

The EL Collaborative

March 13, 2018

bit.ly/ELC1617



Sonoma County
Office of Education

Jenn Guerrero
EL Program Coordinator, SCOPE



I was...

I am...

I will...

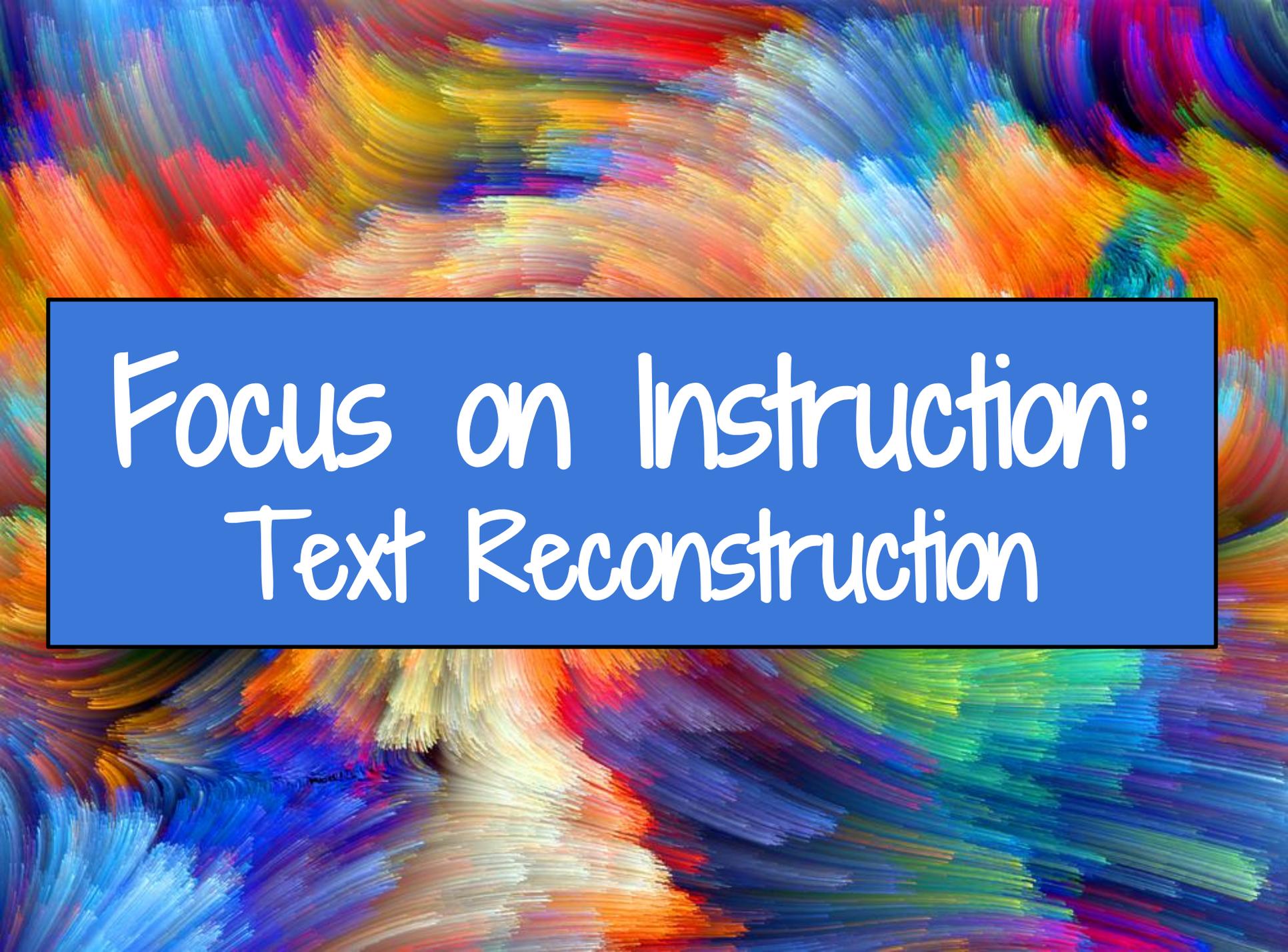
Agenda



- Focus on Instruction: Text Reconstruction
- Miscellaneous Goodies
- Check In: ELPAC SA administration

