

Welcome Families to our  
ELAC Meeting! Thank  
you for coming.  
January 29, 2018



# Introduction to your student's support team:

1. ELL Support Teacher/  
ELL School Site Coordinator
1. ELL Counselor
2. Assistant Principal

# Vista Murrieta High School

▶ Teacher: Char (Charmaine) Gempeler

cgempeler@murrieta.k12.ca.us

951-894-5750 ext. 6501/Room EE 11

▶ Counselor: Aurora Padilla

apadilla-napoles@murrieta.k12.ca.us

▶ Assistant Principal: Heather Just

hjust@murrieta.k12.ca.us

# Warm Springs Middle School

▶ Teacher: Elizabeth Hudson

ehudson@murrieta.k12.ca.us

951-696-1600 ext. 3134

▶ Counselor: Mary Davis

mdavis@murrieta.k12.ca.us

▶ Assistant Principal: Francis Lopez-Zarate

feloopez-Zarate@murrieta.k12.ca.us

# Dorothy McElhinney Middle School

▶ Teacher: Allison McCormick

amccormick@murrieta.k12.ca.us

951-304-1885 ext. 3534/Room F-104

▶ Counselor: Edgar Trejo

etrejo@murrieta.,12.ca.us

▶ Assistant Principal: Jared Rogers

jrogers@murrieta.k12.ca.us

What does **ELPAC** stand for?

The **E**nglish **L**anguage  
**P**roficiency  
**A**ssessments for **C**alifornia



# What is the purpose of the **ELPAC**?

The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.

# Language Descriptors: CELDT vs **ELPAC**

## CELDT

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



## ELPAC

1. Emerging
2. Expanding
3. Bridging



# WHEN WILL MY STUDENT TAKE THE ELPAC?

ELPAC testing window is during the month of  
**FEBRUARY**.

All ENGLISH LEARNER students will start *together*  
with the READING/WRITING/LISTENING  
assessments, and then will be pulled separately  
for the *individual* SPEAKING assessment.

# What can you do to **PREPARE?**

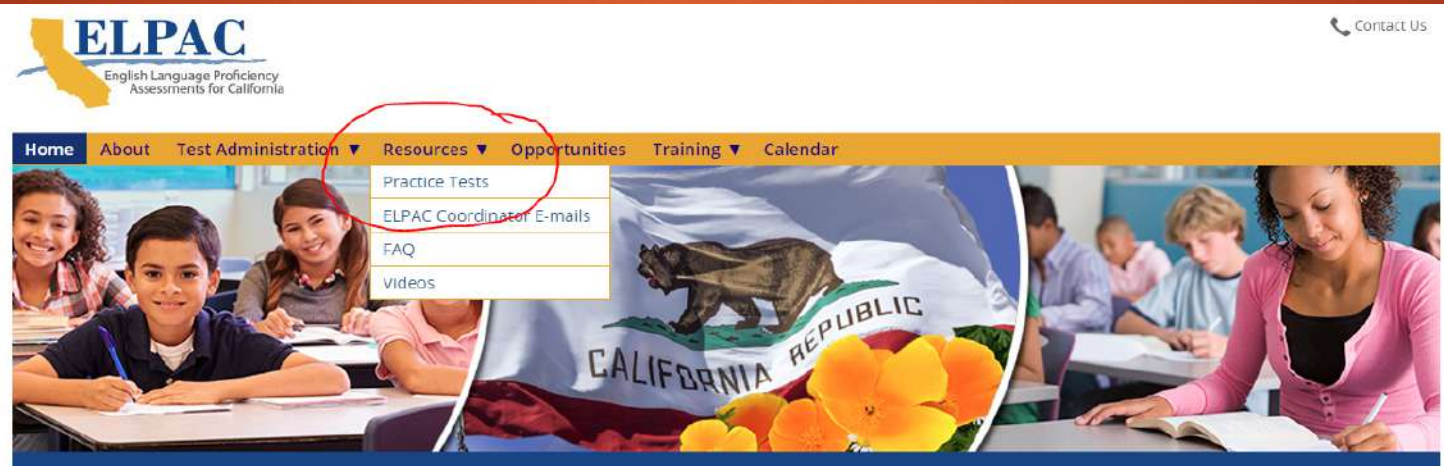
There is a practice test on the ELPAC  
website:

<https://www.cde.ca.gov/ta/tg/ep/>

# How to get to the **ELPAC** Website from the California Department of Education page

The new Web site for the English Language Proficiency Assessments for California (ELPAC) is now available. Visit the [ELPAC Web page](#), which will serve as a portal for general information, manuals, instructions, training, videos, calendar, event opportunities information, and announcements as they become available.

# HOW DO I FIND A PRACTICE TEST?



## The ELPAC Web Site

The English Language Proficiency Assessments for California (ELPAC) Web site serves as the portal for resources that a local educational agency will need to administer the ELPAC.

### News and Tips for the ELPAC Administration

ELPAC Customer Support will be closed Monday, January 15, 2018, for the Martin Luther King holiday. All phone calls and e-mails will be returned when the office reopens on Tuesday, January 16, 2018.

The Summative Assessment window is February 1-May 31, 2018.

The Supplemental Test Material Order window opens on January 23, 2018. For local educational agencies that have not placed their initial order, contact the [Customer Service Center](#) before January 22, 2018, for assistance.

The Round 1 Pre-ID Label Order window opened on January 2, 2018. Access the [ELPAC TOMS Pre-ID Labels Ordering Quick Start Guide \(PDF\)](#) for guidance on how to place your order. Place your order before April 9, 2018, to ensure you receive the lowest price for Pre-ID labels. More information about Pre-ID labels is available on the [ELPAC Test Administration Web page](#).

Test Operations Management System (TOMS)

#### Additional Resources

- California Department of Education [ELPAC Information](#)

# PRACTICE TEST PAGE: CHOOSE THE GRADE LEVEL



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## ELPAC Practice Tests

The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the English Language Proficiency Assessments for California (ELPAC). It includes examples of all of the types of test questions that may appear in the actual Summative Assessment at each grade or grade span. In an actual test setting, an Examiner's Manual, a Test Book, and/or an Answer Book are used. The test questions in the Practice Test are reproduced from these test materials.

- [ELPAC Kindergarten Practice Test \(PDF\)](#)
- [ELPAC Grade 1 Practice Test \(PDF\)](#)
- [ELPAC Grade 2 Practice Test \(PDF\)](#)
- [ELPAC Grades 3-5 Practice Test \(PDF\)](#)
- [ELPAC Grades 6-8 Practice Test \(PDF\)](#)
- [ELPAC Grades 9-10 Practice Test \(PDF\)](#)
- [ELPAC Grades 11-12 Practice Test \(PDF\)](#)

[Test Operations Management System \(TOMS\)](#)

### Additional Resources

- [California Department of Education ELPAC Information](#)

# ELPAC TEST DOMAINS



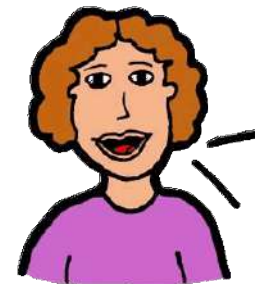
1. READING

2. LISTENING



3. WRITING

4. SPEAKING





# READING

## READING Read a Short Informational Passage

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In this task type, students read a short informational passage. Students then answer three questions about the passage. For this Practice Test, there are only two questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2<sup>3</sup>

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### Read the text. Answer Numbers 1 and 2.

Bells can get a lot of people's attention. They are used to tell people about major events. One bell is even an American landmark. This bell is the Liberty Bell, and it is on display in Philadelphia, Pennsylvania. It is most well-known for its large crack. It was rung only on special occasions in history. It rang when the Declaration of Independence was signed. It rang when the United States Constitution was approved. It used to ring on George Washington's birthday.

