



Getting Ready for the Interim ELPAC: Snapshots from a New ERWC-ELD for Middle School Module

Christine Snyder, PhD
2023 ERWC Literacy Conference

Presenter Introduction

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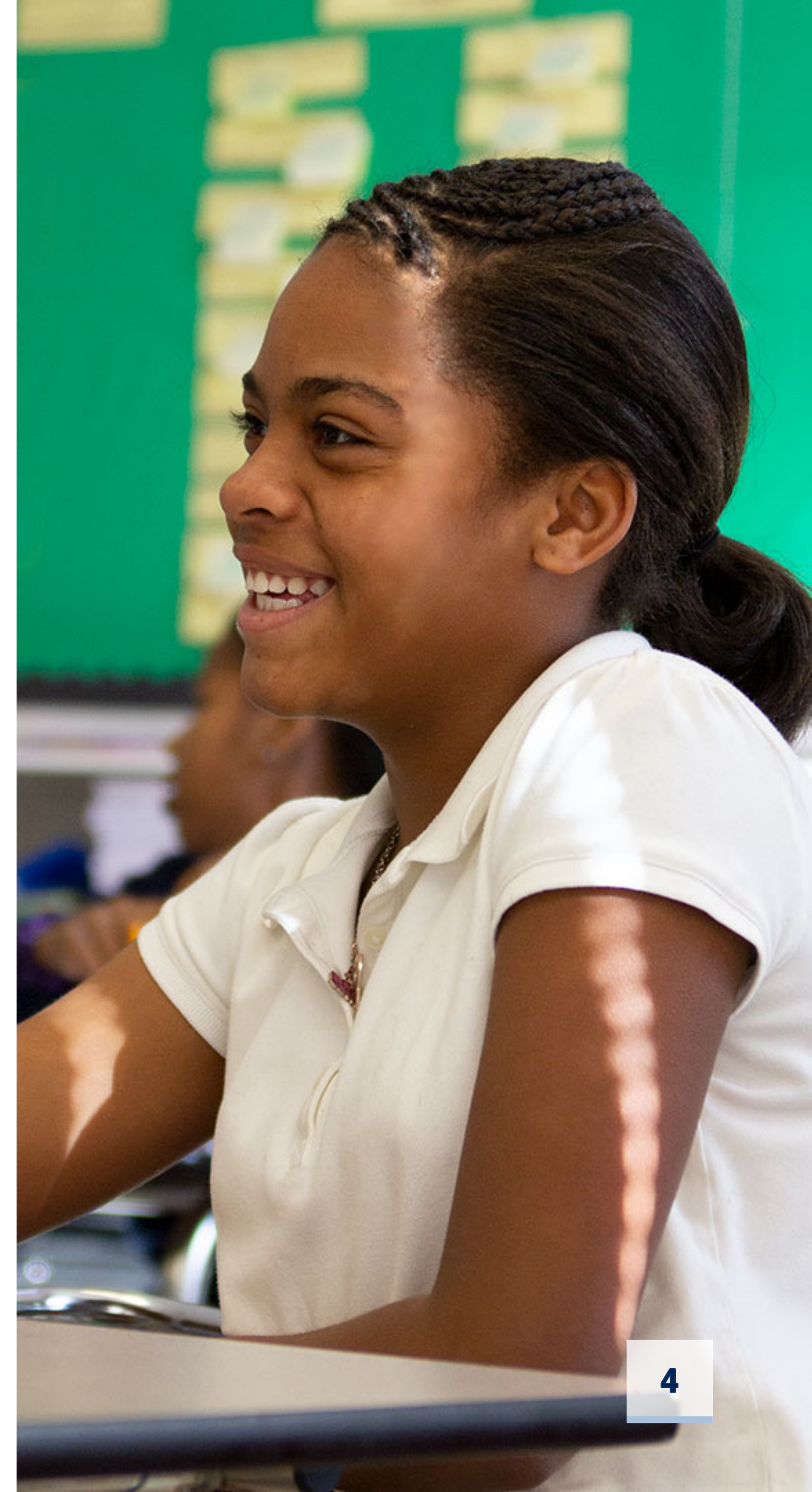


Objectives: Participants will...

- Deepen understanding of assessment literacy & formative assessment
- Analyze culturally sustaining, high quality ELA with integrated ELD with embedded ELPAC preparation

Agenda

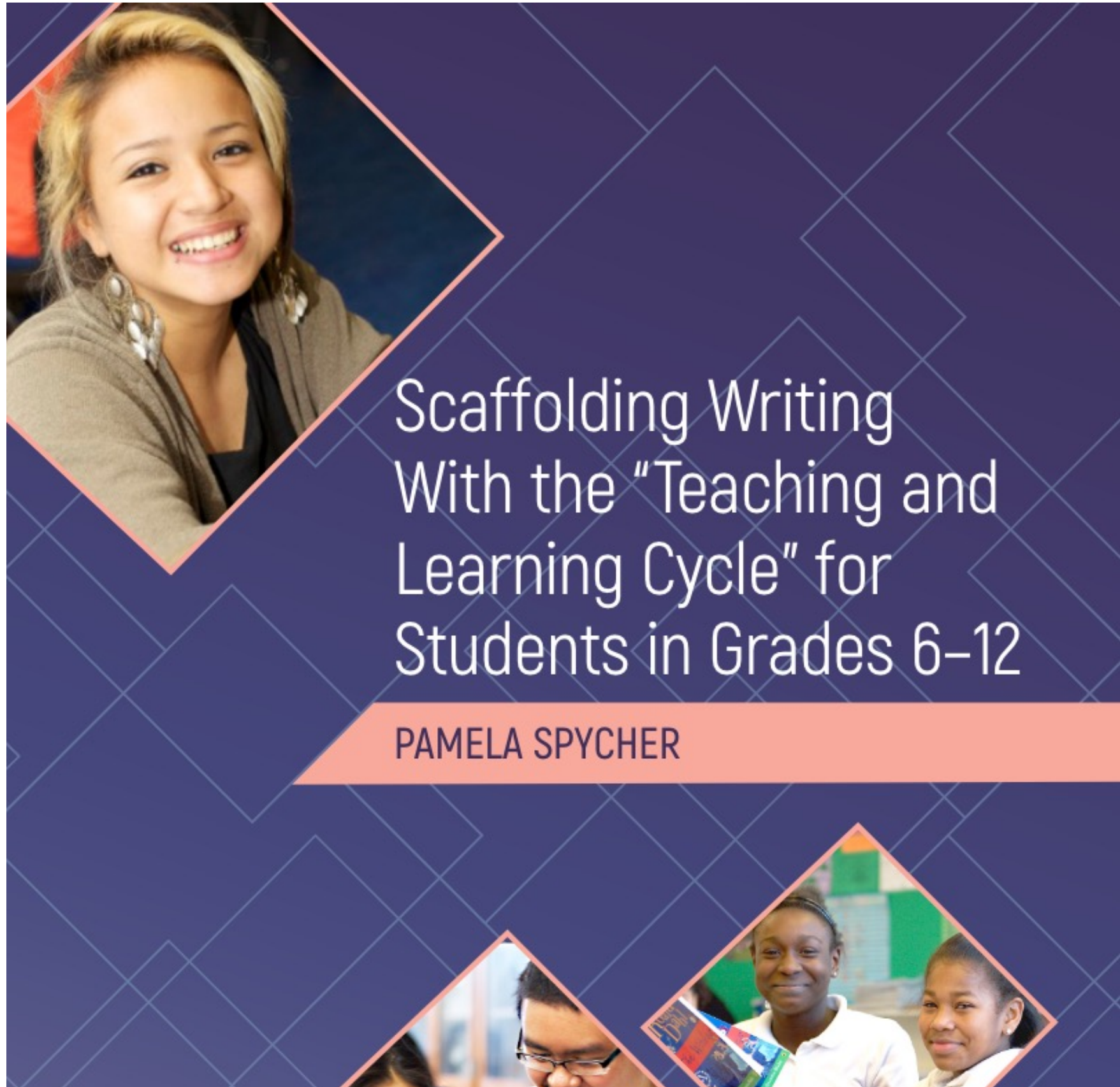
1. Welcome and Introductions
2. Assessment Literacy Overview
3. Classroom Illustrations
4. Culturally Sustaining ELD Collaborative
5. Closure



My Journey



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Joyful Schooling in PK-12: Joyful Learning for Students and Educators



Pam Spycher, PhD



Sandra Leu Bonanno, PhD



Lamar Johnson, PhD



Christine Snyder, PhD



Sam Harris, ABD

My “Why”



Hello Ms how are you It's me [redacted]

Here is a photo of my graduation

I would like to thank you for everything you did for me and know look at me I reclassified

And my mother sends thanks and to take care

Yes Ms thx Hope that you are ok and everything is going ok do you

You are one of the best teachers that I have met

thank you for helping me Reclassify

Welcome! Please indicate your role(s):

- Teacher
- TOSA, Coach, etc.
- Site or District Administrator
- County Office or CDE
- University / Research
- Biliteracy Advocates & Policymakers
- Other



Your “Why”

- Introduce yourselves: Name, role, context
- What is your “Why” for doing this work?



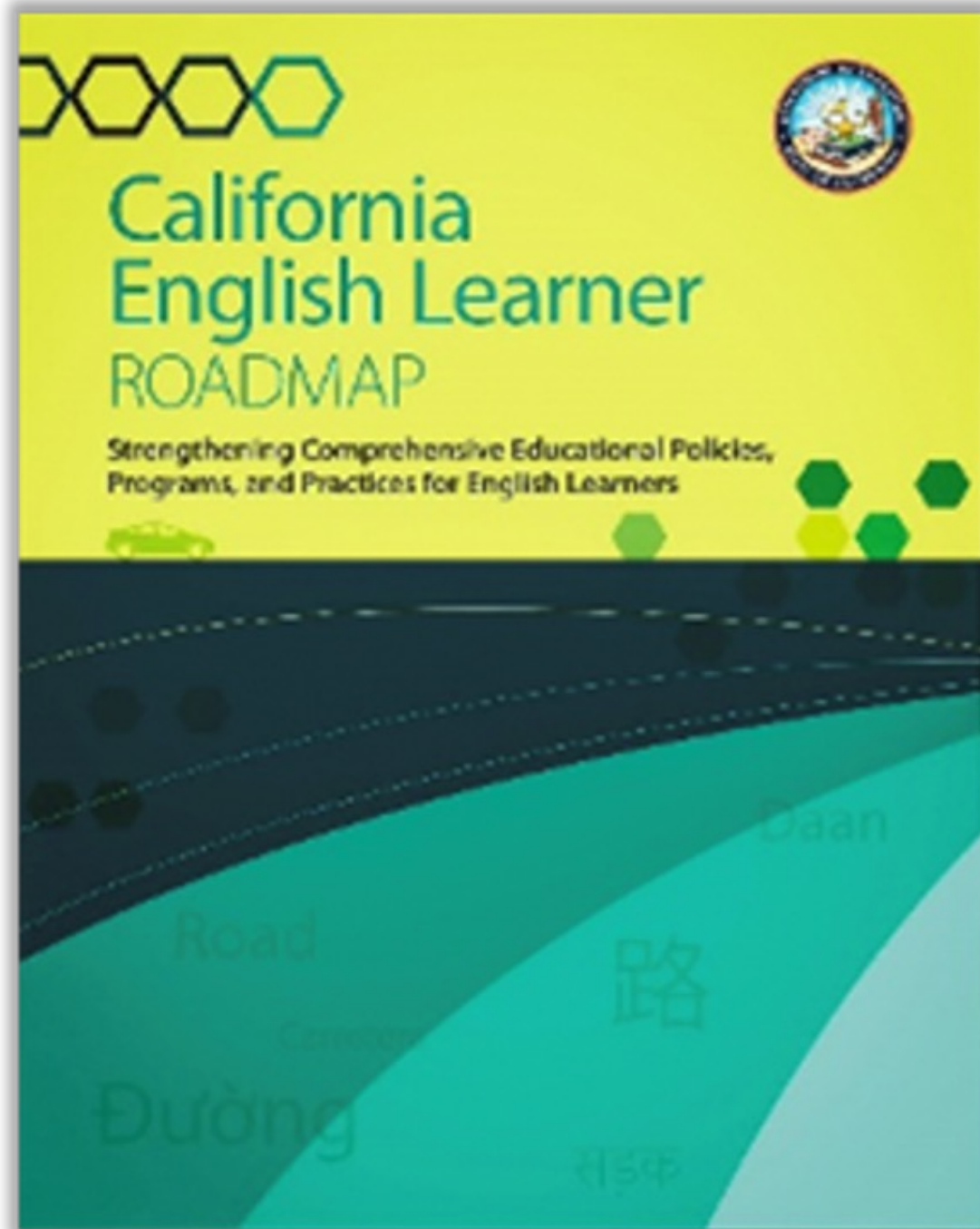
Padlet of resources: Peruse and freely share!