BREAK

- B.E.L.I.E.F Modules: LTEL Typologies
- The Majority Report
- Updates
- Closure
- Guest Speakers: [10,000 Degrees](#) (Hugo Que and Jennifer Lopez)



Focus on Instruction: Text Reconstruction



Text Reconstruction

Students recreate—or reconstruct—a text that they have listened to several times, taken notes from, and discussed with their partners, without looking at the text.

LISTENING DOMAIN

Purpose

These task types allow students to show their abilities in listening to English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12



Task Types and Descriptions

LISTEN TO A SHORT EXCHANGE

Grades K–2:
Students hear a two-turn exchange between two speakers and then answer a question about the exchange.

Grades 3–12:
Students hear a recording of a two-turn exchange between two speakers and then answer a question about the exchange.

LISTEN TO A STORY

Grades K–2:
Students hear a story, which includes a conversation, and then answer three detailed questions about the story.

Grades 3–5:
Students hear a recording of a story, including a conversation, and then answer three detailed questions about the story.

LISTEN TO A CLASSROOM CONVERSATION

Grades 3–12:
Students hear a recording of a multiple-turn conversation between two speakers and then answer three questions about the conversation.

LISTEN TO AN ORAL PRESENTATION

Grades K–2:
Students hear an oral presentation on an academic topic, then answer three to four questions about it.

Grades 3–12:
Students hear a recording of an oral presentation on an academic topic, then answer three to four questions about it.

LISTEN TO A SPEAKER SUPPORT AN OPINION

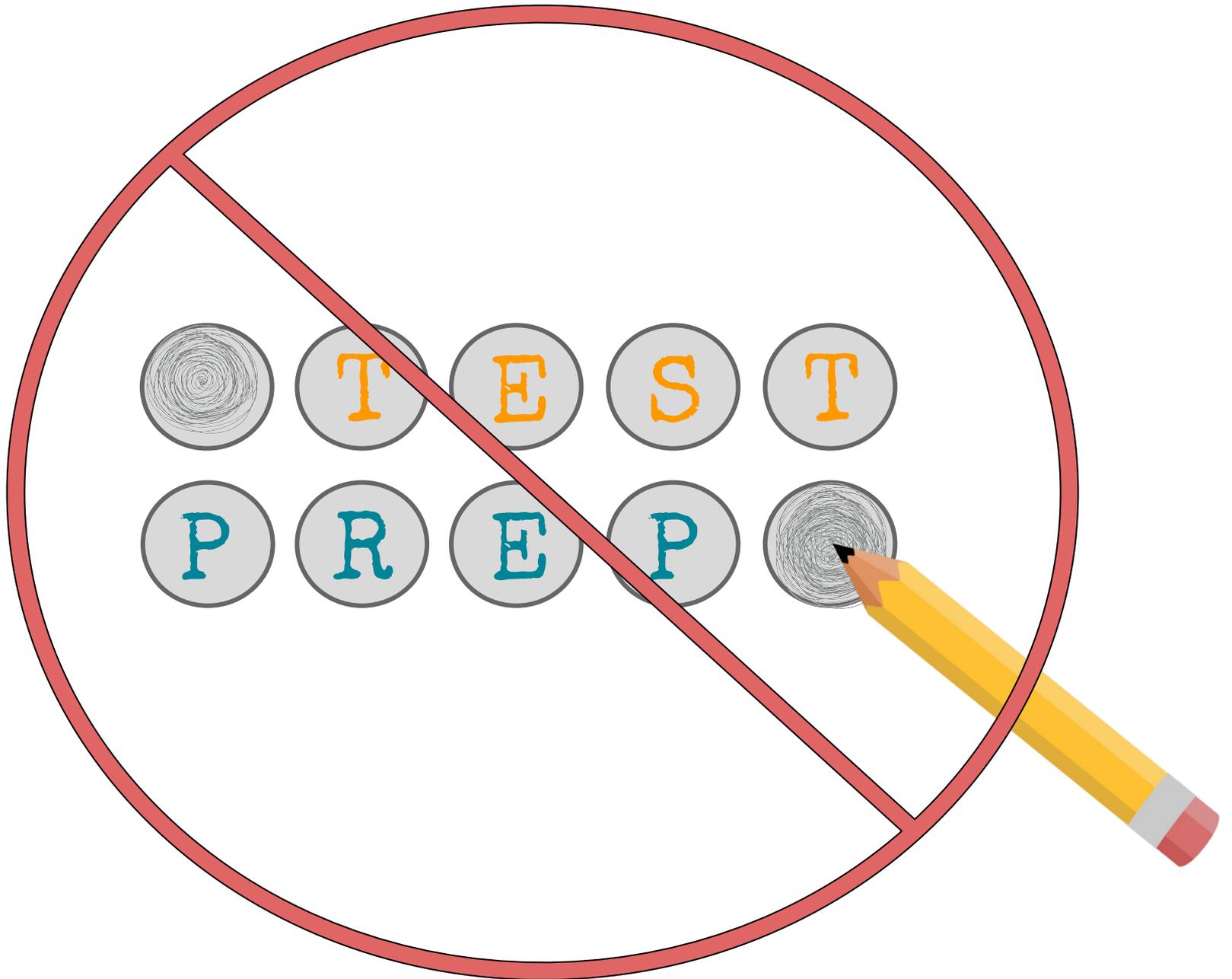
Grades 6–12:
Students hear a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, students answer four questions.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

