

"I Can" Statements and Assessments for Oregon's New ELP Standards



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Alliance
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Introductions

Long-term Target: Beaverton Goal-

Our goal is for every student to graduate with many **options** and be prepared to:

Think: Creatively and Critically

Know: Master Content

Act: Self-Direct and Collaborate

Go: Navigate Locally and Globally

Supporting Target:

We will participate in professional groups where we learn and share with our peers through **collaboration** to **ensure** increased learning for all students



Objectives

➤ Content:

- ▣ I can become familiar with Oregon's New English Language Proficiency Standards.
- ▣ I can analyze assessments with the presenter.
- ▣ *I identify "I can" statements to correspond to an ELP lesson.*

➤ Language:

- ▣ *I can read to unpack a standard and write "I can" statements.*

Beaverton Background

□ District

- 5,000 (14%) ELLs
- 12,800 (31%) students speak another language
- 94 languages

□ ELD Teachers: ~107

□ Student/Teacher Ratio

- 35:1 Beginners
- 65:1 Inter/Adv
- Caseloads range from high 40s to high 70s

□ Various Models

- 30 min pull-out
- 45 min pull-out
- 90 min pull-out A/B
- Some beginners pulled longer
- Push-in by content
- Co-teach various contents/grade-levels



Common Ground and Support

Documents

- Elementary Scope & Sequence
- Middle School Proficiency Guidelines and Rubrics
- Semester Target Agreements\
- Lessons and Documents stored on Google-docs and Teacher Source (online lesson search engine)

Sub-release/ Extended time

- Leadership groups
- Compliance Committee
- Conferences

ELD teachers common trainings:

- Susana Dutro
 - Systematic ELD/Constructing Meaning
- Lily Wong Fillmore
- Step-Up-To-Writing
- Standards-Based Learning



ELPS Collaboration

Present

- Unpacking the Standard
- Creating I can statements for each proficiency level.
- Task Analysis
- Lessons
- Assessments
- Grading/Reporting

Future

- Rubrics
- Lessons
- Assessments
- Grading/Reporting Agreements
- Articulation K-12



Familiarize Ourselves

English Language Proficiency Standards



Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

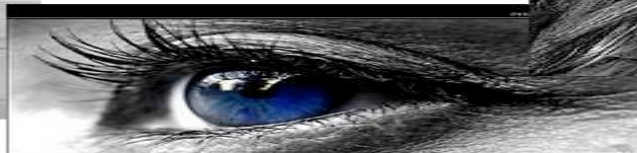
Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

Familiarize Ourselves cont...

Modalities and Domains

<p>Receptive³ modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</p>	Listening and reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
<p>Productive modalities: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</p>	Speaking and writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	Listening, speaking, reading, and writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing



Familiarize Ourselves



ELPS Proficiency Indicators (Grade 2-3)

Receptive Language Standards

ELLs need to develop grade-appropriate competence in using English to construct meaning found in oral and written discourse.

Standard 1.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text . . .	recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids (including picture dictionaries).	determine the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using visual aids (including picture dictionaries).	determine the meaning of less-frequently occurring words and phrases, subject-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, and reference materials.	determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and subject-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, and reference materials.	determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and subject-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., simple inflectional endings, such as -ed, -ing, and some common prefixes).
as the student engages in one or more of the following discipline-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.		MP1. Make sense of problems and persevere in solving them. MP7. Look for and make use of structure.		SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.	

Unpacking Standard 1 (Gr. 2-3)

Standard 1	I can...	Language Functions	Language Forms
An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing....			



Highlight **Nouns**

Standard 1	I can...	Language Functions	Language Forms
<p>An ELL can... construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing....</p>			

Highlight Verbs

Standard 1	I can...	Language Functions	Language Forms
<p>An ELL can... construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing....</p>			

Pull-Apart so “I Can” Define

Standard 1	I can...	Language Functions	Language Forms
<p>An ELL can... <u>construct meaning</u> from <u>oral presentations</u> and <u>literary</u> and <u>informational text</u> through grade- appropriate listening, reading, and viewing....</p>	<p>I can <u>construct</u> <u>meaning</u> from <u>grade-</u> <u>appropriate</u> <u>oral</u> <u>presentations.</u></p> <ul style="list-style-type: none"> • <u>construct meaning</u> make understandable • <u>oral presentations</u> anything presented in a spoken format (peers/teacher/media etc.) grade-appropriate topics/ content suitable for age/grade 		

cont...