The Liberty Bell has traveled to many towns and cities in the United States. In 1915 it even traveled to San Francisco, California, by train. It continues to be a symbol of freedom for everyone to enjoy.

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**1** What is the main idea of the text?

- A Bells can get a lot of people's attention.
  - B George Washington helped make the Liberty Bell.
  - C The Liberty Bell traveled by train.
  - D The Liberty Bell is an important landmark.
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# LISTENING

## LISTENING Listen to a Short Exchange

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In this task type, students listen to a recording of a short conversation between two speakers in a school context. Students then answer one question about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.B.5, PII.A.2<sup>2</sup>

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### **Narrator**

Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

### **Girl**

I love how we can mix paint together to make new colors. But when we mix red and blue paint, it's supposed to turn purple.

### **Boy**

You're right, but this still looks blue. We need to add more red paint to the bowl.

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**1** Why are the girl and boy going to add more paint to the bowl?

- A because they want the paint to change color
- B because they do not have enough paint for their pictures
- C because they are following the teacher's directions



# WRITING: Describing a scene

## WRITING Describe a Picture

In this task type, students look at a picture and read a short paragraph presented as if written by a peer. The picture and paragraph are related to a social or academic activity. Students then make additions and edits to the paragraph.

The set that follows provides the types of questions that may appear in the Summative Assessment. Only two questions are included in the Summative Assessment. For this Practice Test, there are four questions included.

Aligned 2012 IELD Standards: P1.A.2, P1.C.6, P1.B.3, P1.B.4, P1.B.5, P1.C.7\*

### Rubric, Questions 1-4

Score	Descriptions
2	<ul style="list-style-type: none"><li>The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or increasing something that might happen next).</li><li>Grammar and word choice are appropriate.</li></ul>
1	<ul style="list-style-type: none"><li>The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully representative.</li><li>There are errors in grammar and word choice.</li></ul>
0	<ul style="list-style-type: none"><li>Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."</li></ul>

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph below and then follow the directions.



The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.

\* The standards have been labeled to indicate Part I, Part II, or Part III (P1, P2, P3); the code (S or P), A = Collaborative, B = Interpretive, C = Productive or Process (S, P), a = Assessing Cultural Traits, b = Exploring and Enriching Values, C = Connecting and Consolidating Ideas and the standard number (in P1, 1-7); in P2, 1-7). For the 2012 IELD Standards, please see the task in the Additional Resources section.

- 1 Look at this sentence.  
The students are taking turns.  
Rewrite this sentence with more details.

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- 2 Look at this sentence.  
The girl just careful threw the ball.  
This sentence has TWO errors. Rewrite the sentence correctly.

# SPEAKING: Talking about a scene

## SPEAKING Talk About a Scene

In this task type, the student looks at a picture of a familiar scene in a school context. The student then answers six questions about the scene with a single word, a short phrase, or a longer response.

Aligned 2012 ELD Standards: PL.A.1, PII.B.3, PII.B.4, PII.B.5\*

### Rubric, Questions 1-3

Score 0	Score 1
Incorrect response that is not relevant/completely unintelligible/no response/response contains no English/"I don't know."	Correct response.

### Rubric, Questions 4-6

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>Response is not relevant.</li> <li>Response contains no English.</li> <li>No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Response is limited or partially relevant.</li> <li>Errors in grammar, pronunciation, or intonation impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Response is relevant.</li> <li>Errors in grammar, pronunciation, or intonation do not impede meaning.</li> </ul>

**SAV** Look at the picture. I am going to ask you some questions about it.

1

Point to the student writing.

**SAV** What is the student doing?

2

Point to the student holding up the beaker.

**SAV** What is the student holding?

3

Point to the man behind the lectern.

**SAV** What is the teacher doing?

\* The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII), the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring/Collective Tasks, B = Expanding and Extending Ideas, C = Connecting and Concluding Ideas), and the standard number (in PI, 1-12; in PII, 1-7). For the 2012 ELD Standards, please see the link in the Additional Resources section.



Questions??