Listen to an Oral Presentation:

Students hear an oral presentation on an academic topic, then answer three to four questions about it.

During administration of this task type, students may **take notes** in their Test Book.



First read: students just listen

Second read: students take notes and focus on key words, phrases, ideas

Third read: students add more details to their notes

Students (in partners) take turns using their notes to orally reconstruct the text: partner #1 reads their notes while partner #2 listens and fills in any missing information on their notes. Then partners switch roles so that partner #2 reads while partner #1 listens and writes.

Reconstruct the text in written form: students use their completed notes to reconstruct the text together. As the students rewrite the text, they discuss their reasoning for why the text makes sense. They must agree on what they will write before they write it, they must both write their own copy, and they must both write the same thing. Students do not need to reconstruct the text exactly, but they should attempt to make it as close to the original text as possible



Consider...



- How would you have modified this?
- What scaffolds would you have built in?
- How might you use this in your setting?
- What might you have done differently?
- Or.... ?!

A large, dense collection of miscellaneous items is displayed on a white surface. The items include a wide variety of toys such as action figures, dolls, and vehicles; electronics like a Game Boy Advance, a digital scale, and a small television; and household goods including a silver tray, a pair of sunglasses, and a pair of black boots. A central white box with a black border contains the text "Miscellaneous Goodies".

