the ELPAC

- ❑ **Set Goals:** Ask your school for your child's **ELL Snapshot** and meet with the teacher to learn more about your child's progress in English and to set goals.
- ❑ **Practice!**
  - ❑ Reading! Writing! Listening! Speaking!
  - ❑ All ELLs can use the computer program BrainPop ELL
  - ❑ Take the ELPAC practice tests
- ❑ **Prepare for the ELPAC test**
  - ❑ Ask your school when your child will take the test
  - ❑ Make sure they are well rested
  - ❑ Encourage them to try the very best and remind them this is their chance to show what they know!

# Questions & Comments

# Appendix Slides