

The New English Language Proficiency Standards:  
*Access & Equity for English Learners*



Martha I. Martinez & Tim Blackburn  
EL Alliance – March 13, 2014

# Session Objectives

- Understand context for New ELP Standards
  - Why new standards?
  - Key Influences and Goals
  - Final Design
- Analyze & interpret the new ELP Standards
  - *What do student tasks reveal about what students know and are able to do with language?*
- Describe and discuss supports for adoption and implementation of the new ELP Standards

# Why New ELP Standards?

1. College and career-ready standards contain increased language demands. (Results in new 3-dimensional rigors in the classroom.)



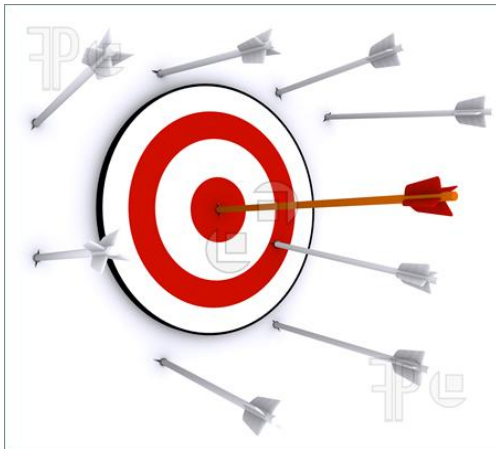
**Academic Language and  
Language Complexity**

**Curriculum,  
Instruction, and  
Assessment**

**DOK and Cognitive  
Complexity**

# Why New ELP Standards? (cont.)

2. Poor predictive validity of the existing ELP assessments for student performance on assessments of ELA and mathematics (Butler, Stevens, & Castellon, 2007; Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003)

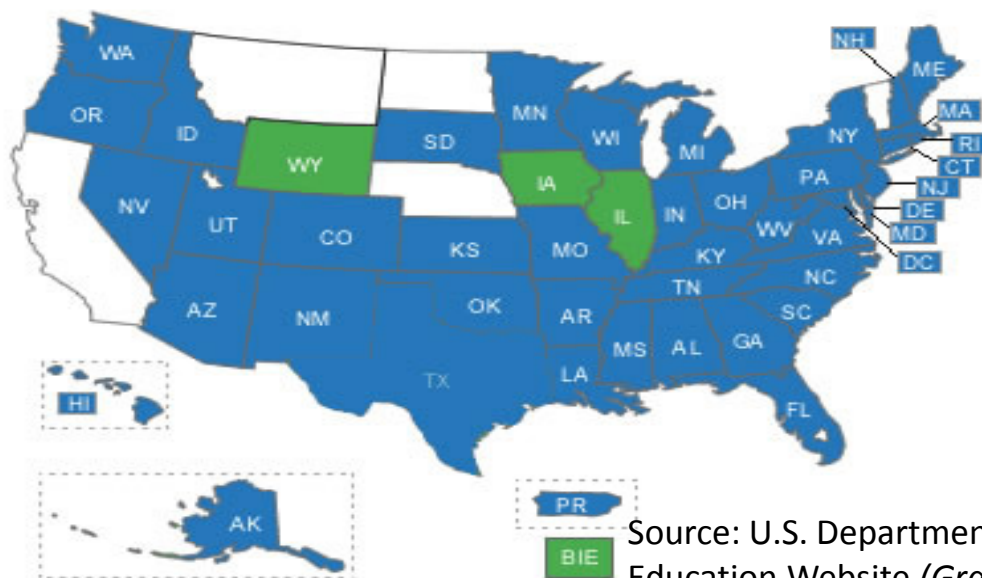


3. Renewed interest in using ELP standards and assessments to measure the academic language proficiency needed for the content areas (Bailey, 2013; Bailey & Kim Wolf, 2012)

# Why New ELP Standards?

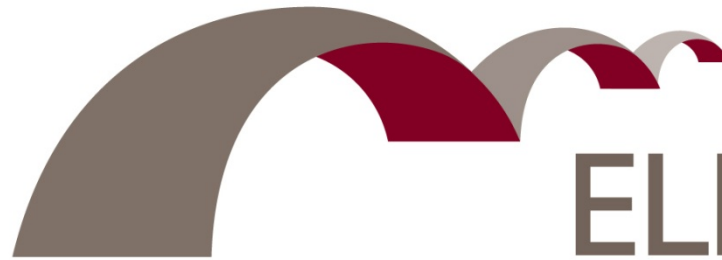
**States are applying for flexibility from NCLB requirements.** States without waivers could be subject to federal sanctions if they fail to meet the 100 percent proficiency deadline in 2014.