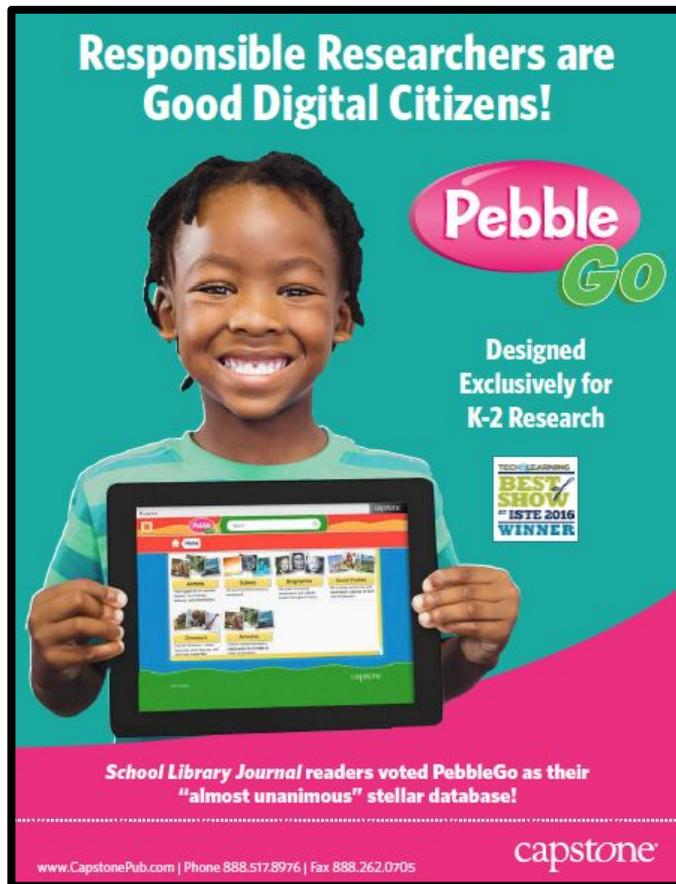
Miscellaneous Goodies

Free access until June 30th!

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Responsible Researchers are Good Digital Citizens!

PebbleGo

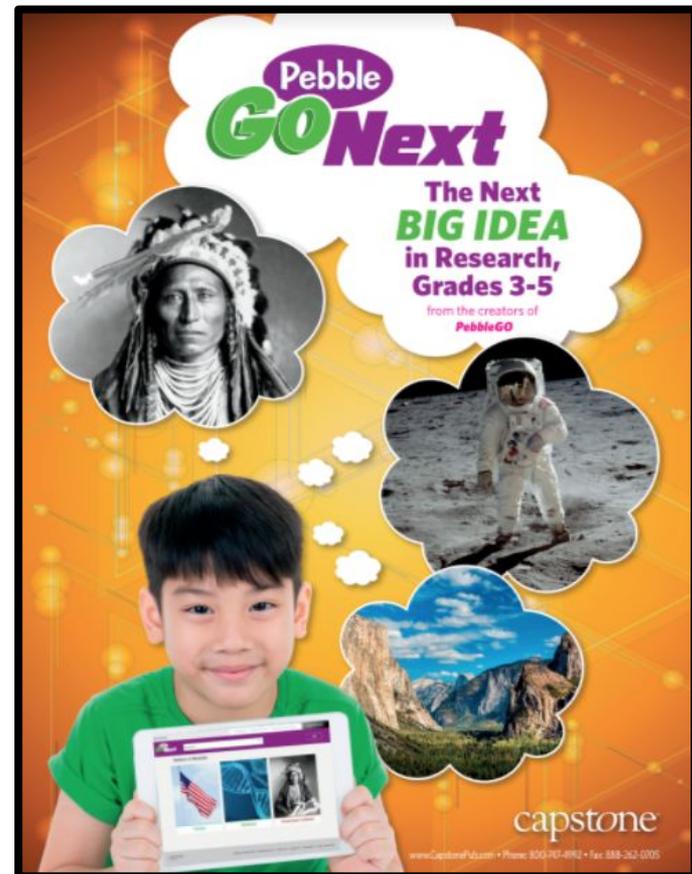
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SUPPORT FOR IMMIGRANT AND REFUGEE STUDENTS:

A Guide to Creating Safe and Welcoming Schools
for Immigrant and Refugee Students in California