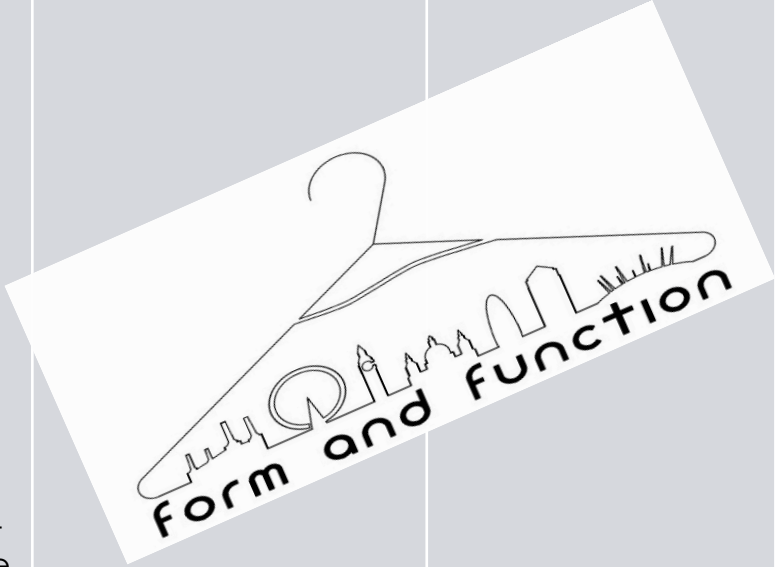
Standard 1	I can...	Language Functions	Language Forms
<p>An ELL can... construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing....</p>	<p>I can <u>construct meaning</u> from <u>grade-appropriate</u> <u>oral</u> <u>presentations</u>.</p> <p>I can <u>construct meaning</u> from <u>grade-appropriate</u> <u>literary</u> <u>text</u>.</p> <ul style="list-style-type: none">• <u>construct meaning</u> make understandable• <u>oral presentations</u> anything presented in a spoken format (peers/teacher/media etc.) grade-appropriate topics/ content suitable for age/grade• literary text fiction, fables, folktales, poetry		

cont...

Standard 1	I can...	Language Functions	Language Forms
<p>An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing....</p>	<p>I can <u>construct meaning</u> from <u>grade-appropriate oral presentations</u>.</p> <p>I can <u>construct meaning</u> from <u>grade-appropriate literary text</u>.</p> <p>I can <u>construct meaning</u> from <u>grade-appropriate informational text</u>.</p> <ul style="list-style-type: none">• <u>construct meaning</u> make understandable• <u>oral presentations</u> anything presented in a spoken format (peers/teacher/media etc.) grade-appropriate topics/ content suitable for age/grade• <u>literary text</u> fiction, fables, folktales, poetry• <u>informational text</u> nonfiction reading		