bit.ly/3H1TpAs



A screenshot of a Padlet board with a blue background. The board title is "Assessment Literacy for the Summative ELPAC- and Beyond" by Christine Snyder. The board is organized into six columns: Introduction, Context, What Guides the Work?, Summative ELPAC Reference Materials, "Write About an Experience" Practice Test Materials, and Classroom Video. Each column contains several resource cards. The "Context" column has three cards: "Definitions: Data and Assessment Literacy" (PDF), "Data and Assessment Literacy Definitions" (PDF), and "'Are Standardized Tests Racist or Are They Anti-racist?'" (PDF). The "What Guides the Work?" column has two cards: "English Learner Roadmap" (PDF) and "ELD Standards" (PDF). The "Summative ELPAC Reference Materials" column has two cards: "domainsummlistening-sp" (PDF) and "Domain Information Sheet Summative ELPAC Listening Domain" (PDF). The "Write About an Experience" Practice Test Materials column has two cards: "ELPAC English Language Proficiency Assessments for California Listening, Reading, and Writing: Directions for Administration" (PDF) and "ELPAC English Language Proficiency Assessments for California Practice Test Scoring Guide" (PDF). The "Classroom Video" column has one card: "Growing Up Is..." (video) from Fresno Unified School District.

What Guides the Work



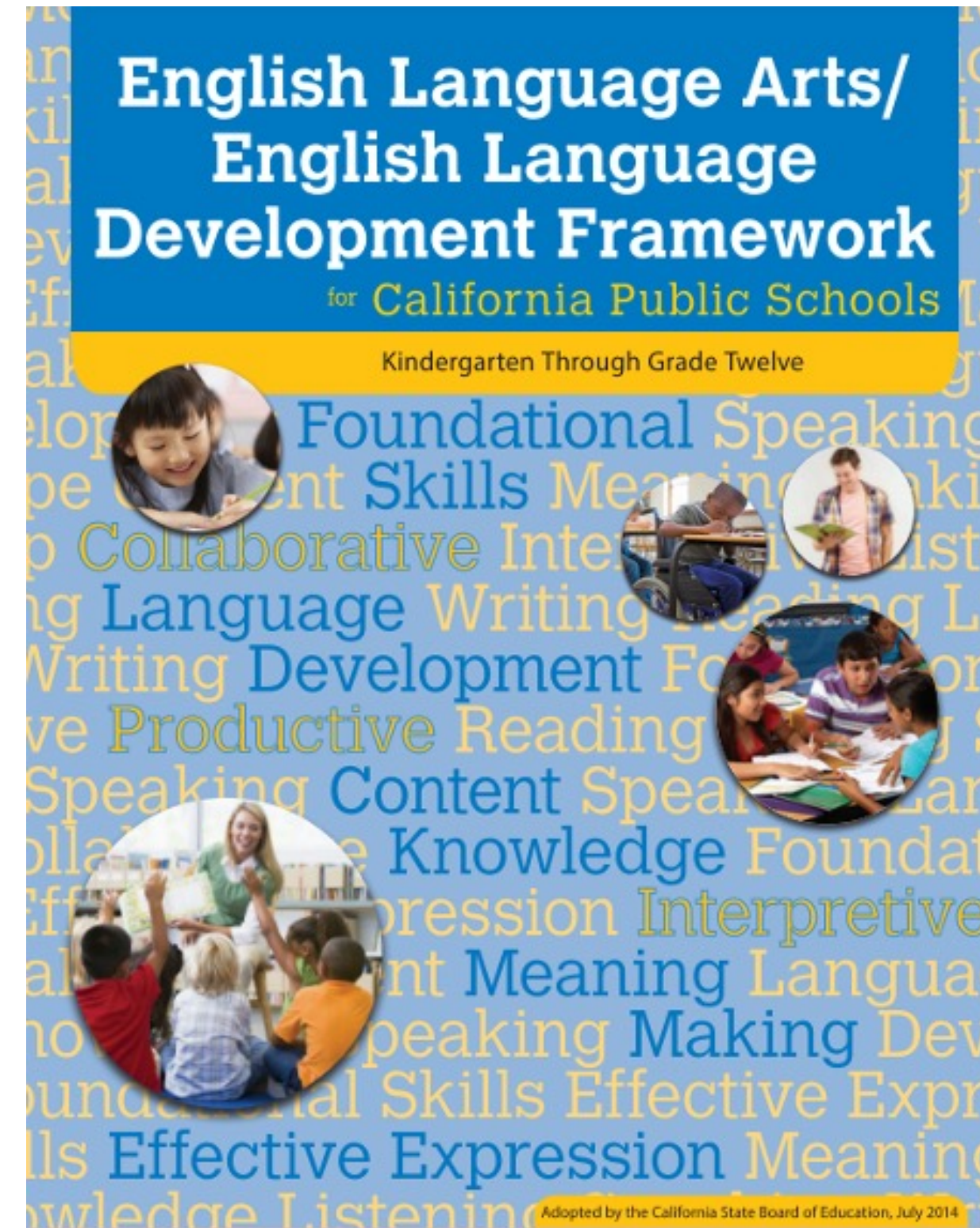
2017



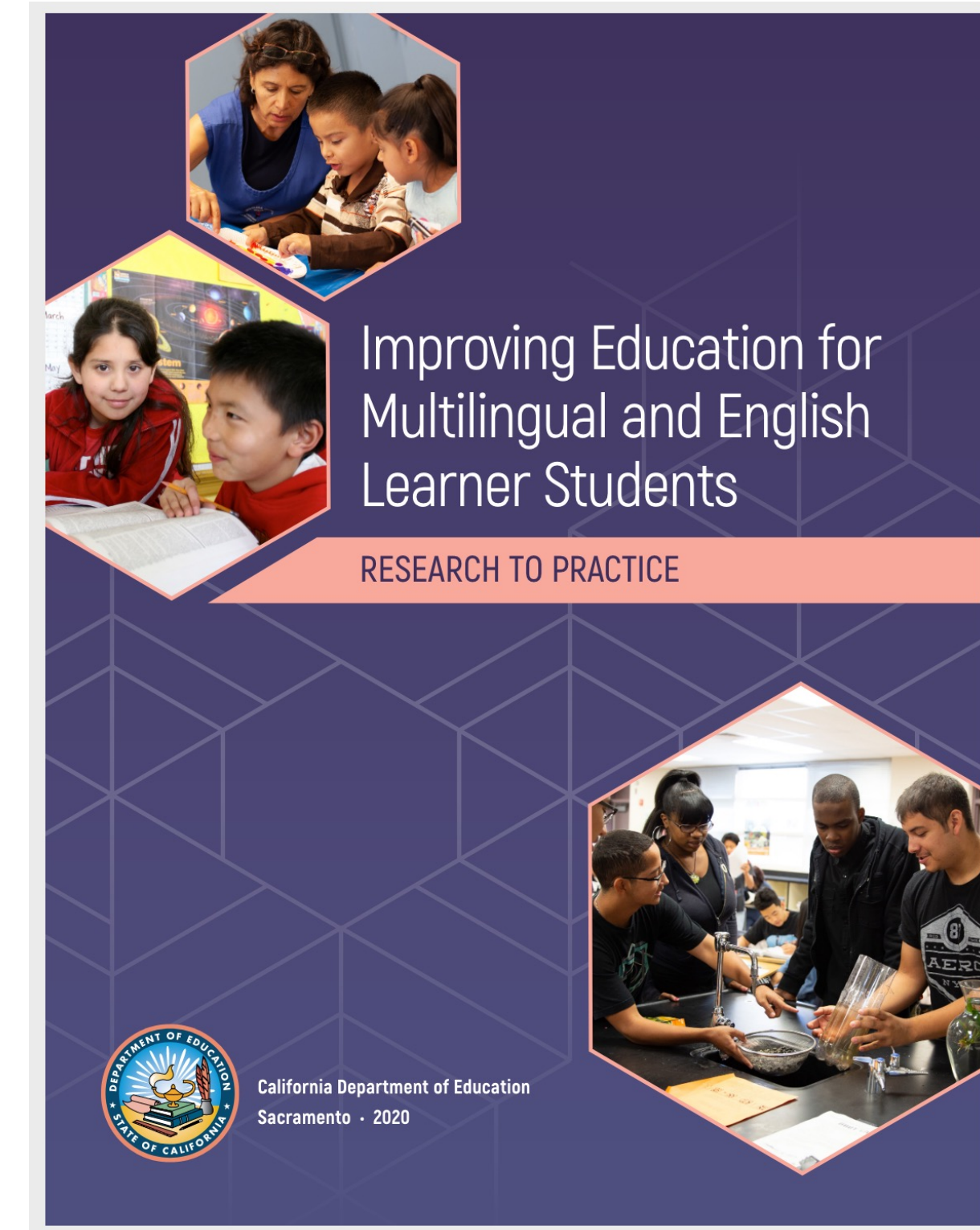
2013



2014



2014



2020

Statewide ELPAC Data, 2021-2022

Percent of EL Students with Highest Scores

Score Type	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Overall (Score of 4)	18.46%	23.16%	23.29%	11.23%	16.86%	12.49%	13.90%
Writing Domain Only ("Well developed")	14.19%	10.77%	4.48%	1.52%	2.53%	11.89%	11.14%

What does this tell us? What does it not tell us?


Defining Terms

Culturally Responsive Data Literacy

- seeking a broad range of data sources about students as learners in schools [and] as humans with personal histories
- identifying and interrogating bias in analysis and interpretation of [data]
 - using those understandings about students to design learning experiences, choose instructional materials, and implement appropriate interventions (Warner, 2021)

Assessment Literacy

- the knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning... (Webb, 2002)



ELPAC Summative Assessment: Task Types by Domain



ELPAC Summative Assessment: Task Types by Domain

LISTENING ITEMS

LSE	Listen to a Short Exchange	K–12
LCC	Listen to a Classroom Conversation	3–12
LST	Listen to a Story	K–5
LPR	Listen to an Oral Presentation	K–12
LSO	Listen to a Speaker Support an Opinion	6–12

SPEAKING ITEMS

STS	Talk About a Scene	K–12
SFN	Speech Functions	2–12
SRN	Retell a Narrative	K–5
SSO	Support an Opinion	K–12
SAP	Summarize an Academic Presentation	K–12
SPI	Present and Discuss Information	6–12

