



Mountain View
Whisman
School District

Introduction for English Learner Families

Parent University
December 4, 2017





Mountain View
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School District



Acronyms

CELDT - California English Language Development Test

ELPAC - English Language Proficiency Assessments for California

TBD - To Be Determined

IFEP - Initial Fluent English Proficient

EL - English Learner

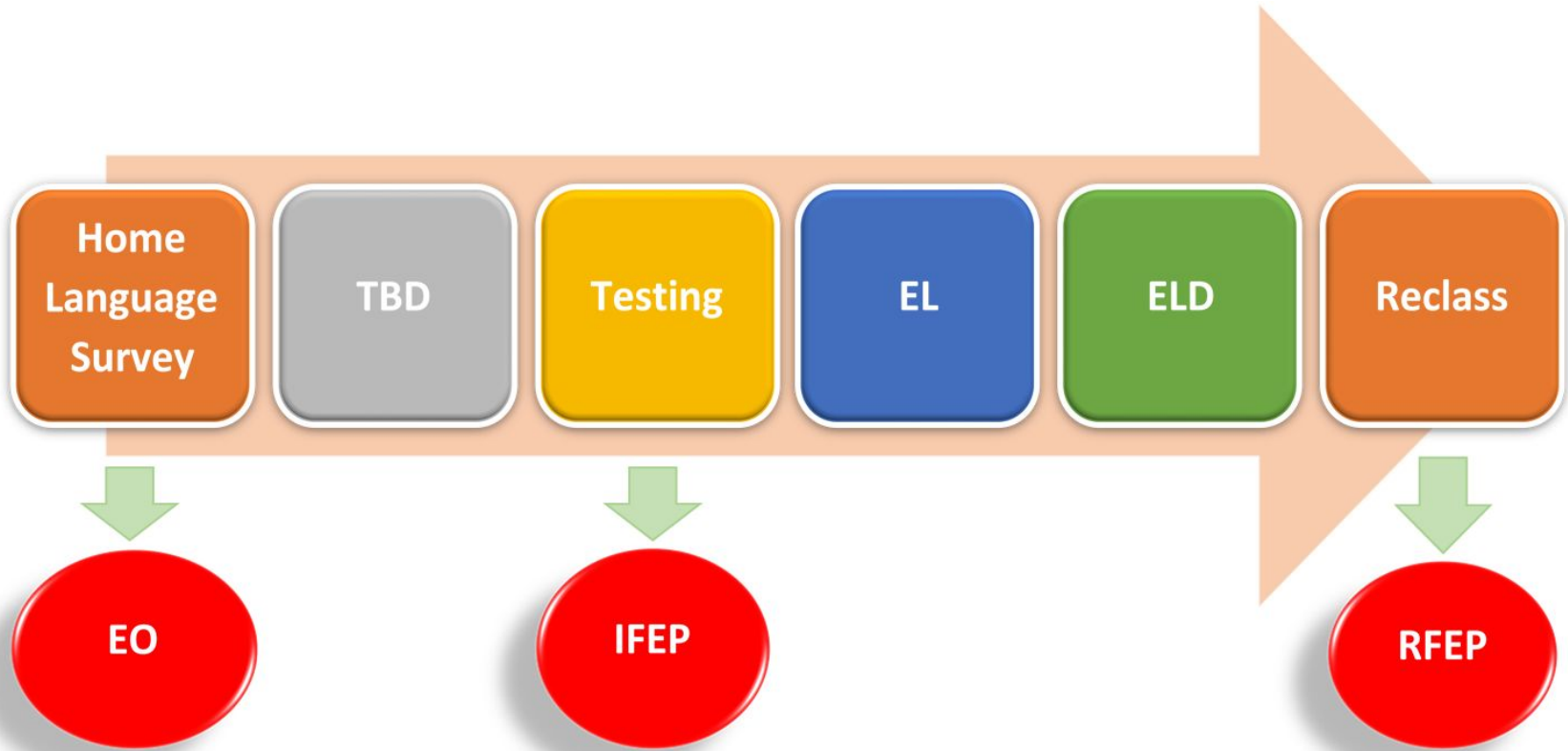
RFEP - Reclassified Fluent English Proficient

EO - English Only

ELD - English Language Development

SPED-Special Education (Students with disabilities)

Process



Home Language Survey (HLS)

Home Language Survey

Home Language Survey Question 1

What language did your student learn when he or she first began to speak?

Home Language Survey Question 2

What language does your student most frequently speak at home?

Home Language Survey Question 3

What language do YOU use most frequently to speak to YOUR child?

Home Language Survey Question 4

What language is most often spoken by the adults at home?

CELDT / ELPAC

What are CELDT and ELPAC?

- California **E**nglish **L**anguage **P**roficiency **T**est
- **E**nglish **L**anguage **P**roficiency **A**ssessments for **C**alifornia
- Used to identify students and monitor progress toward a student's English proficiency
- Measures conversational speech:
 - Listening Reading
 - Speaking Writing
- For Annuals, CELDT/ELPAC is one of several criteria used for Reclassification
- Testing windows are July - October, February - May