Form and Function

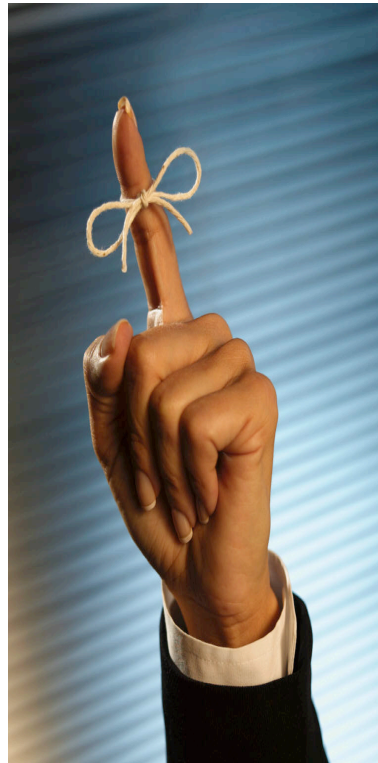
Standard 1	I can...	Language Functions	Language Forms
<p>An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing....</p>	<p>I can <u>construct meaning</u> from <u>grade-appropriate oral presentations</u>.</p> <p>I can <u>construct meaning</u> from <u>grade-appropriate literary text</u>.</p> <p>I can <u>construct meaning</u> from <u>grade-appropriate informational text</u>.</p> <ul style="list-style-type: none"> • <u>construct meaning</u> make understandable • <u>oral presentations</u> anything presented in a spoken format (peers/teacher/media etc.) grade-appropriate topics/ content suitable for age/grade • <u>literary text</u> fiction, fables, folktales, poetry • <u>informational text</u> nonfiction reading 	<p>Retell Sequencing Literary Analysis</p>	<p>Past Tense forms Present tense</p>



Standard with Proficiency Indicators

- These are indicators of what the students should be able to do at the end of the level.

Level 5
Proficiency
Indicator



		By the end of each English language proficiency level, an ELL can ...				
		1	2	3	4	5
1	An ELL can ... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations (information or stories presented orally).	with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to identify main topics in read-alouds and oral presentations, and ask and answer questions about key details.	with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics, answer questions about key details or parts of stories from read-alouds, picture books, and oral presentations, and retell events from stories.	With prompting and support (including context and visual aids), use a wide range of strategies to identify main topics, answer questions about key details in read-alouds, picture books, and oral presentations, and retell familiar stories.
2	An ELL can ...	listen with limited	participate in short	participate in short	participate in conversations	participate in

Creating “I can” statements (2-3)

Standard 1



Level 5 Proficiency Indicator

I can...

Language
Functions

Language
Forms

An ELL can...use a wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.

Creating “I can” statements

Level 5 Proficiency Indicator	I can...	Language Functions	Language Forms
<p>An ELL can...use a wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.</p>			

Creating “I can” statements

Level 5 Proficiency Indicator	I can...	Language Functions	Language Forms
<p>An ELL can...use a very wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.</p>			

Creating “I can” statements

Level 5 Proficiency Indicator	I can...	Language Functions	Language Forms
<p>An ELL can...use a very wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.</p>	<p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>read-alouds</u>.</p>		

Creating “I can” statements

Level 5 Proficiency Indicator	I can...	Language Functions	Language Forms
<p>An ELL can...use a very wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.</p>	<p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>read alouds</u></p> <p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>written text</u></p>		

Creating “I can” statements

Level 5 Proficiency Indicator	I can...	Language Functions	Language Forms
<p>An ELL can...use a very wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.</p>	<p>I can use a <u>wide range</u> of <u>strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>read alouds</u></p> <p>I can use a <u>wide range</u> of <u>strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>written text</u></p> <p>I can use a <u>wide range</u> of <u>strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>oral communication</u></p>		

Creating “I can” statements

Level 5 Proficiency Indicator	I can...	Language Functions	Language Forms
<p>An ELL can...use a very wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.</p>	<p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>read alouds</u></p> <p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>written text</u></p> <p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>oral communication</u></p>	<p>Literary Analysis Sequencing Retell Summarizing</p>	

Creating “I can” statements

Level 5 Proficiency Indicator	I can...	Language Functions	Language Forms
<p>An ELL can...use a very wide range of strategies to determine a main idea or message, and tell how key details support the main idea in read-alouds, written texts and oral communications; and retell a variety of stories.</p>	<p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>read alouds</u></p> <p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>written text</u></p> <p>I can use a <u>wide range of strategies</u> to <u>determine</u> the <u>main ideas</u> or <u>messages</u> in <u>oral communication</u></p>	<p>Literary Analysis Sequencing Retell Summarizing</p>	<p>Questions -Wh words -Do, Does, Did Transition words</p>

“I can...” NOW WHAT?



