



Supporting our Students on their Path Towards Reclassification

October 4, 2022

Session Outcomes

- ❑ Understand MLL
Reclassification Process
- ❑ Review Summative ELPAC
structure
- ❑ Learn about resources
available to support your
children on their path towards
reclassification

Reclassification Criteria

(Current)



- ❑ Overall Performance Level (OPL) of Well Developed Level 4
- ❑ CAASPP Performance level of Standard Exceeded or Standard Met, with consideration to Standard Nearly Met or iReady ELA/CAASPP ELA at grade level or above
- ❑ Teacher verifies that this student will be able to do grade level work in core academic subjects in a regular program designed for native and fluent English speakers. (Requires 3 teachers' signatures for approval in middle schools.)
- ❑ After approval of classroom teacher(s) and the Principal, the parent/ guardian is given an opportunity to consult with the staff regarding the reclassification process.

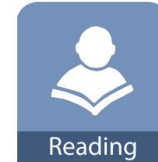
Summative ELPAC

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.

CAASPP/SBAC English Language Arts

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy and mathematics, as well as how much students have improved since the previous year (student growth). These measures help identify and address gaps in knowledge or skills early on so students get the support they need for success in higher grades and become ready for college or a career.

The ELPAC tests four different areas:



EXPLORE YOUR
CHILD'S TEST
SCORE REPORTS



CHECK OUT
SAMPLE TEST
QUESTIONS



ACCESS PARENT
FRIENDLY
RESOURCES



To learn more about your child's California Assessment of Student Performance and Progress (CAASPP) test scores, visit the Starting Smarter parent website for CAASPP assessments at <https://ca.startingsmarter.org/>.

Fort's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
FORT W. TEXAS
1234 MAIN STREET
UNIT 1234
YOUR CITY, CA 12345-1234

Student #: 9999999906
Date of Birth: 08/05/2009
Grade: 6
Test Date: 03/06/2021
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score



Fort's overall score is Level 3 out of 4. More information on Fort's score is provided on page 2.

What is the ELPAC?

The Summative ELPAC measures how well students are learning the English language and determines what support they need to succeed in school. Students who are English learners will take the Summative ELPAC each year until reclassified. You and your child's teachers can use the ELPAC results and other measures of English language proficiency to help further your child's knowledge of English.



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

- understand your child's score report,
- review sample test questions, and
- find free resources to support your child's learning.

What Students Can Do At Each Level

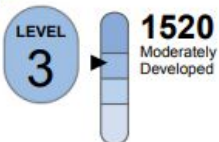
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1474) Beginning to Develop May know some English words and phrases	(1475–1516) Somewhat Developed Can often use English to communicate simple ideas	(1517–1566) Moderately Developed Can usually use English to learn new concepts in school	(1567–1900) Well Developed Can consistently use English to learn new concepts in school

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

Fort also received scores for oral language and written language.

Oral Language

The oral language score includes Listening and Speaking.



Listening

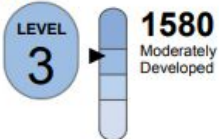


Speaking



Written Language

The written language score includes Reading and Writing.



Reading



Writing



Your Child's ELPAC Score History

Grade 4	Grade 5	Grade 6
Incomplete test No score available	Incomplete test No score available	LEVEL 3 Moderately Developed 1550