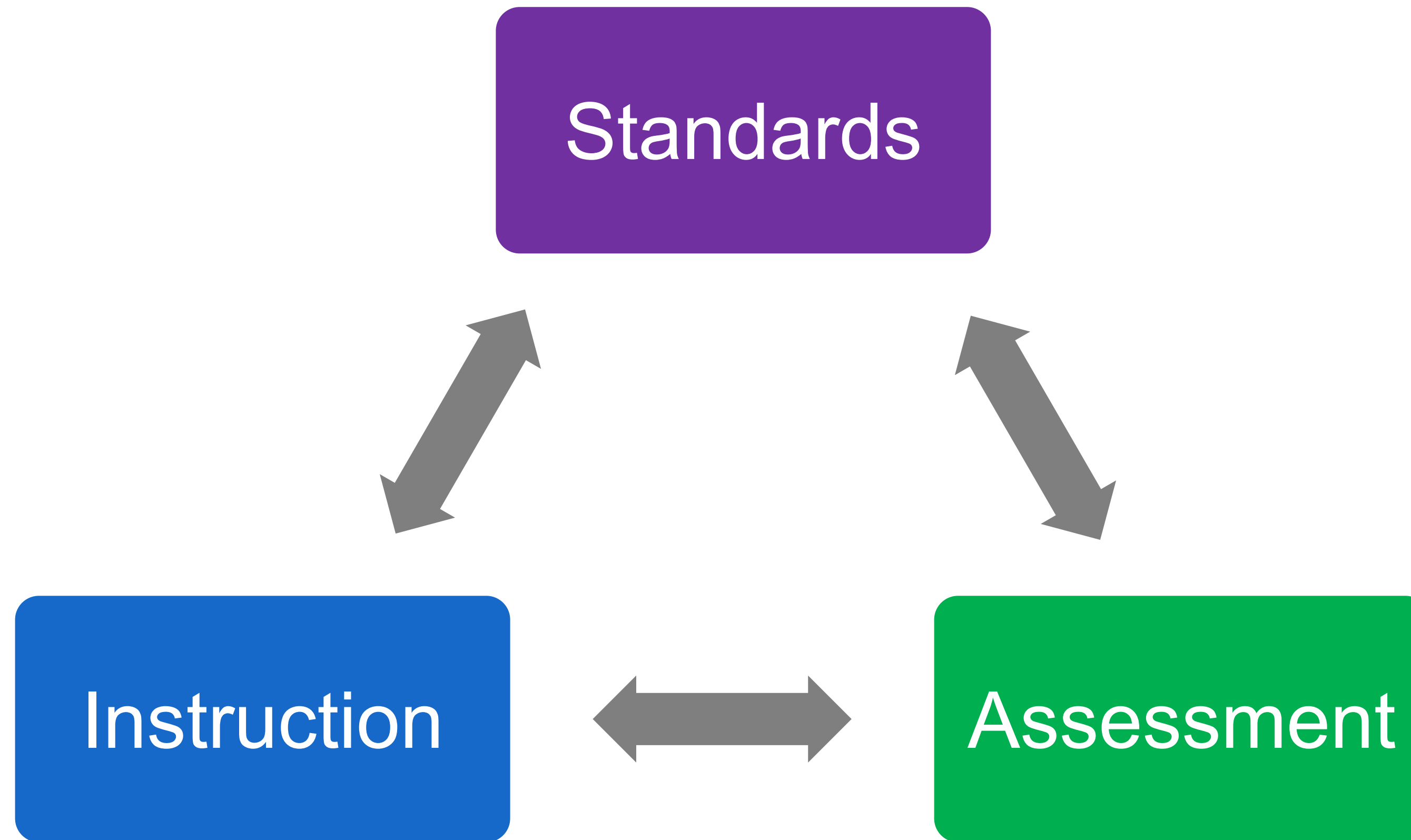
READING ITEMS

RAW	Read-Along Word with Scaffolding	K
RAS	Read-Along Story with Scaffolding	K–1
RAI	Read-Along Information	K–1
RCW	Read and Choose a Word	1–2
RCS	Read and Choose a Sentence	1–5
RSP	Read a Short Informational Passage	1–12
RLT	Read a Literary Passage	1–12
RIF	Read an Informational Passage	1–12
RSE	Read a Student Essay	3–12

WRITING ITEMS

WLW	Label a Picture—Word, with Scaffolding	K–2
WST	Write a Story Together with Scaffolding	K–2
WIT	Write an Informational Text Together	1–2
WDP	Describe a Picture	1–12
WEX	Write About an Experience	3–12
WAI	Write About Academic Information	3–12
WJO	Justify an Opinion	3–12

High-Quality Instruction is Aligned

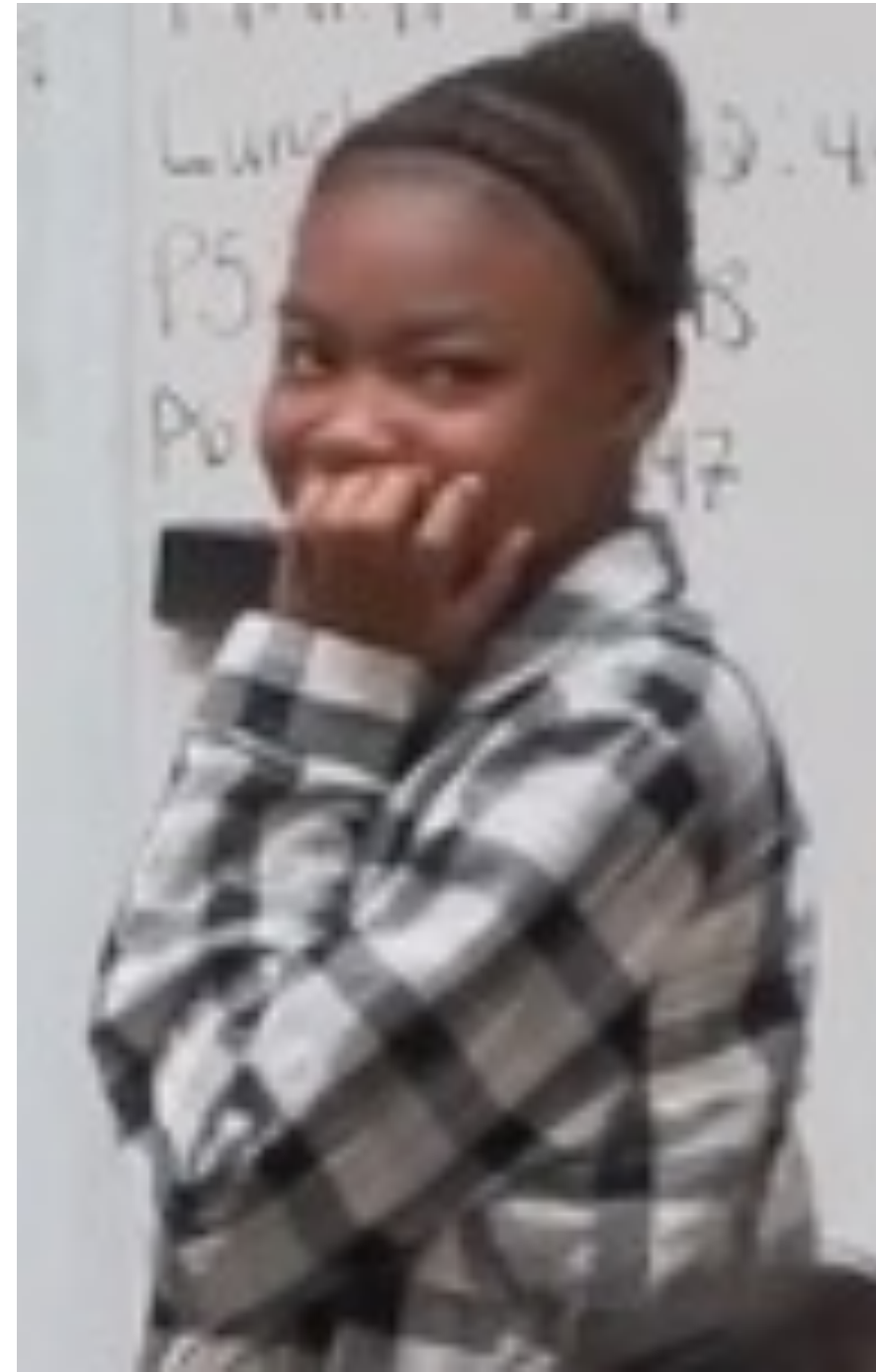


Types of Assessment: Ch. 8, ELA/ELD Framework

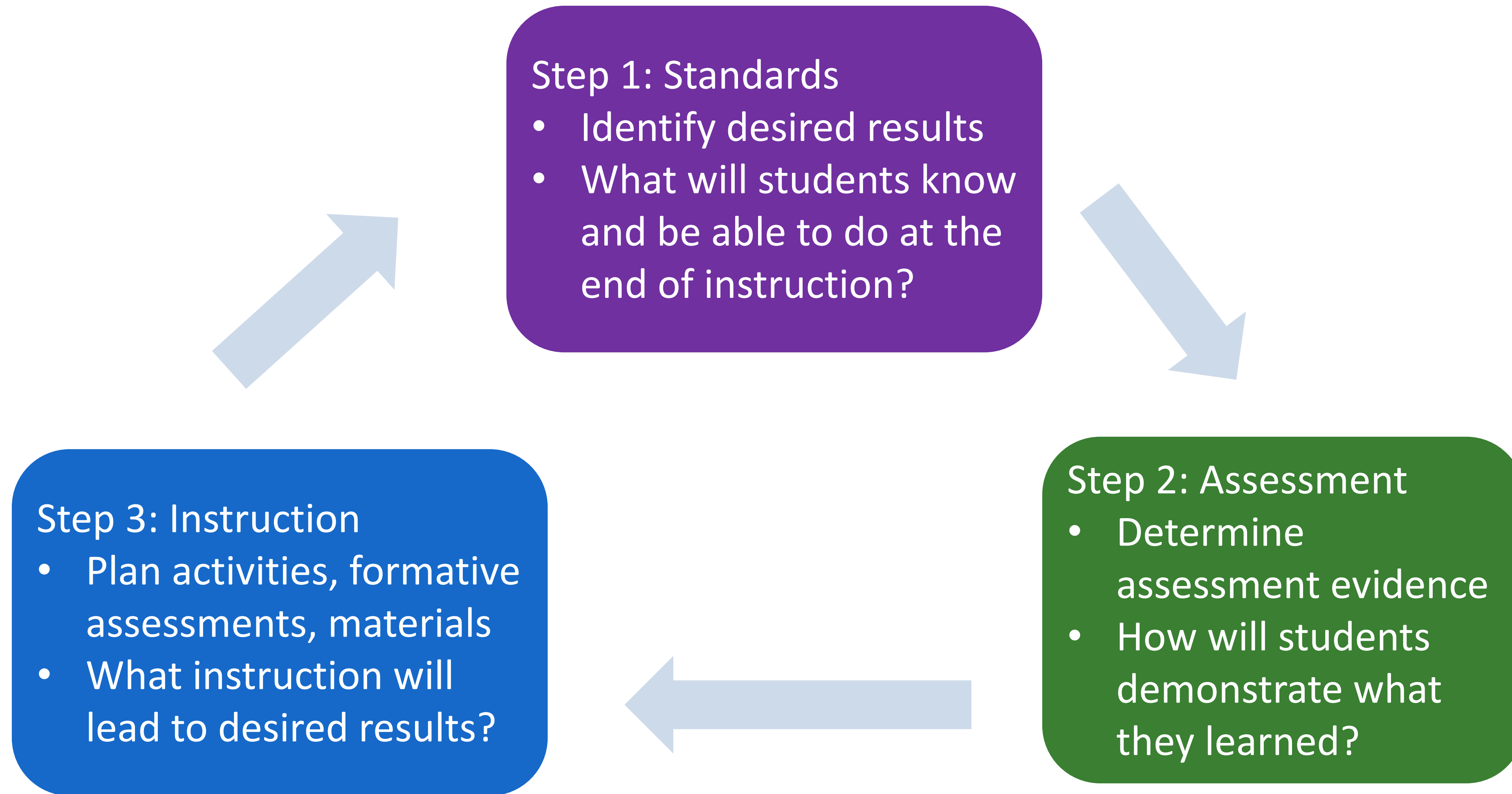
Assessment FOR learning	Assessment OF learning	
Formative	Classroom Summative	Large-scale Summative
Informs immediate teaching and learning	Measures proficiency and progress; can inform future teaching and learning	Long-term, program- or system-level instructional decisions
Ongoing, during instruction	After teaching and learning cycle	End of year/course
Short cycle (minute, day, week)	Medium cycle (unit, quarterly)	Long cycle (annual)

Example

- 10-day visit to a Grade 7 ELA class
- ERWC-ELD
- EL and non-EL students
- *Living Beyond Borders: Growing Up Mexican in America*, edited by Margarita Longoria (2021)



Backwards Planning Aligned Instruction



My North Star

Step 1: Standards

- Identify desired results
- What will students know and be able to do at the end of instruction?