10 Standards Chunked by trimester

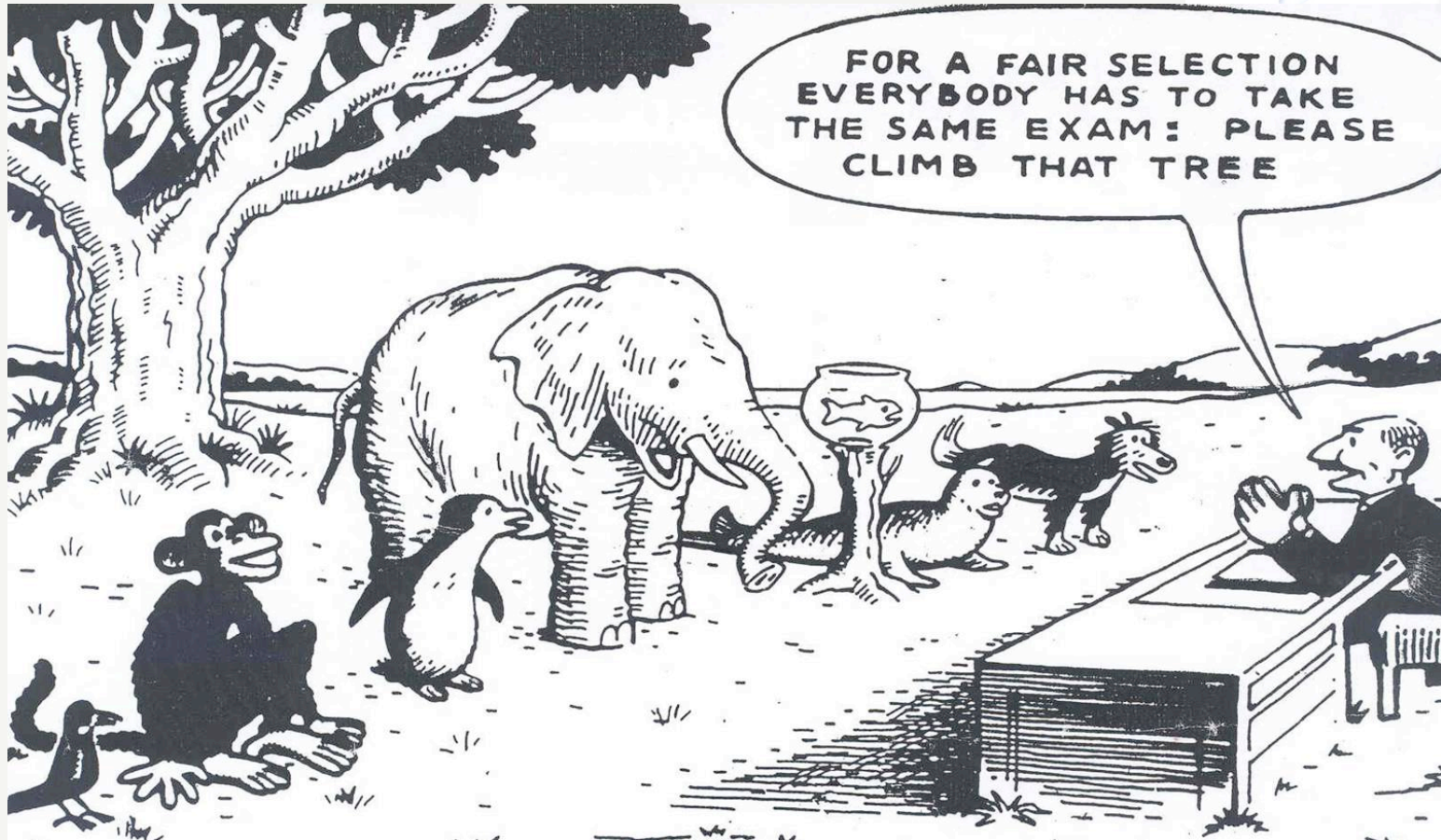
Trimester 1	Trimester 2	Trimester 3
Receptive 1, 8 + 9, 10	Interactive 2, 5, 6 + 9, 10	Productive 3, 4, 7 + 9, 10