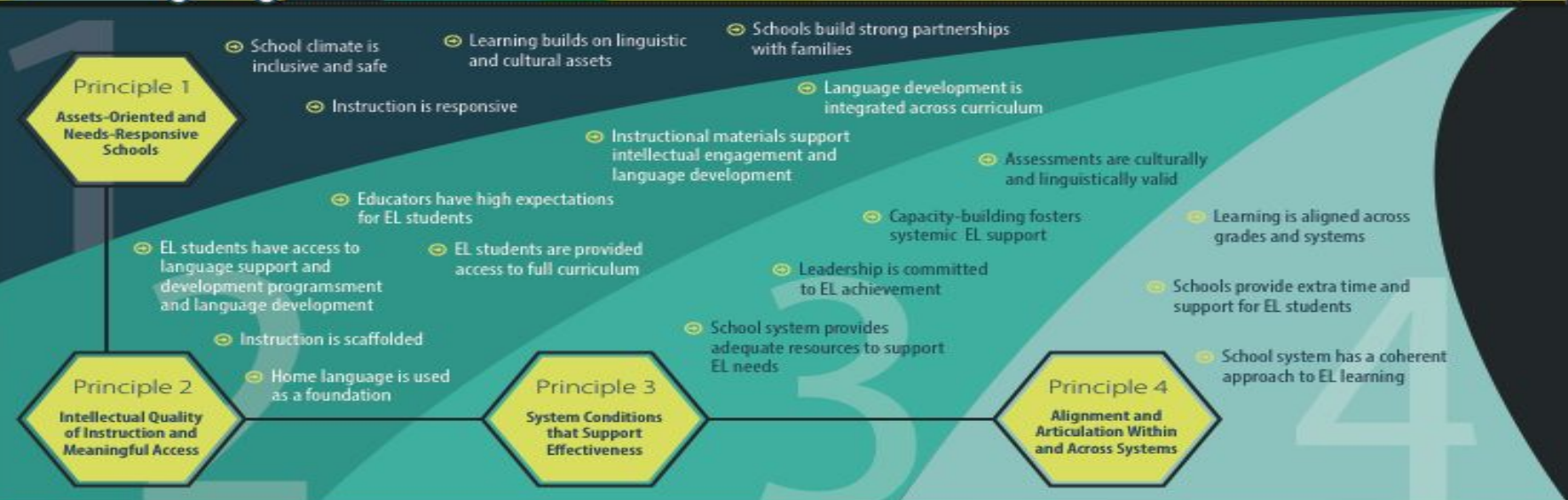
2017: California Roadmap Policy Approved

California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system



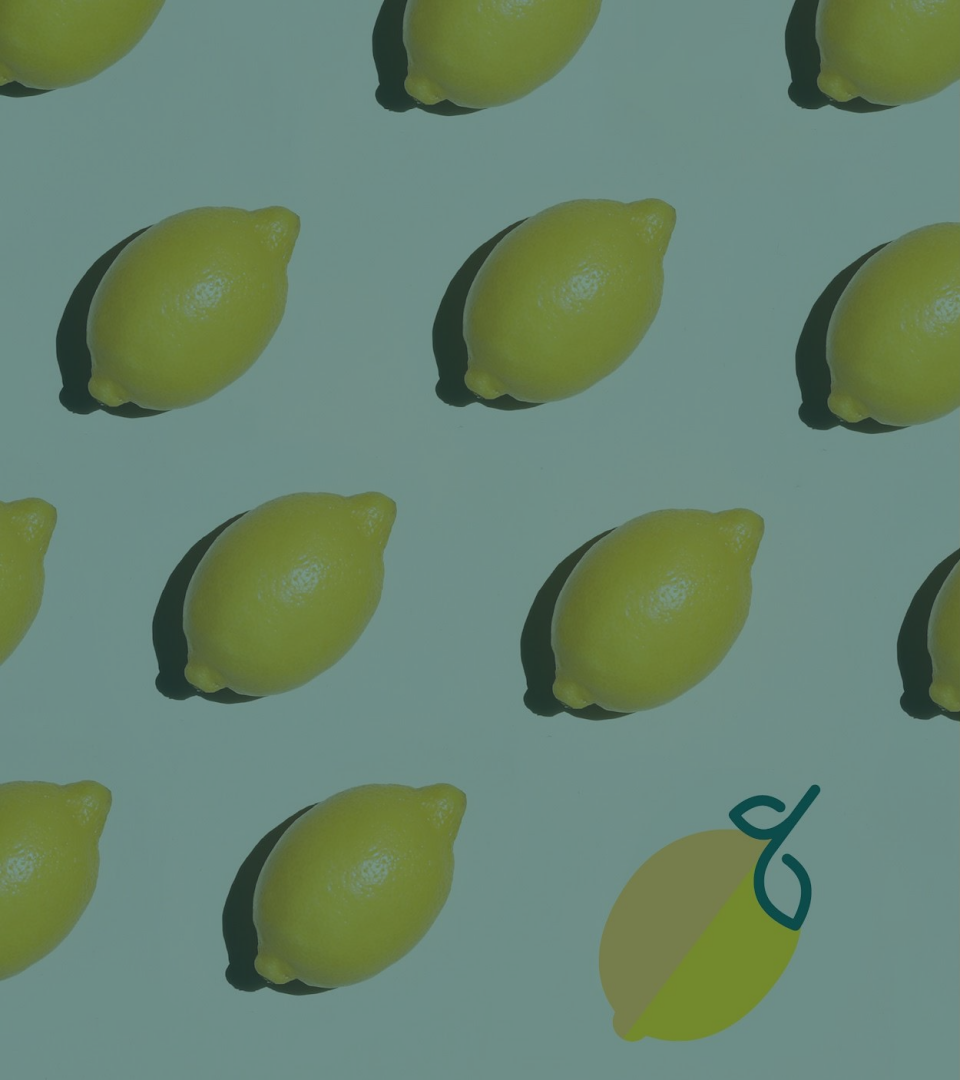
21st century Education
Multilingual Proficiency
Academic Mastery