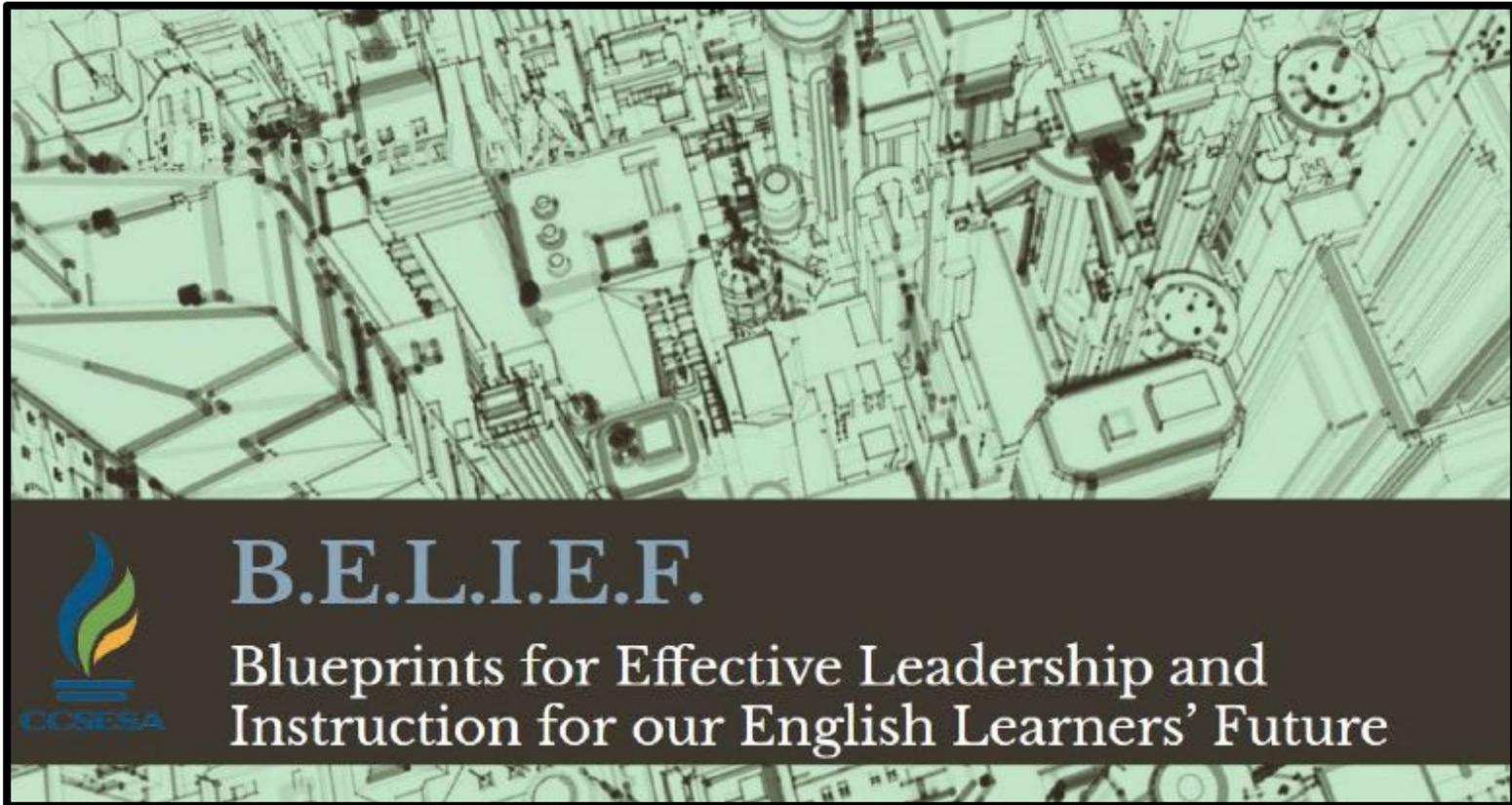


[CA Together](#)

ELPAC SA Administration..

BREAK TIME





[The B.E.L.I.E.F. modules](#) support district and site administrators with implementation of both integrated and designated ELD. The modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine programs for English learners; and follow-up activities to use with staff to support implementation.

“...increase **efficacy, confidence,** and **capacity** of leadership personnel in regard to meeting the needs of the English learner populations in schools.”



LTEL Typologies

Long Term English Learners

- enrolled in U.S. schools for six years or more
- stalled in progressing towards English proficiency
- struggling academically

Reparable Harm

Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners



Laurie Olsen, Ph.D.