Assessments



- Considerations:
 - Amount of time needed per student
 - Ability to administer the assessment in a standardized way
 - Ease of scoring
 - Template that could be replicated
 - Need to be piloted, data gathered, test adjusted
 - Useful to all instruction models – push in, pullout, co-teach, etc.
 - Ability to pull text independently

Assessments



Task Analysis – ODE (Tim Blackburn)

*Questions
to Consider?*

- ▣ *How do we analyze student work to better understand the new ELP Standards?*
- ▣ *What does task analysis reveal about the depth of student mastery of the new ELP Standards?*
- ▣ *How do we analyze our current units to address the rigor and depth of the new ELP Standards?*

- ▣ *What must this student know in order to successfully complete the task?*

Academic Skills	Content Knowledge	Language Skills

- ▣ *Thinking about the task, language and skills required for your task, which standards will your task measure?*

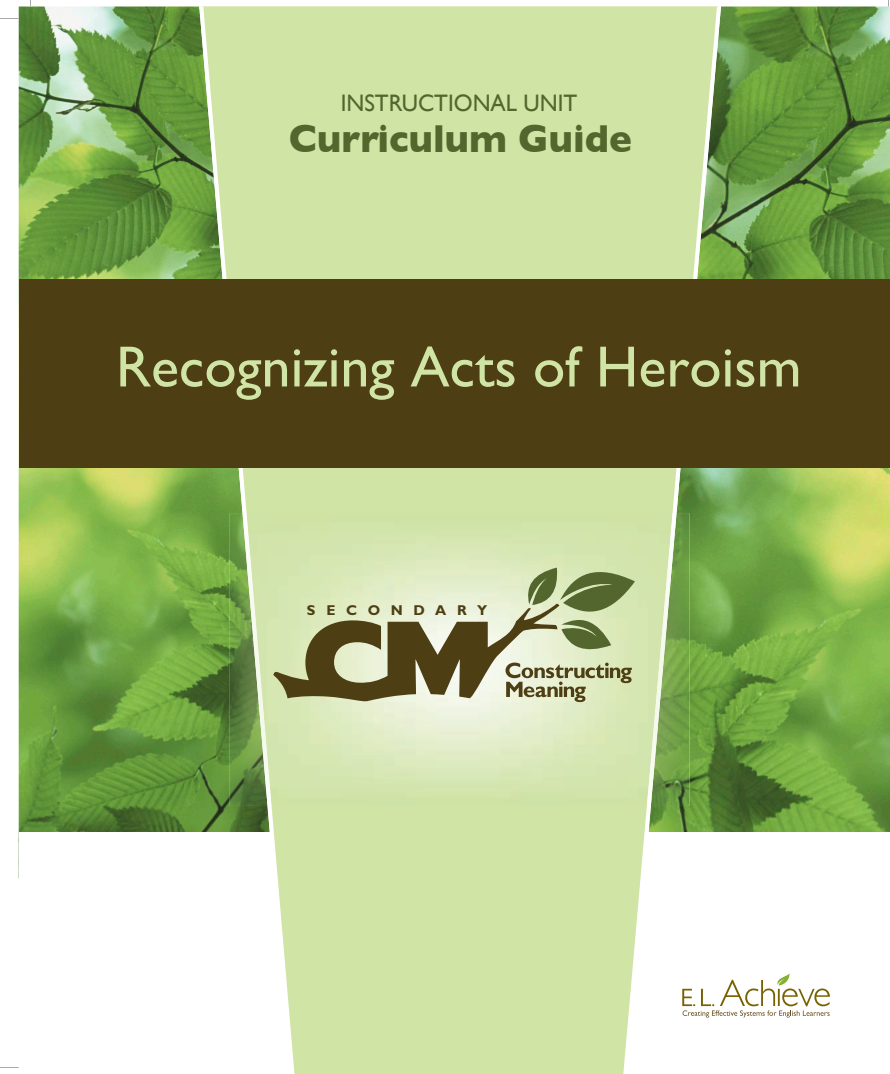


Task Analysis: What standards must the student know in order to complete the outcomes?