MLL Roadmap Implementation Team Meeting Calendar

Meeting	Topic
1 September 29 12:30-2:30pm	Grounding in our why Understanding the Roadmap policy Where we are now, where we want to be
2 October 27 12:30-2:30pm	MLL shadowing at sites; group debrief
3 November 17 <i>Specific Times TBD</i>	Student and parent panels (virtual) Morning- parents After school- students Evening- parents
4 December 1 12:30-2:30pm	MLL Master Plan Determine components Delegate and assign
5 January 26 12:30-2:30pm	MLL Master Plan Progress share out
6 February 23	MLL Master Plan 1st round feedback: MLL Roadmap Team (2/23)



Parents are our students' first teachers, and an integral part of their education.

Supporting our children's learning does *not* require knowledge of specific academic content.

Develop English and/or the home language by:

- Social activities to support speaking and listening:



- Perspective Taking: This is an easy activity all about identifying the feelings and thoughts of others and you can do it when you are watching TV or a movie with your child. Press pause and say to your child, "How do you think that he or she feels right now? What are they thinking?"



- Playing Board Games: While playing board games is probably the most obvious way to practice and encourage social skills, it's really because it's the best bang for your buck. "Playing a game requires patience, being able to wait and take turns, negotiation about who goes first (or what character piece or color you are), agreeing to and sticking to the rules, and being a good sport whether you win or lose,"



- 'Would You Rather' Game: This is a silly game that lets kids laugh and let loose while using their imagination and creativity. Your child needs to come up with two goofy or outlandish statements, making you (or a friend who is playing virtually) choose an answer no matter how ridiculous the options.



- Telling Short Stories: Create a stack of flashcards with story topics you'd like to discuss with your child. (Some ideas that might work: favorite summer memory, favorite holiday, the best birthday party idea, or a dream you once had.) The skills practiced with this activity include listening, following directions, patience, taking turns, ignoring distractions, cooperating and showing empathy.

During Reading,

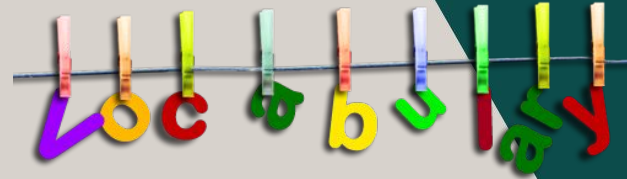
- Ask questions about the [pictures in the book](#).
- Have the child find words they recognize or the letters in their name in the text.
- Ask the child to retell the story based on the pictures in the book.
- Compare the activities and characters shown in the pictures to those in the family.
- Create a new ending to the story together.
- Draw a new story for the same characters in the book.