 CALIFORNIA LATINO EDUCATION RESEARCH & POLICY PUBLICATION

Meeting the Unique Needs of Long Term English Language Learners

A GUIDE FOR EDUCATORS

By Laurie Olsen, Ph.D.



NATIONAL EDUCATION ASSOCIATION

Great Public Schools for Every Student



Typology #1: Thu



Typology #2: Oscar



Typology #3: Sara

CHOOSE ONE TYPOLOGY

What do you want to ask the student?

What else do you want to know?

How might you support this student?

What are you going to do
with this information?



The Education Trust–West

Advocates for educational justice and the high academic achievement of all California students, particularly those of color and living in poverty.

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**THE FUTURE
OF CALIFORNIA'S
LATINO STUDENTS
WILL DETERMINE
THE FUTURE OF
CALIFORNIA ITSELF.**



The Education Trust-West

bit.ly/etw2018

- ❑ What do you find interesting?**
- ❑ What do you have questions about?**
- ❑ How do you see yourself using this information?**



Updates...





**KEEP
CALM
AND
WAIT
PATIENTLY**



Blue
(Highest)



Green



Yellow



Orange



Red
(Lowest)

English Learner Progress Indicator

“ELPI”

Attachment 1: Proposed Revised ELPI Formula

Annual CELDT Test Takers Who Increased at least 1 CELDT Level

Plus

Annual CELDT Test Takers Who Maintained English Proficiency in the Early Advanced/ Advanced CELDT Levels

Plus

ELs Who Were Reclassified in the Prior Year

Plus

*LTEL CELDT Test Takers Who Increased at Least 1 CELDT Level
(new criteria)*

Divided by

Total Number of Annual CELDT Test Takers in the Current Year ***plus***
ELs Who Were Reclassified in the Prior Year

Spring 2019 Dashboard will include ELPAC data

The English Learner Roadmap



Illustrative Case Examples

Examples of system approaches and strategies that illustrate the principles and elements of the EL Roadmap.

- 1. Assets-Oriented and Needs-Responsive Schools**
- 2. Intellectual Quality of Instruction and Meaningful Access**
- 3. System Conditions that Support Effectiveness**
- 4. Alignment and Articulation Within and Across Systems**



Intensive Institutes

- Summer 2018 in Northern, Central, and Southern California
- Final dates and times will be sent to members of the Bilingual Coordinators Network



Manual for ELs with Disabilities

- “More practical than theoretical”
 - December 2018

AB 2763 (O'Donnell): ELs: observation protocol

Existing law requires each school district that has one or more pupils who are English learners to assess the English language development of each pupil. This bill would require the State Department of Education, on or before November 30, 2019, to **develop a standardized English language use observation protocol for use by teachers in evaluating a pupil's English language proficiency, as provided.** The bill would require the department, in developing this protocol, to consult with teachers and experts, as provided. The bill would also require the department to develop and make available to local educational agencies, including charter schools, professional development tools to train teachers on the use of the protocol.

CA Education for a Global Economy Initiative (Ed.G.E) (Prop 58)

Three sections (*EC* sections 305, 306, and 310) of the amended statute necessitated regulation. The **proposed revised regulations** address:

1. The inclusion of parents and community members, while considering the establishment and implementation of language acquisition programs at school districts or county offices of education, during the development of local control and accountability plans.
2. Notification to parents regarding the language acquisition programs available in the school district or county office of education.
3. A process for receiving and responding to parent requests for language acquisition programs provided at a school site.

A yellow silhouette of the state of California is positioned on the left side of the page, partially overlapping the 'E' of the acronym.