Grade 7 CCSS ELA Standards

RL.1. Key Ideas and Details. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.3. Text Types and Purposes. Write narratives to develop real or imagined experiences or events using... relevant descriptive details and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.5. Production and Distribution of Writing. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Grade 7 ELD Standards (Bridging) Part II: Learning About How English Works

P1.C.10a. Write literary texts collaboratively (e.g. with peers) and independently using appropriate text organization

P1.A.1. **Understanding text structure.** Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence)

2.A.2b. **Understanding cohesion.** Apply increasing understanding of how ideas [and] events are linked using an increasing variety of academic connecting and transitional words or phrases

P2.B.5. **Modifying to add details.** Expand sentences to provide details

P2.C.6 **Connecting ideas.** Combine clauses to make connections between and join ideas, for example, to show the relationship between multiple events

ELPAC Practice Test Writing Domain, Grades 6-8

"Write About an Experience"

Step 2: Assessment

- Determine assessment evidence
- How will students demonstrate what they learned?

Prompt

Think about a time when you learned to do something new.

- What did you learn?
- How did you learn this?
- How has it been useful?

Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.

Use descriptions, details, and examples to make your writing interesting.

Check your writing for correct grammar, capital letters, punctuation, and spelling.

Prompt & Rubric

Step 2: Assessment

- Determine assessment evidence
- How will students demonstrate what they learned?

Prompt	Rubric: Score 4
<p>Think about a time when you learned to do something new.</p> <ul style="list-style-type: none">• What did you learn?• How did you learn this?• How has it been useful? <p>Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.</p> <p>Use descriptions, details, and examples to make your writing interesting.</p> <p>Check your writing for correct grammar, capital letters, punctuation, and spelling.</p>	<ul style="list-style-type: none">• Full and complete account of the experience using well-developed descriptions, details, or examples.• Readily coherent.• Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.• Minor errors in spelling and punctuation may be present, but they do not impede meaning.• The response typically includes a paragraph of at least three sentences.

Handout: What will students need to know and be able to do?

Grade 7 ELD Standards (Bridging)

Primary Standard Alignment:

- P1.C.10a. Write longer and more detailed literary... texts... collaboratively (e.g. with peers) and independently using appropriate text organization...

Other Highlighted Standards:

- P1.A.1. **Understanding text structure.** Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally)... to comprehending texts and to writing... narratives.
- 2.A.2b. **Understanding cohesion.** Apply increasing understanding of how ideas [and] events... are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g. *for instance, in addition, consequently*) to comprehending texts and writing texts with increasing cohesion.
- P2.B.5. **Modifying to add details.** Expand sentences... to provide details (e.g. time, manner, place...) about a variety of familiar and new activities and processes.
- P2.C.6 **Connecting ideas.** Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and among... *example, to show the relationship between multiple events or ideas (e.g., After e students worked in groups while their teacher walked around the room)...*

Prompt

Think about a time when you learned to do something new.

- What did you learn?
- How did you learn this?
- How has it been useful?

Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.

Use descriptions, details, and examples to make your writing interesting.

Check your writing for correct grammar, capital letters, punctuation, and spelling.

Rubric- Score 4 Descriptors

The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, and/or examples.

The response is readily coherent.

Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.

Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning.

The response typically includes a paragraph of at least three sentences.

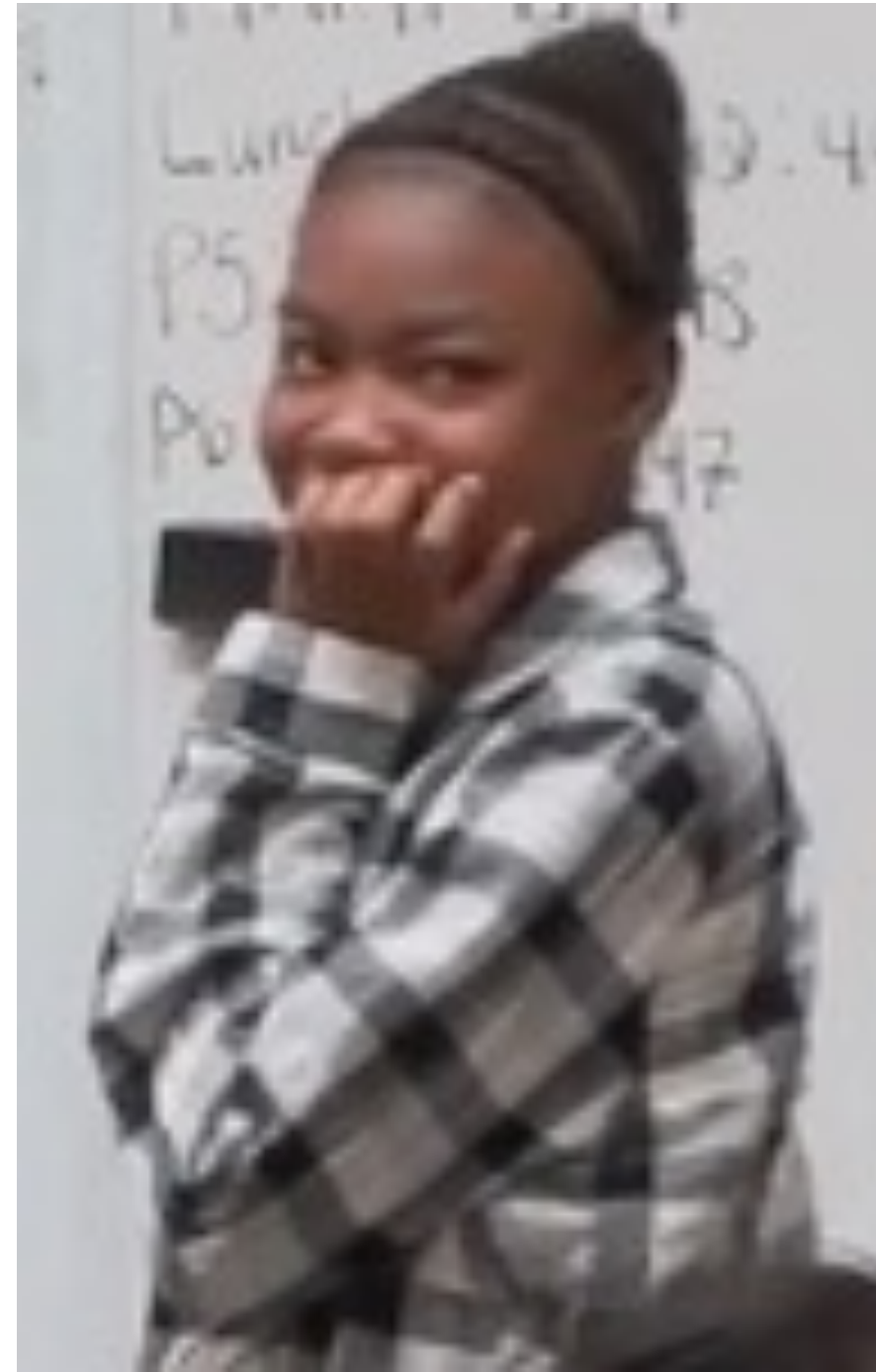
My Adaptation

Prompt	Criteria
<p>Think about a time when you knew you were a little more grown up than you were before. Tell the story of what happened.</p>	<p>Like “Sunflower,” your narrative must contain</p> <ul style="list-style-type: none">• several events that are connected using language for time or sequence,• dialogue, and• detailed descriptions (remember to “show, don’t tell”).

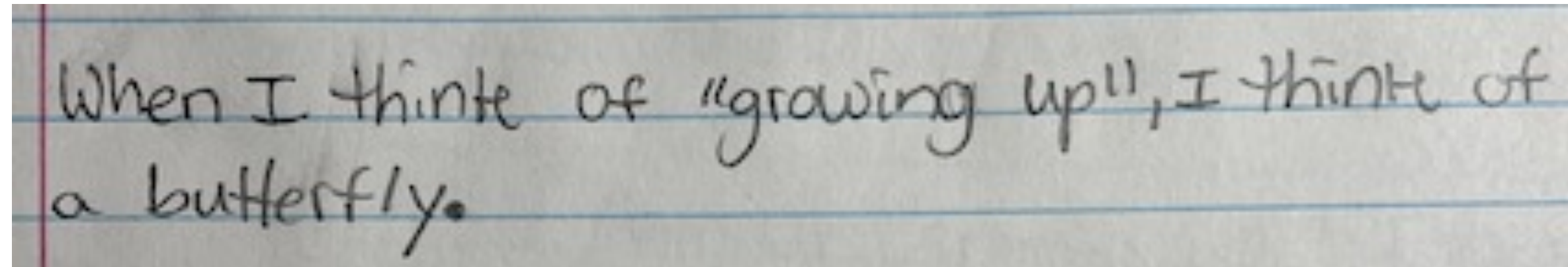
Lesson Snapshots

Guiding Questions:

- What evidence do you see of student joy and engagement?
- How does the work challenge assumptions about what ELPAC scores tell us students know and are able to do?

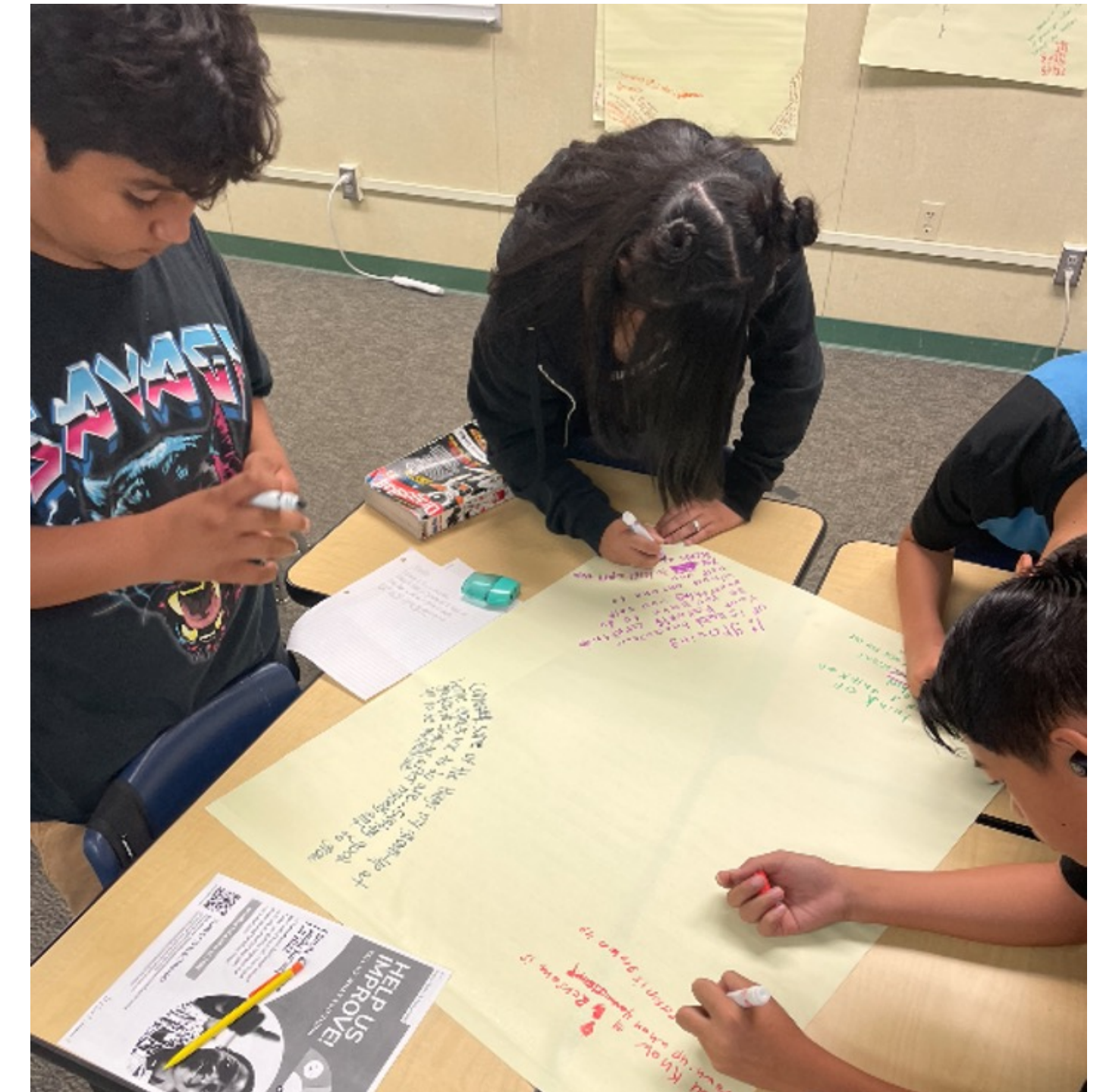


Day 1: Gallery Walk About Module Theme: Growing Up



When I think of "growing up", I think of a butterfly.