HERO UNIT LEARNING GOAL AND OUTCOME

Through non-fiction readings and class discussions, students will:

- ✓ understand the concept of heroism and write an expository essay in which they examine when a single act can establish an ordinary individual as a hero
- ✓ include specific examples and details from class readings and discussions
- ✓ use precise language (appropriate *adjectives and adverbs*)



Where to begin...



Grades 6–8 ELP Standards

- 1 An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
- 2 ~~An ELL can... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer audience, or reader comments and questions~~
- 3 An ELL can... speak and write about grade-appropriate complex literary and informational texts and topics
- 4 ~~An ELL can... construct grade-appropriate oral and written claims and support them with reasoning and evidence~~
- 5 ~~An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems~~
- 6 ~~An ELL can... analyze and critique the arguments of others orally and in writing~~
- 7 An ELL can... adapt language choices to purpose, task, and audience when speaking and writing
- 8 ~~An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text~~
- 9 An ELL can... create clear and coherent grade-appropriate speech and text
- 10 An ELL can... make accurate use of standard English to communicate in grade-appropriate speech and writing

Narrow Focus leads to...

Grades 6–8 ELP Standards

1 An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

An ELL can... construct meaning from informational text through grade-appropriate reading

3 An ELL can... speak and write about grade-appropriate complex literary and informational texts and topics

An ELL can... write about grade-appropriate complex informational texts and topics

7 An ELL can... adapt language choices to purpose, task, and audience when speaking and writing

An ELL can... adapt language choices to purpose, task, and audience when writing

9 An ELL can... create clear and coherent grade-appropriate speech and text

An ELL can... create clear and coherent grade-appropriate text

10 An ELL can... make accurate use of standard English to communicate in grade-appropriate speech and writing

An ELL can... make accurate use of standard English to communicate in grade-appropriate writing



Specifics

Grades 6–8 ELP Standards



1 An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

An ELL can... construct meaning from informational text through grade-appropriate reading

I can... read and construct meaning from informational texts about HEROES.

3 An ELL can... speak and write about grade-appropriate complex literary and informational texts and topics

An ELL can... write about grade-appropriate complex informational texts and topics

I can... write about complex informational texts about HEROES.

7 An ELL can... adapt language choices to purpose, task, and audience when speaking and writing

An ELL can... adapt language choices to purpose, task, and audience when writing

I can... adapt my language choices when writing about HEROES.

9 An ELL can... create clear and coherent grade-appropriate speech and text

An ELL can... create clear and coherent grade-appropriate text

I can... create clear and coherent written text about HEROES.

10 An ELL can... make accurate use of standard English to communicate in grade-appropriate speech and writing

An ELL can... make accurate use of standard English to communicate in grade-appropriate writing

I can... make accurate use of standard English to communicate about HEROES in writing.

Rubrics (in handouts)

Advanced ELD *Learning Target and Rubric:*

BSD 2013-2014 (High School)

Standard 1—*An ELL can construct meaning from oral presentations and literary and informational texts through grade-appropriate listening, reading and viewing.*

Learning Target	4	3	2	1
<p>I can use a wide range of strategies to determine central ideas or themes in presentations and written texts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze their development <input type="checkbox"/> Cite specific details and evidence from the texts to support the analysis; <input type="checkbox"/> Summarize a text 	<p><u>use a wide range of strategies</u> to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis is simple <input type="checkbox"/> Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis <input type="checkbox"/> Summary includes only a few key details 	<p><u>use an increasing range of strategies</u> to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis is simple <input type="checkbox"/> Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis <input type="checkbox"/> Summary includes only a few key details 	<p><u>use a developing set of strategies</u> to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis is simple <input type="checkbox"/> Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis <input type="checkbox"/> Summary includes only a few key details 	<p><u>use an emerging set of strategies</u> to identify the main topic, and retell a few key details in oral presentations and written texts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis is simple <input type="checkbox"/> Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis <input type="checkbox"/> Summary includes only a few key details