ELPAC

English Language Proficiency
Assessments for California



ELPAC Initial Assessment Administration and Scoring Training

**This training will go over in detail how to
score the writing rubrics**

ELPAC IA Regulations Coming July 1, 2018

STAY TUNED

- ☐ Parent notification of IA administration**
- ☐ Correction and revision process for the Home Language Survey**

- **Beginning with the 2018–19 school year, 25 percent of schools in California will be asked to submit their ELPAC IA test materials to testing contractor Educational Testing Service (ETS).**
- **For each following year, a new group of schools will be asked to do so.**
- **This process will help the CDE to support LEAs through trainings on administration and scoring to ensure the accuracy of the administration of the Initial ELPAC.**

Student Score Reports Timeline



Summative ELPAC Student Score Reports (SSRs):

- If test materials received by contractor in March 2018, SSRs will be returned in 10–12 weeks later due to a quality control process
- “Understanding Your Student Score Report” handouts will be available by May 2018
- Summative ELPAC SSR video will be posted by mid-July, 2018

Student Score Reports Timeline (cont.)



Initial ELPAC SSRs:

- Generated at the local level
- “Understanding Your Student Score Report” handouts will be available by July 2018
- Initial ELPAC SSR video will be posted by end of July, 2018

Is the Summative ELPAC administered in groups of 10 or groups of 20?

The Writing, Reading, and Listening domains in grade two should be administered in groups of 10 or fewer students.

Those domains in grades three through twelve should be administered in groups of 20 or fewer students. If the group size in either case exceeds the maximum number,

a proctor is required.

“A proctor is someone else who can help prepare the room for testing, monitor students, etc. They don’t have to be trained for administering the ELPAC (they are there to monitor and help the test examiner), but they must sign the test security affidavit.”

Reclassification

“Because the threshold scores at this time are preliminary,

LEAs may locally determine their own ELPAC threshold scores, in combination with the general performance level descriptors, for reclassification

purposes until the SBE approves the final threshold scores in fall 2018, at which time the CDE will provide new reclassification guidance for the 2018-2019 school year and beyond.”



**ELPAC threshold scores
&
General performance level descriptors**

ELPAC threshold scores

ELPAC SA Score Reports

Overall

- ❑ Four levels (1,2,3,4) and a scaled score

Subscores

- ❑ Oral (comprised of Listening and Speaking): four levels (1,2,3,4) and a scaled score
- ❑ Written (comprised of Reading and Writing): four levels (1,2,3,4) and a scaled score

Domain Scores (Listening, Speaking, Reading, Writing)

- ❑ Three levels (Beginning, Somewhat/Moderate, Well Developed)
- ❑ No scaled score



(SAMPLE REPORT FOR STUDENT'S YEAR-TO-YEAR SCORES)

Anita's Grade 6 Results on the English Language Proficiency Assessments for California

Anita's overall score of 0000 is in Level 3.
Students at this level have moderately developed English skills.

OVERALL SCORE:
0000

LEVEL 3

2017-2018
Grade 6

Anita's overall score history:

Grade	Score	Level
2015-2016 GRADE 4	0000	Level 3
2016-2017 GRADE 5	0000	Level 3
2017-2018 GRADE 6	0000	Level 3

Oral Language Score

0000 | Level 2

The Oral Language Score is a combination of Anita's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening		✓	
Speaking	✓		

Written Language Score

0000 | Level 3

The Written Language Score is a combination of Anita's Reading and Writing performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Reading		✓	
Writing			✓

General performance level descriptors

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

Possibilities, Ideas...

Look only at overall performance level

- ELPAC 4 overall
- ELPAC 3 overall

Look at overall performance level and scaled score

- ELPAC 3 overall with a high cut point for scaled score?

Look at overall performance level and subscores for written/oral

- ELPAC 3 or 4 overall
- ELPAC 3 or 4 for both written and oral

Consider:

- Same for all grades?
- Different for all grades?

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging



A close-up photograph of a monkey's face, focusing on the forehead and eye area. A large, bright red, swollen area is visible on the forehead, extending down towards the eye. The monkey's fur is brown and appears slightly matted. The monkey's eye is partially visible, looking downwards. The background is dark and out of focus.

Tuesday, May 8
(our last meeting)

The good news....





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