When I think of "growing up", I think of a butterfly.



Day 2: Write Captions for a Comic Using Descriptive Details

I was trying to sleep but I heard scratching on the window, a woman was trying to get in.

I was frozen in fear, I couldn't move until I heard a "click", she got in.

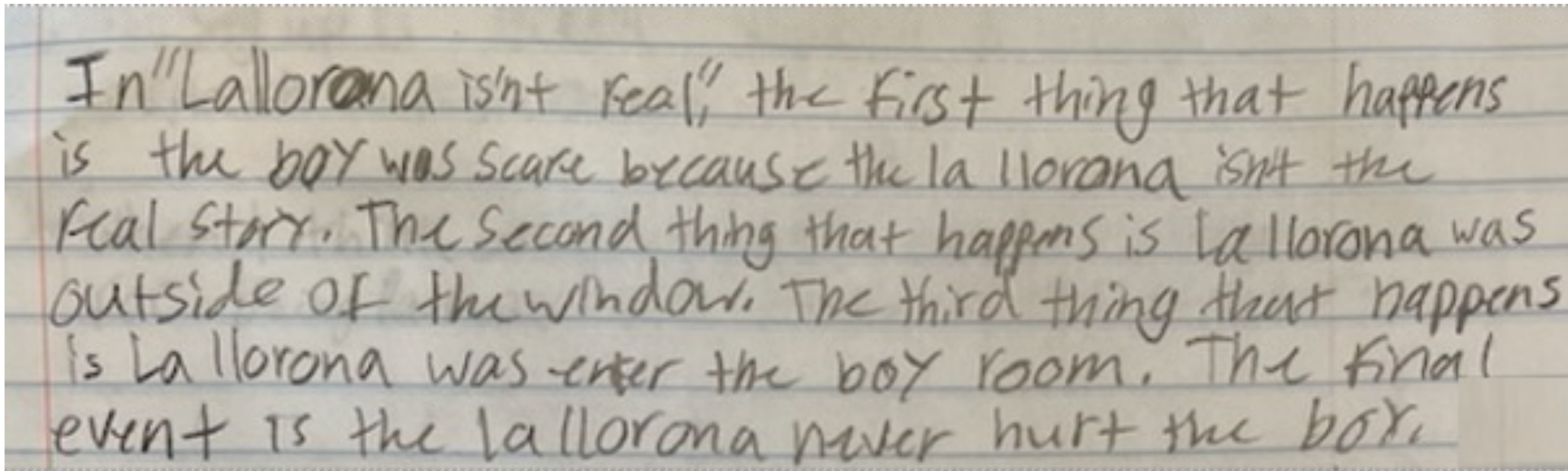
I jumped a bit and the woman who looked like she was in her 30s she started screaming and charged towards me.

She jumped on top of me and it felt like she was sucking my soul, it's because she was... then I black out...

I was trying to sleep but I heard scratching on the window a woman was trying to get in. I was frozen in fear. I couldn't move until I heard a "click," she got in. I jumped a bit and the woman who looked like she was in her 30s she started screaming and charged towards [sic] me. She jumped on top of me and it felt like she was sucking my soul, it's because she was... the I black out...

Day 2: Summarize "La Llorona Isn't Real" Using Sequencing Language

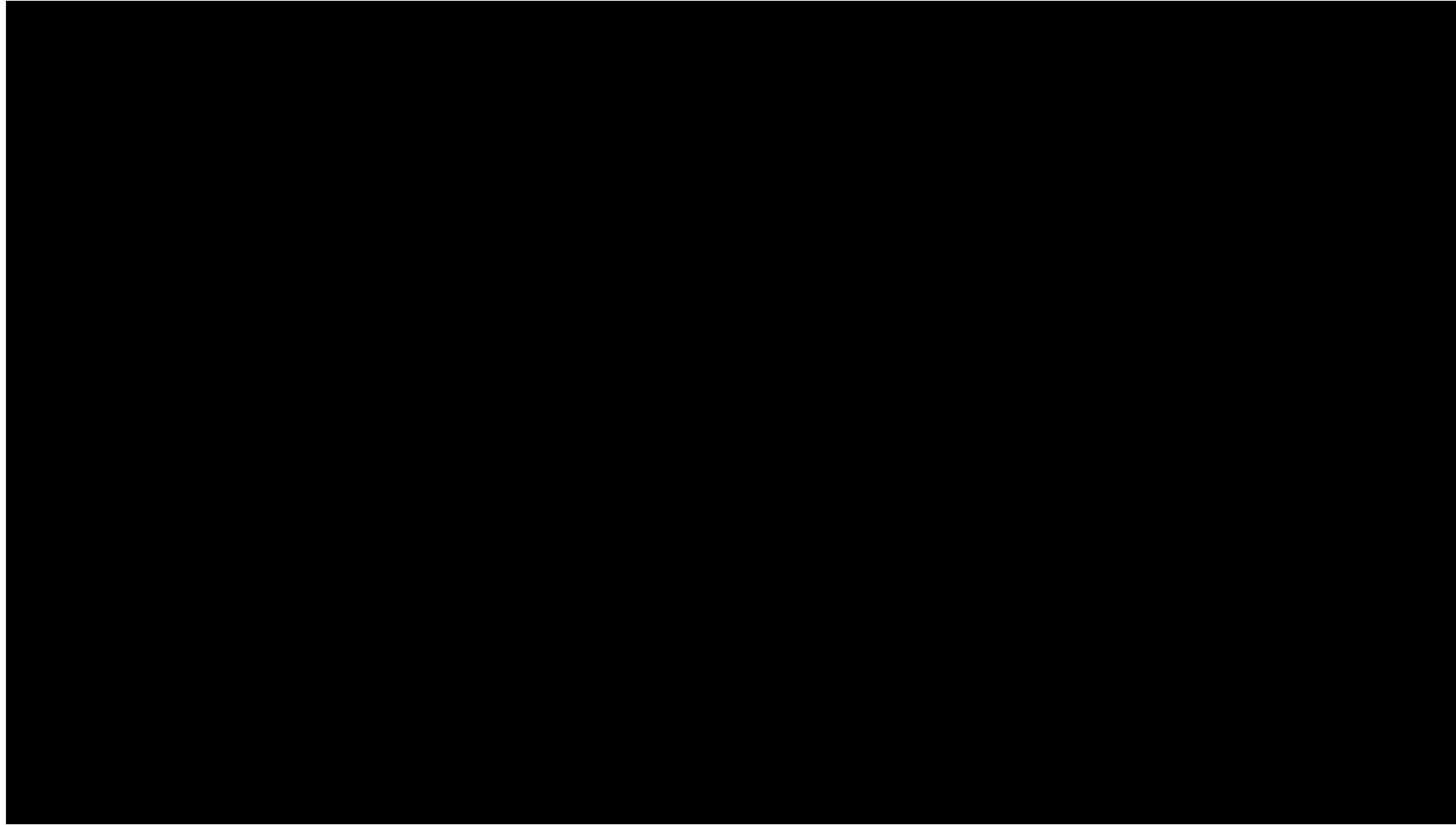
This student earned a 1 on the ELPAC



In "Lallorona isn't real," the first thing that happens is the boy was scare because the la llorona isn't the real story. The second thing that happens is la llorona was outside of the window. The third thing that happens is la llorona was enter the boy room. The final event is the la llorona never hurt the boy.

In "Lallorona [sic] isn't [sic] real," the first thing that happens is the boy was scare [sic] because the la llorna isn't the real story. The second thing that happens is La llorona was outside of the window. The third thing that happens is La llorona was enter [sic] the boy room. The final event is the la llorona never hurt the boy.

Day 5: Understand Narrative Sequence



Day 7: Quickwrite - Organize a Narrative Sequence

This morning i woke up at 5am then went back to sleep
i woke back up at 7:13 for school and picked out my outfit
for it then brushed my teeth and washed my face.
i found shoes late because i have alot and didnt know
which to wear. So i picked my airmaxs and
packed my chips for school and waited for my
older brother to leave out for the bus. Then he was
taking long so i told my mom im leaving out and she
said ok, my brother finally came to the bus stop
after 10 mins of me being there

This morning i woke up at 5 am [illegible] then went back to sleep i woke back up at 7:13 for school and picked out my outfit for it then brushed [sic] my teeth and washed my face. i found shoes late because i have alot [sic] and didn't know which to wear. So i picked my airmaxs [sic] and packed my chips for school and waited for my older brother to leave out for the bus. Then he was taking so long so i told my mom i'm leaving out and she said ok, my brother finally came to the bus stop after 10 mins of me being there [sic]

Day 7: Co-Create Success Criteria Using Mentor Text

This student earned a 2 on the ELPAC

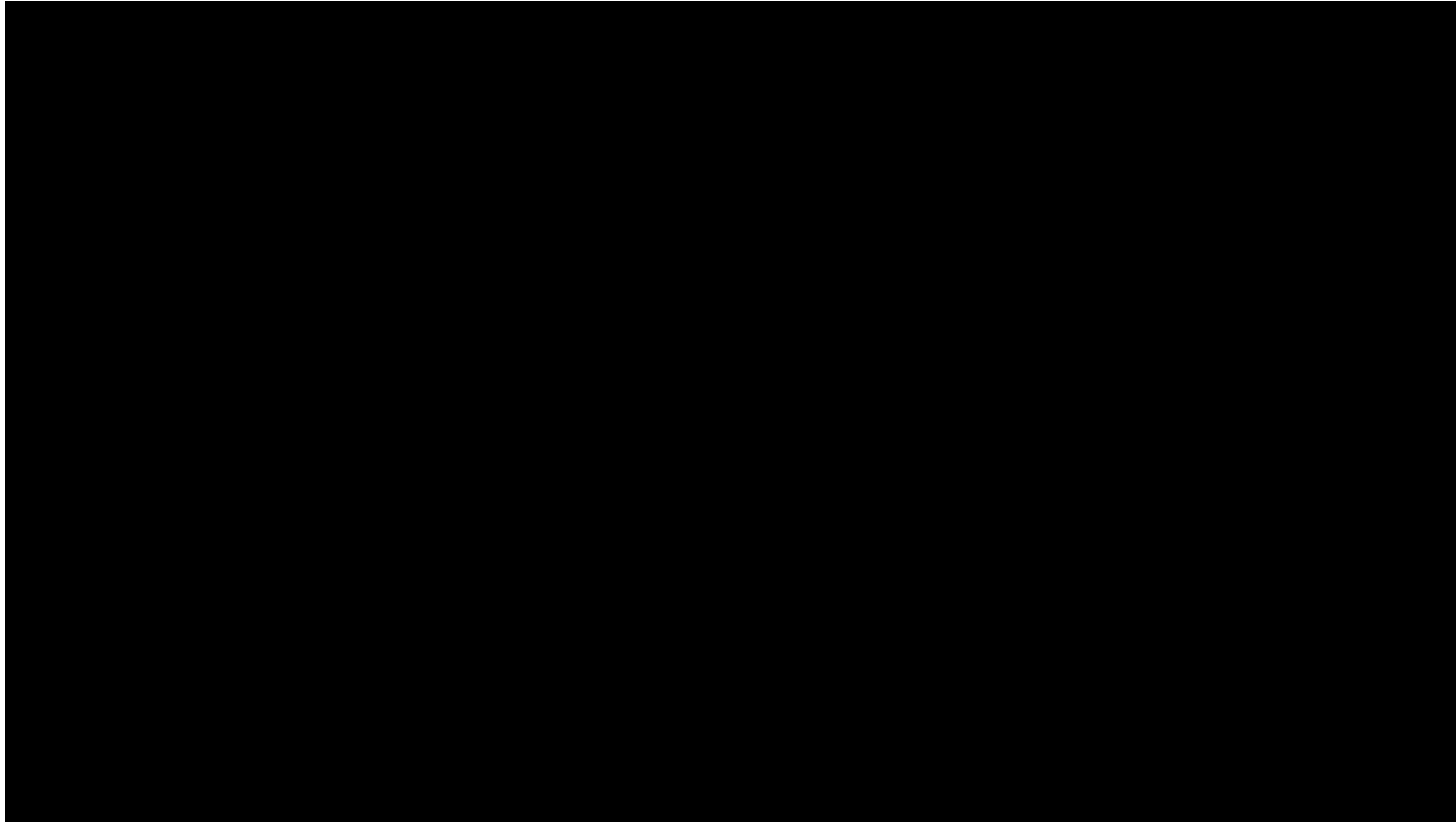
Success Criteria	
Organization / Structure of Events	<ul style="list-style-type: none">• contains several events• uses time and sequence language clue to show when things happen
Show, Don't Tell!	<ul style="list-style-type: none">• uses descriptive details to make the story interesting what you heard, smelled, tasted, touched, physically felt, saw.• uses dialogue
Conventions	<ul style="list-style-type: none">• correct spelling• capitalization