Lesson Example



Standard 1

Standard 2

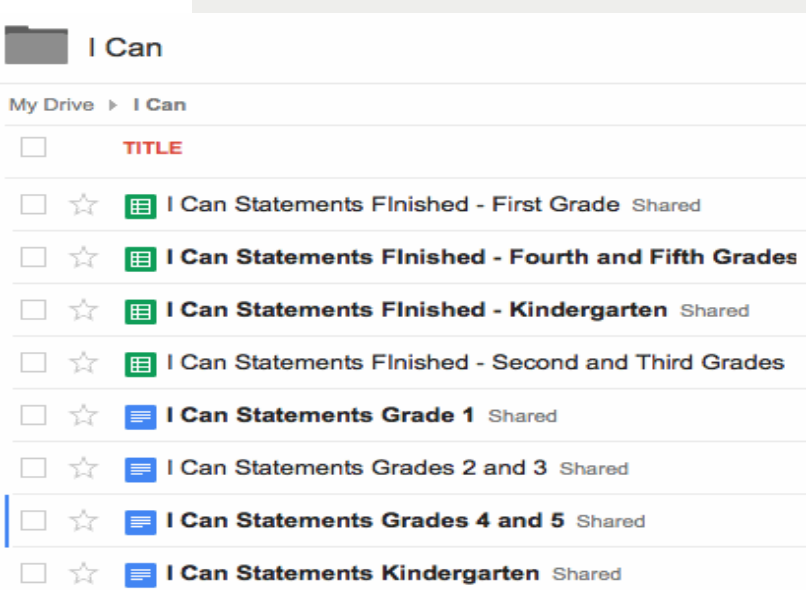
Your Turn!



Given what you know about the ELPS and “I Can” statements, which statements could you attach to this video ?

Statements she could have used include...

10:2+2



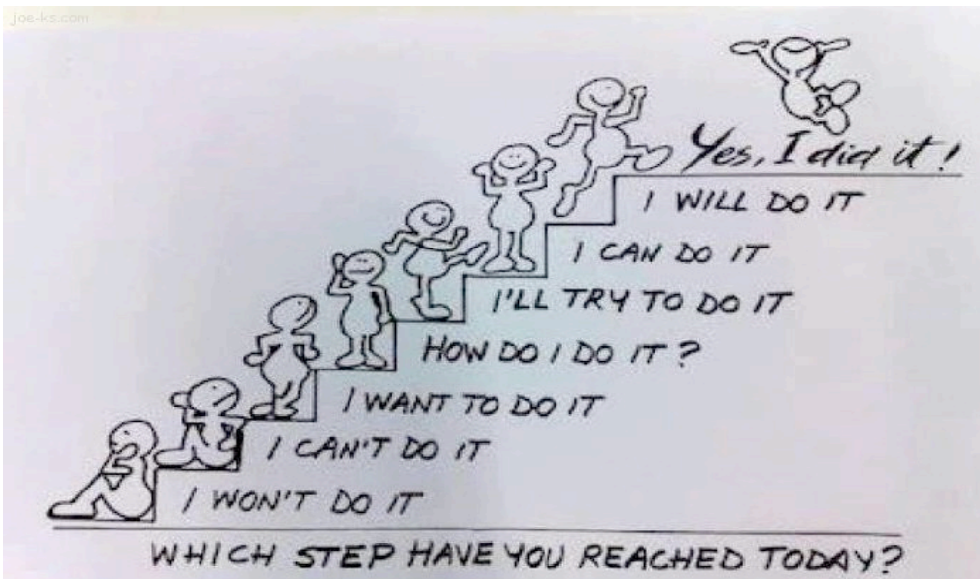
Take a look at the different documents.

Make notes, comments, and ask questions

Handouts

In Closing...

- Overwhelming job!
- On-going commitment!
- Much needed!
- One step at a time!



**KEEP
CALM**

AND

**TAKE ONE STEP
AT A TIME**

Feedback Slips

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