Mountain View Whisman School District



JACK O'CONNELL
State Superintendent
of Public Instruction

Student Proficiency Level Report

California English Language Development Test

Student Proficiency Level Report

LARRY GARCIA

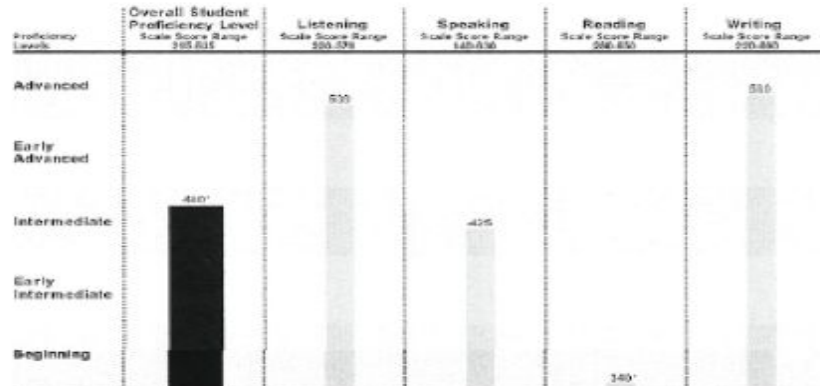
Grade: 3

ANNUAL ASSESSMENT

Purpose
This report shows the English language development (ELD) proficiency levels that this student demonstrates on the California English Language Development Test (CELDT). It is one source of information that teachers may use to develop and plan instruction. The results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Student ID: 12345
School Code:
Assessment ID: 123456789
Test ID: 123456789
Score: 450/500
Grade: 3
Date: 12/15/2010
District: 12345
County: 12345
State: CALIFORNIA



Listening and Speaking combined Score: 450 An average of the score scores for Listening and Speaking. Individual proficiency levels and scores are indicated above.
Comprehension Score: 425 An average of the score scores for Reading and Writing. Individual proficiency levels and scores are indicated above.

The student indicates that the CELDT was administered with a modification or that an alternate assessment was used. Check for the use of a modification or alternate assessment. Indicate the type of modification or alternate assessment on the report cover.

How To Read This Report
The layout of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening, Speaking, Reading, and Writing) and as an overall proficiency level.

Each score that falls within a proficiency level indicates that the student can display the majority of skills for that

level and the lower levels, as described on the back of the report. A student may use some of the skills at higher levels of proficiency, but may not be performing consistently at that level.

In order to progress toward higher levels of proficiency, a student needs to master the skills at next higher levels of proficiency in all skill areas.

CELDT Results

Results

- 1 - Beginner
- 2 - Early Intermediate
- 3 - Intermediate
- 4 - Early Advanced
- 5 - Advanced

ELPAC

Emerging

Expanding

Bridging

What happens after Identification?

ELD - English Language Development

Who participates?

- All English Learner students K - 8

What is it?

Students of all levels develop skills in:

Listening
Speaking
Reading
Writing

All students have:

Areas of strength

And

Areas of growth

ELD

How is ELD different from ELA (English Language Arts) and RTI (Response to Instruction)?

- **ELD** focuses on English language acquisition, mastery, and analysis of language structure and vocabulary
 - For example: verb tenses, sentence structure and complexity, learning new words, etc.
- **ELA** focuses on skills needed to interpret written text
 - For example: themes, character development, text structure (poetry vs. prose), text composition (writing), etc.
- **RTI** focuses on literacy skills
 - For example: mechanics of reading words, strategies for increasing reading comprehension

ELD

What is the purpose of ELD?

- To help students master English so they can fully participate in classes
- English language instruction at students' language levels based on CELDT/ELPAC testing

How does it work/What does this look like for my child?

- Students are grouped within grade level
- 25-40 minutes per day, 3-4 days per week
- Grade level and ELD teachers provide instruction at the students' levels
- Students learn how to understand and speak Standard American English, increase the complexity of their spoken language, and increase their vocabularies

Progress

How do I know my student is progressing?

- English Language Proficiency Test score goes up one level per year (ELPAC may be slightly different from CELDT)
- District ELA Benchmarks are improving
- Classroom performance is improving

Progress?

What if my student is not progressing?

- If K - 5, meet with your classroom teacher
 - If 6 - 8, meet with the ELD and ELA teachers
 - Meet with your Facilitator
 - Meet with your Principal
 - Meet with a District personnel overseeing English Learner Services
-
- Prepare your questions/topics beforehand
 - Ask teachers for a plan for your child
 - Get your teachers' email addresses; stay in touch; use an district-supplied interpreter

What If's

- What if I disagree with the results of initial testing?
- Will having a 'label' harm my child?
- What if my student is 'stuck'?
- What if my student is also a SPED student?
- What happens in middle school if my student is still an EL?
- What happens in high school if my student is still an EL?

Reclassification

What is Reclassification?

- Reclassification officially changes a student's status from "English Learner" (EL) to "Reclassified Fluent English Proficient" (RFEP)
 - Student no longer needs extra support in English
 - Students Reclassify when have learned sufficient English to be *capable* of performing successfully in academic subjects



What Can I do to help My child Reclassify?

What can I do?

- Connect with your child's teacher
 - Ask them what they are doing specifically for your student in reading, writing, speaking and listening
 - Ask them what you can do specifically, for your student
- Ask your child about “ELD time”
- Read and talk with your child in your language
- Read and talk in English if possible - build their vocabulary in both languages
- Ask them what they are learning about in school
- Ask them to explain their homework to you - “How did you do that?” “How do you know that?”
- Keep them talking!

Strategies and Techniques for Success

Use closed captioning when watching TV

Use conversation cards to spark talk at home

Reading every day - students can read to you - ask them questions

Listen to ESL songs on youtube.com

Journaling - have students write on topics that your child enjoys

Go to library programs in summer

Be a role model--Show your child that *you* are willing to risk speaking in English in public

Celebrate success!

(refer to MVWSD EL Parent Resources handout)

New at MVWSD and *Soon to Come*

- Web Site has been translated into Spanish [MVWSD](#)
[Webpage](#)
- English Learner information area of MVWSD web site is up
- Parent Workshops
- Alternate Reclassification process created to support SPED students
 - Focus on communicating about EL/SPED modifications and goals with parents at IEP meetings