Organization/Structure of Events: Contains several events; Uses time and sequence language clue[s] to show when things happen

Show, Don't Tell!: Uses descriptive details to make the story interesting; what you heard, smelled, tasted, touched, physically felt saw; uses dialogue

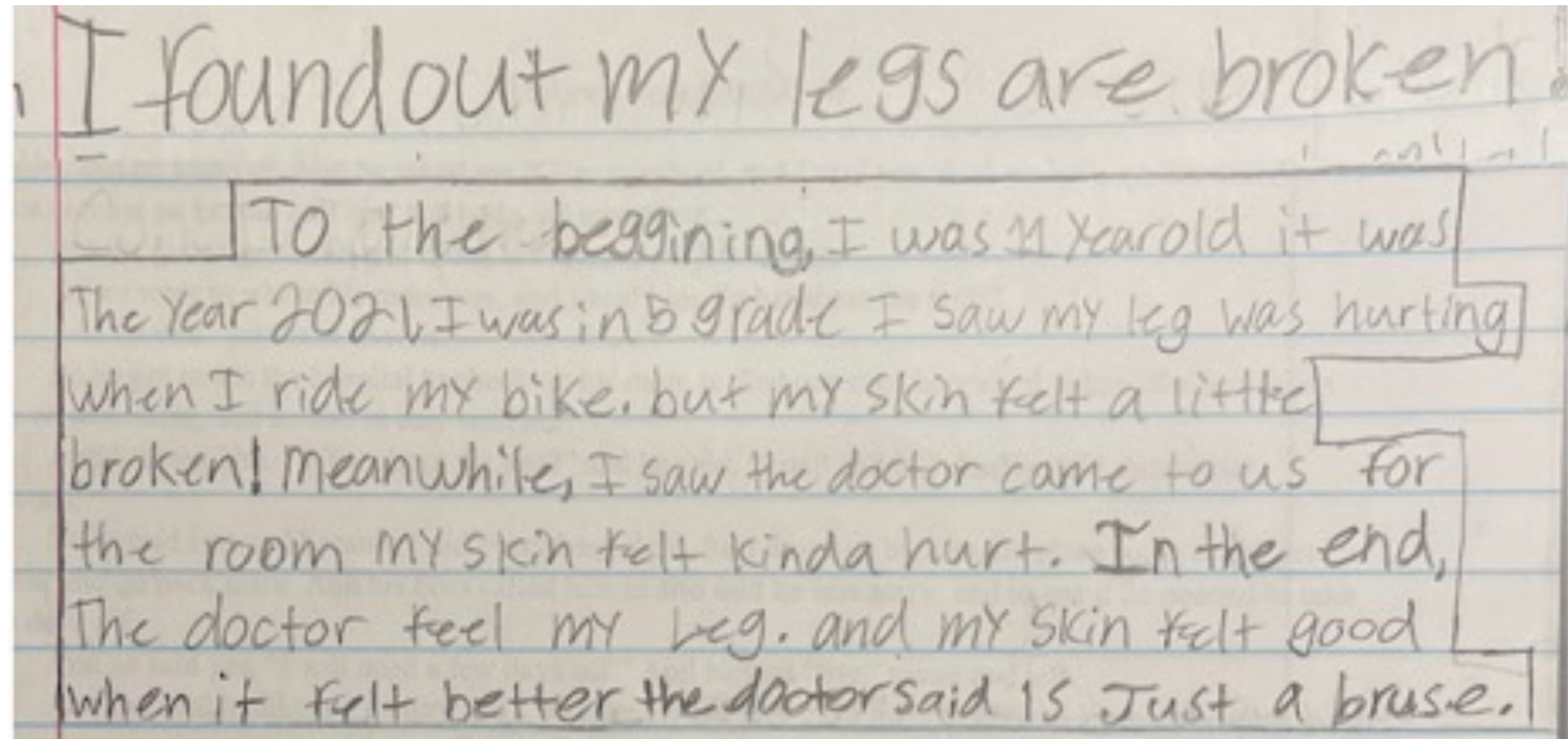
Conventions: Correct spelling, capitalization

Day 8: Outline with Peer Feedback - Modifying to Add Details



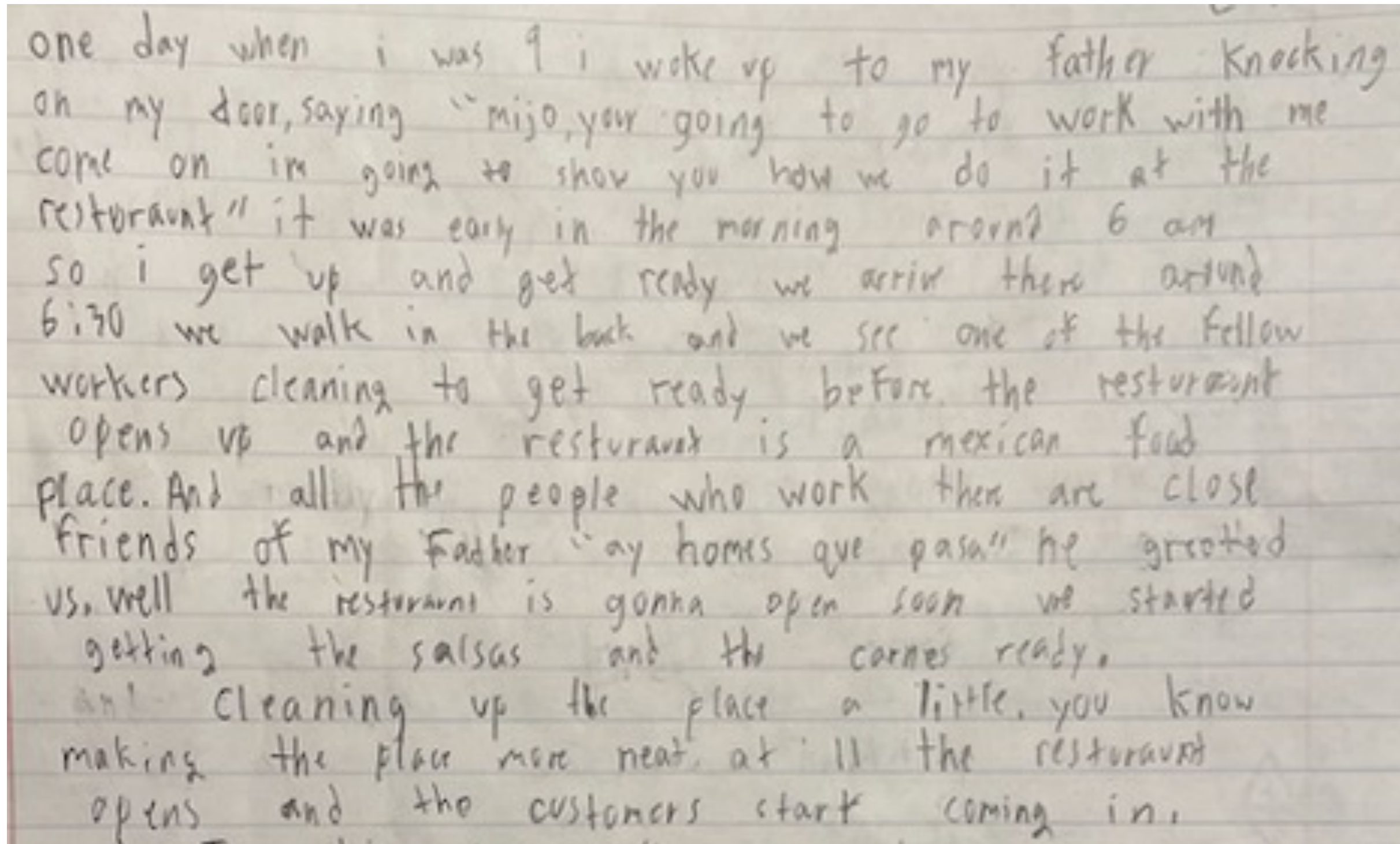
Day 9: Draft with Peer Review

This student earned a 1 on the ELPAC



I found out my legs are broken! To the beggining [sic], I was 11 year [sic] old it was The year 2021, I was in 5 grade I saw my leg was hurting when I ride my bike. but my skin felt a little broken! Meanwhile, I saw the doctor came to us for the room my skin felt kinda hurt. In the end, The doctor feel my Leg. and my skin felt good when it felt better the doctor said is Just a bruse [sic].

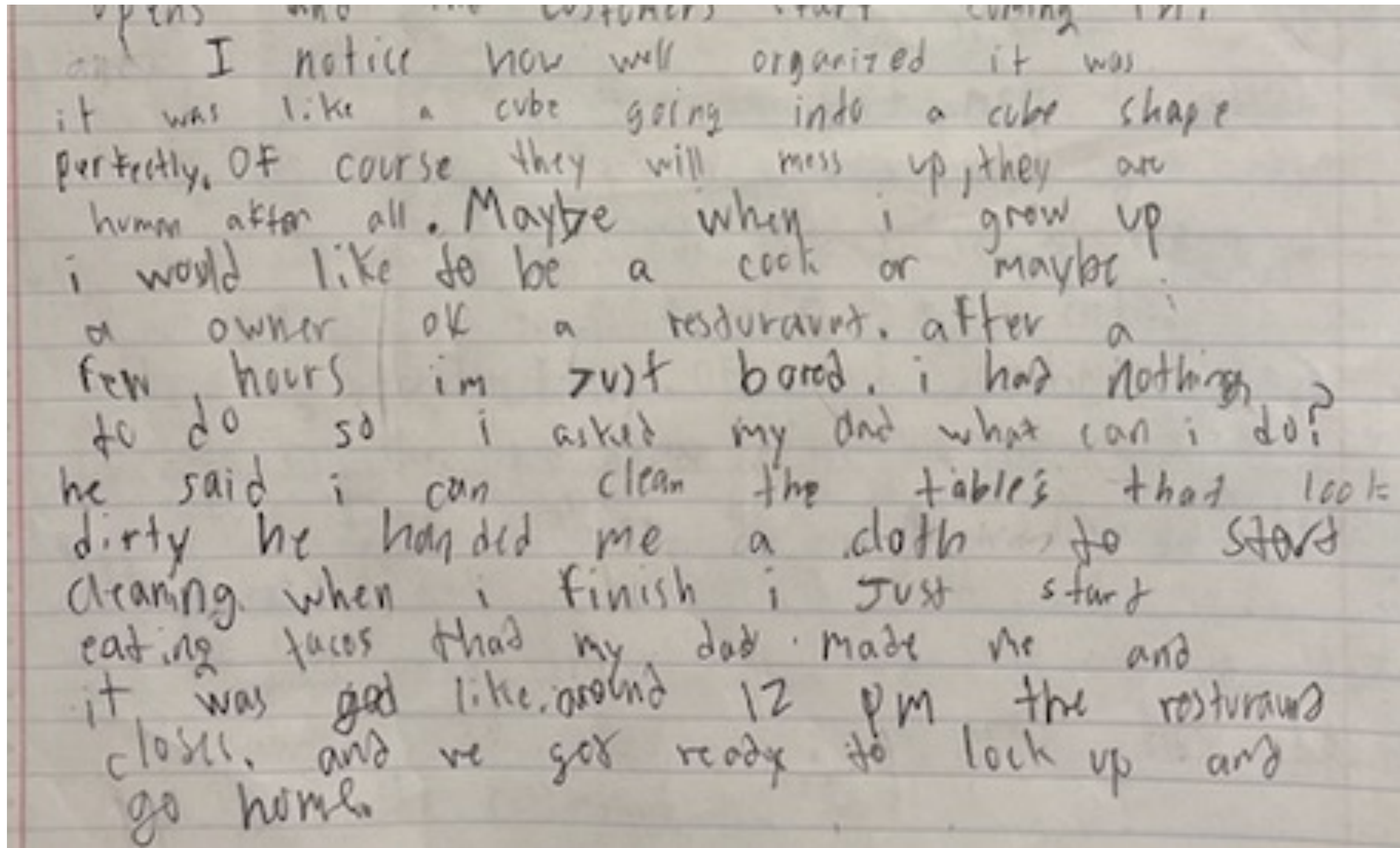
Day 10: Submit Work (J.R. Final 1)