[Reading Rockets Guides for Parents of Babies through Grade 3, Available in Multiple Languages](#)

[Ideas for Conversations around Reading with Your Older Learner](#)

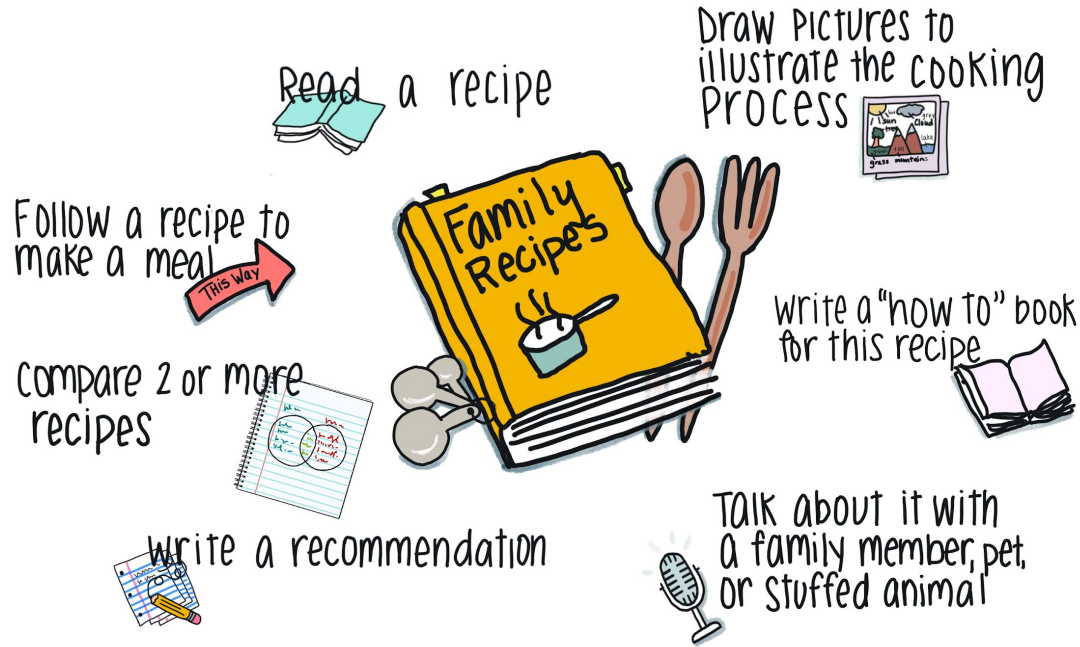
Four Steps to Introducing a New Word



1. First, provide a simple, **kid-friendly definition for the new word**:
Enormous means that something is really, really big.
2. Second, provide a simple, kid-friendly **example that makes sense within their daily life**:
Remember that really big watermelon we got at the grocery store? That was an enormous watermelon!
3. Third, **encourage your child to develop their own example**:
What enormous thing can you think of? Can you think of something really big that you saw today? That's right! The bulldozer near the park was enormous! Those tires were huge.
4. Lastly, keep your **new words active** within your house.
Over the next few days and weeks, take advantage of opportunities to use each new vocabulary word in conversation.

Building Your Child's Vocabulary

Immersive Activities at Home



Immersive Activities at Home





Accessing Books

- Connect with your child's teacher about text suggestions
- [Lemon Grove Public Library](#)
- [MagicBlox](#) (free with registration): English, French, German, Italian, Mongolian, Portuguese, Spanish for ages 1-13
- [Storyline Online](#)
for ages 4-7 in English with Closed Captioning in many languages; includes teacher guides and cross-curricular connections (Spanish to be added soon)
- [Oxford Owl](#)
for ages 3-11 in English
- [YouTube](#)
(many languages; including Closed Captioning in hundreds of languages)



Additional Resources

- “Reading” wordless picture books
- Singing songs together
- Engage in household chores together
- Build print awareness by pointing out writing all around them
- Holding conversations with our children

Resources for Parents:

<https://www.duolingo.com/>

<https://www.usalearns.org/>





Questions?