A photograph of a student's handwritten work on lined paper. The text is written in cursive and matches the typed transcription below. The paper has horizontal lines and a vertical margin line on the left side.

one day when i was 9 i woke up to my father knocking on my door, saying "mijo, your going to go to work with me come on im going to show you how we do it at the resturaunt" it was early in the morning around 6 am so i get up and get ready we arrive there around 6:30 we walk in the back and we see one of the fellow workers cleaning to get ready before the resturaunt opens up and the resturaunt is a mexican food place. And all the people who work there are close friends of my Father "ay homes que pasa" he greeted us, well the resturaunt is gonna open soon we started getting the salsas and the carnes ready. and cleaning up the place a little, you know making the place more neat, at 11 the resturaunt opens and the customers start coming in.

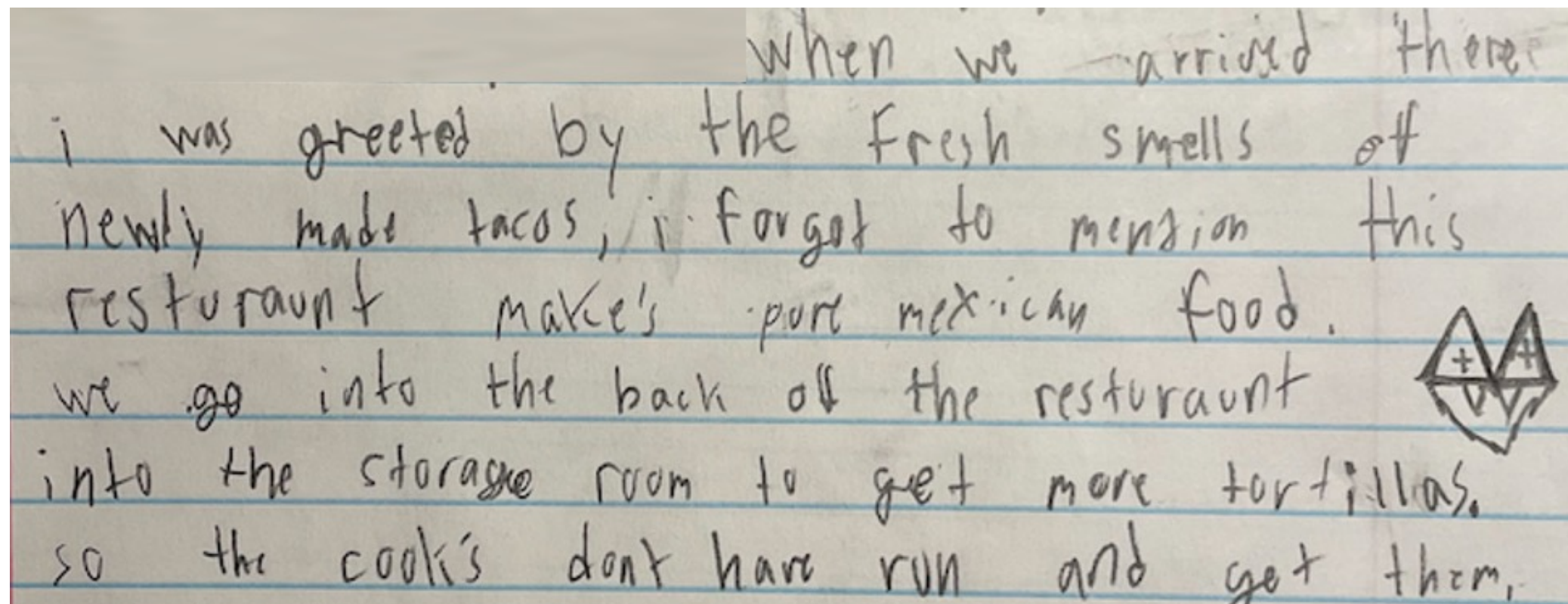
One day when i was 9 i woke to my father knocking on my door, saying "mijo, your [sic] going to go to work with me come on I'm going to show you how we do it at the resturaunt" [sic] it was early in the morning around 6 am so i get up and get ready we arrive there around 6:30 we walk in the back and we see one of the fellow workers cleaning to get ready before the resturaunt [sic] opens up and the resturaunt [sic] is a mexican food place. And all the people who work there are close friends of my Father "ay homes que pasa" he greeted us. well the resturaunt [sic] is gonna open soon we started getting the salsas and the carnes ready. Cleaning up the place a little, you know making th place more neat at 11 the resturaunt [sic] opens and the cutomers start coming in.

Day 10: Submit Work (J.R. Final 2)

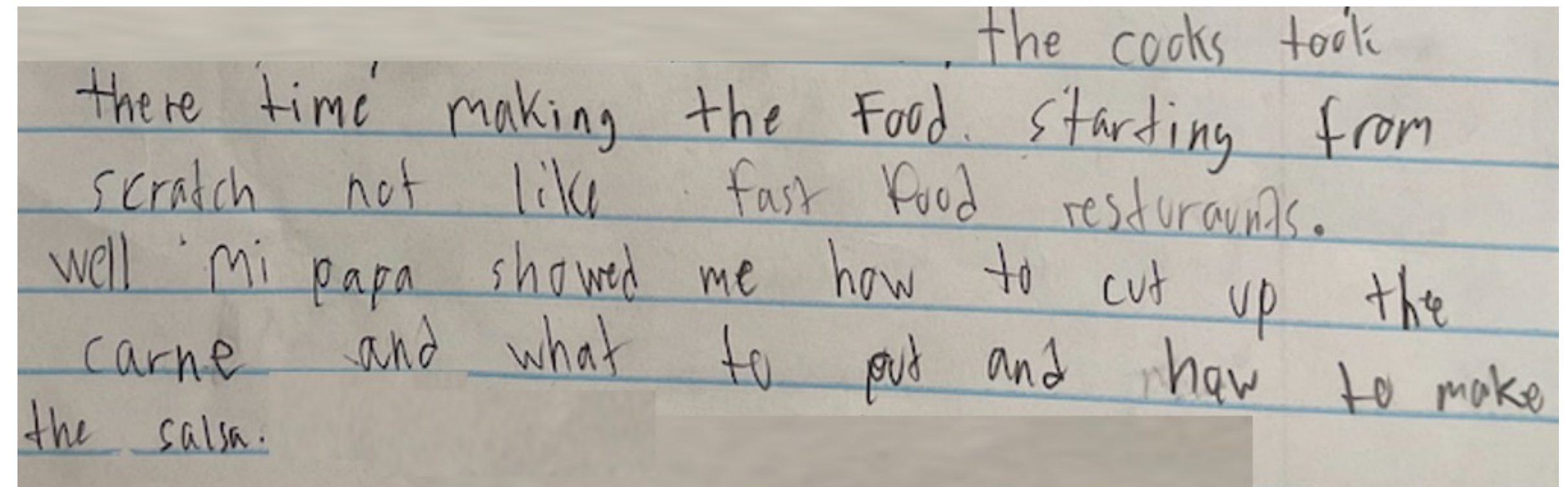


I notice how well organized it was it was like a cube going into a cube shape perfectly. Of course they will mess up, they are human after all. Maybe when i grow up i would like to be a cook or maybe a owner of a resturaunt [sic]. After a few hours im just bored. i had nothing to do so i asked my dad what can I do? he said i can clean the table's [sic] that look dirty he handed me a cloth to start cleaning when I finish I Just start eating tacos that my dad made me and it was god [sic] like around 12 pm [sic] the restaurant closes. and we got ready to lock up and go home.

Excerpts from Previous Draft



when we arrived there
i was greeted by the fresh smells of
newly made tacos, i forgot to mention this
restaurant make's pure mexican food.
we go into the back of the restaurant
into the storage room to get more tortillas.
so the cook's dont have run and get them.



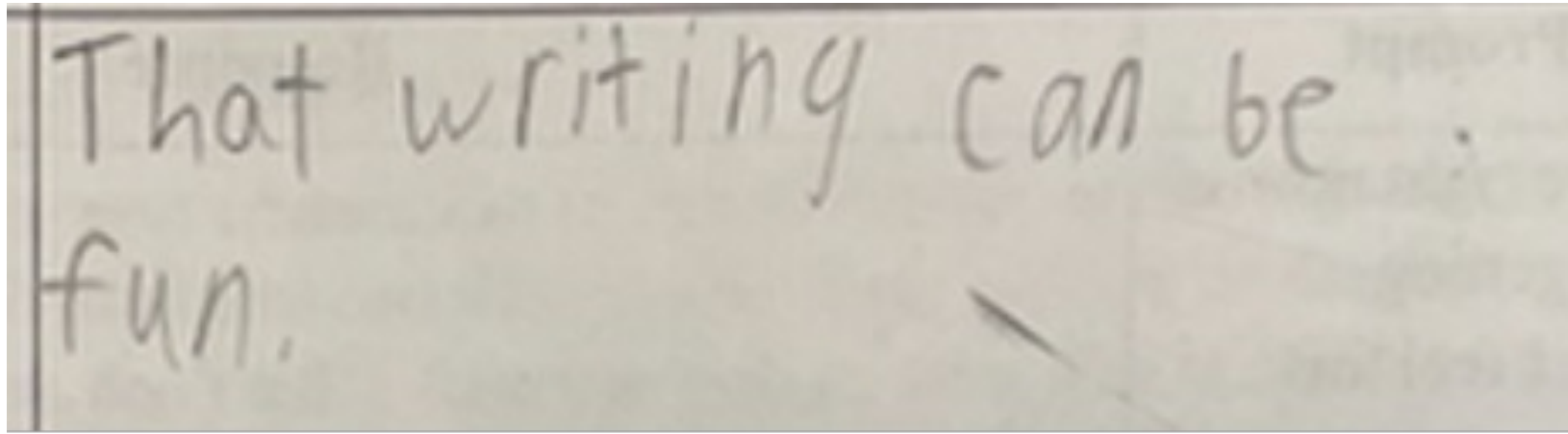
the cooks took
there time' making the Food. starting from
scratch not like fast food restaurants.
well 'mi papa showed me how to cut up the
carne and what to put and how to make
the salsa.

Text: when we arrived there i was greeted by the Fresh smells of newly made tacos, i forgot to mention this resuraunt [sic] make's [sic] pure mexican food. We go into the back of the resturaunt [sic] into the storage room to get more tortillas. So the cook's [sic] dont [sic] have to run and get them.

the cooks took there [sic] time making the Food. Starting from scratch not like fast food resturaunts [sic]. well mi papa showed me how to cut up the carne and what to put and how to make the salsa

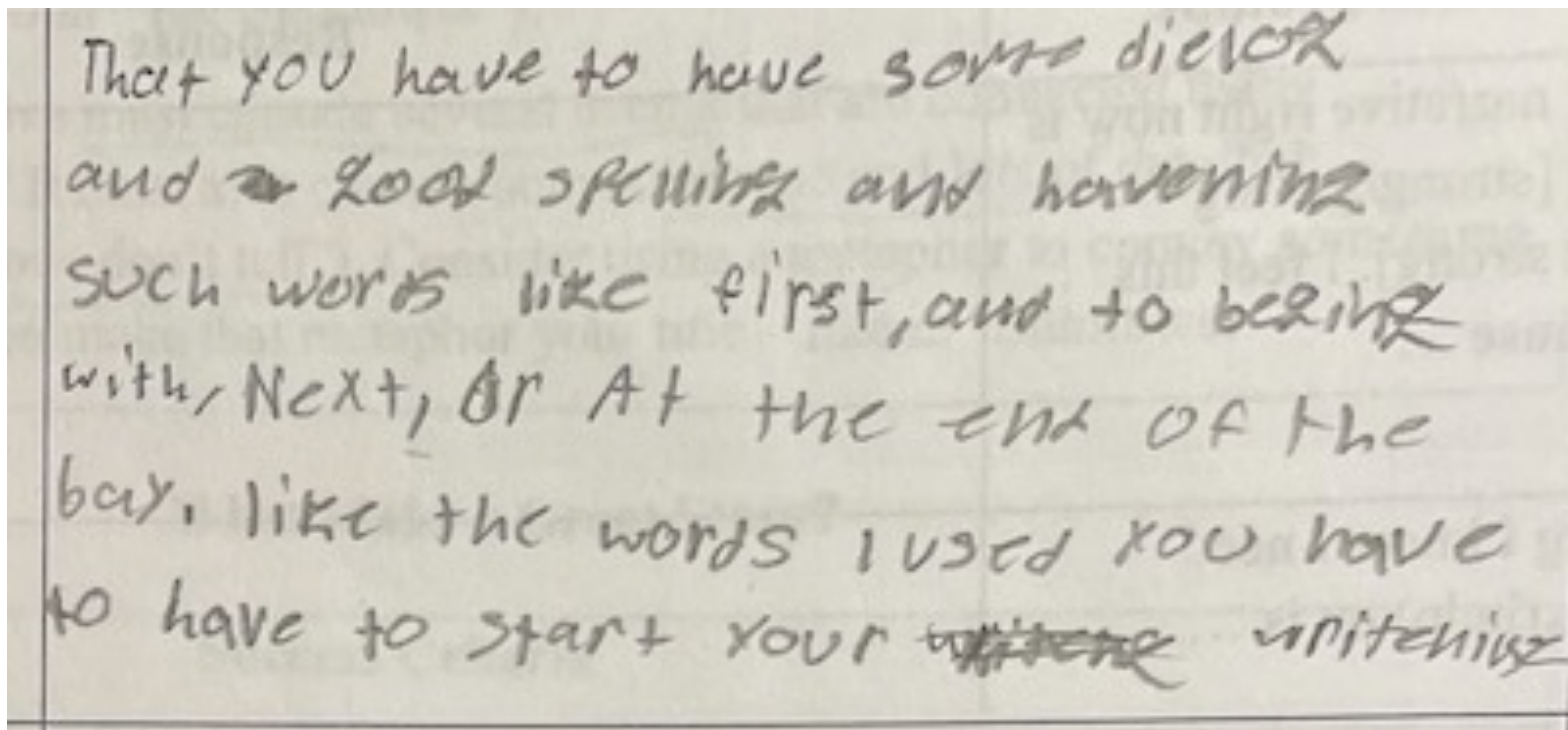
Day 10: Self-Reflection

Prompt: What was something important about writing that you learned by writing your narrative?



That writing can be fun.

Prompt: Overall, what are you most PROUD of about this narrative task?



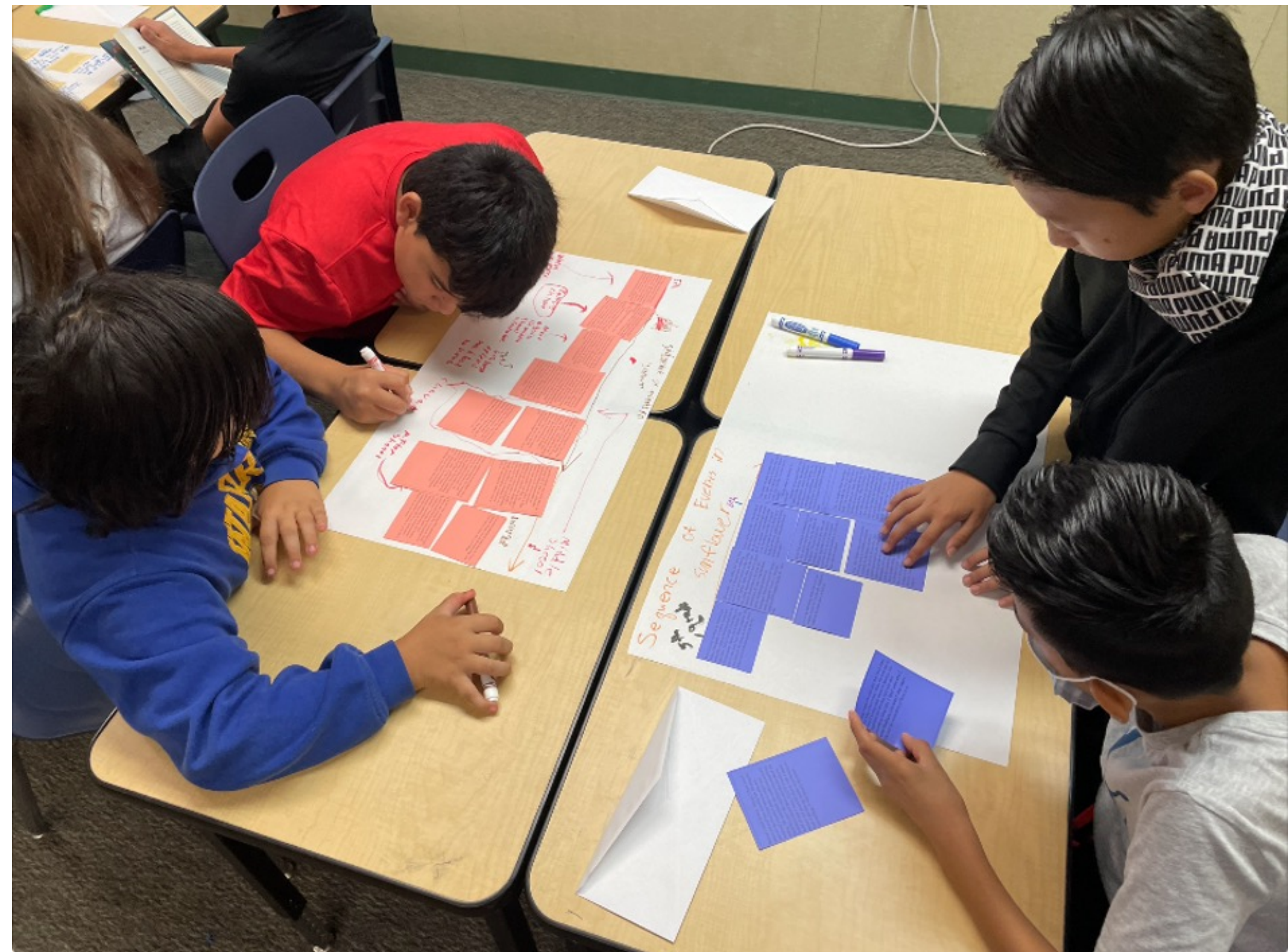
That you have to have some dialog and good spelling and havening such words like first, and to beging with, Next, or At the end of the bay, like the words I used you have to have to start your writening

That writing can be fun.

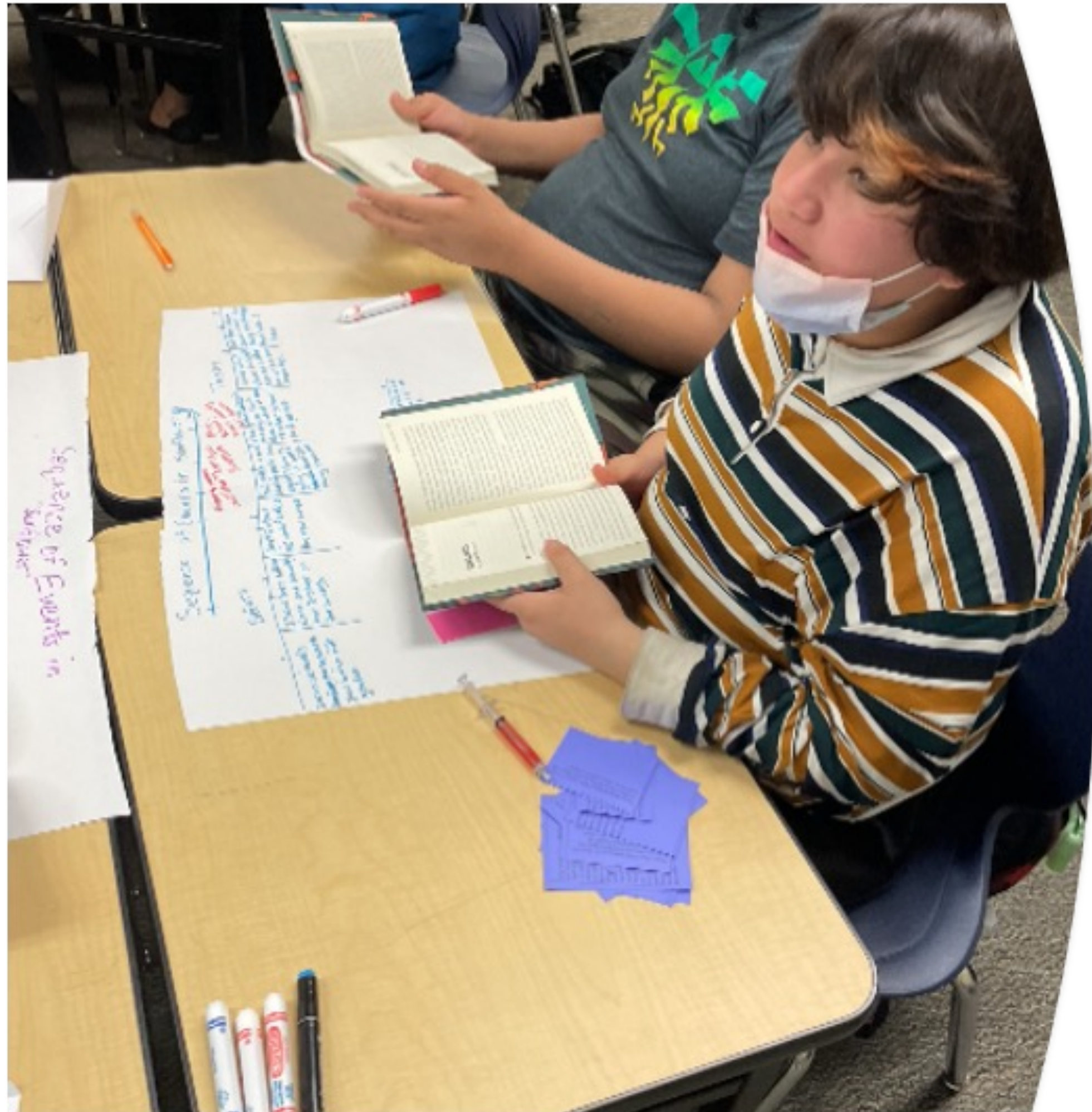
That you have to have some dialog [sic] and good spelling and havening [sic] such words like first, and to beging [sic] with, Next, or At the end of the bay [sic], like the words I used you have to have to start your writening [sic].

Discussion

If you were coaching the teacher of these students, what suggestions would you give for the next unit of instruction so that all students continue to advance as writers?



Overall



- Meaningful preparation is embedded in high quality, rigorous, culturally sustaining instruction
- Alignment between assessment, standards, and instruction

Meaningful support on the ELPAC:

1. Analyze ELD standards assessed by specific target ELPAC tasks;
2. Build aligned classroom summative assessments with adapted rubrics;
3. Design instruction with ongoing, short-cycle formative assessment, targeted to success on classroom summative assessment rubric