**States approved** [States approved for ESEA flexibility](#)  
**States under review** [States with ESEA flexibility requests under review](#)



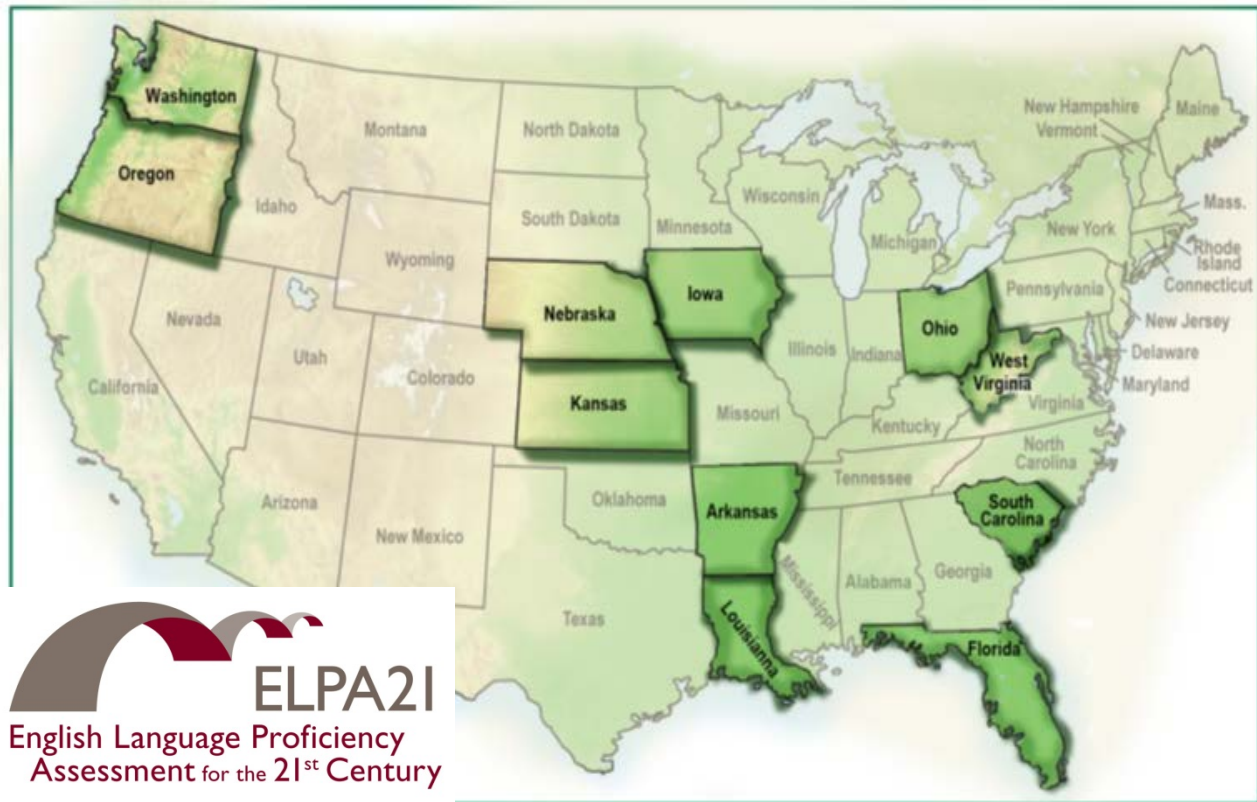
Source: U.S. Department of Education Website (*Graphic last updated September 27, 2013*)

[new Information on other waivers granted under authority of Section 94](#)



# ELPA21

## English Language Proficiency Assessment for the 21<sup>st</sup> Century



# Key Influences

- CCSSO “Framework” – Oct. 2012(Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards)
- California ELD Standards – Oct. 2012
- Understanding Language – “Relationships and Convergences” Venn Diagram - March 2012

# Relationships and Convergences

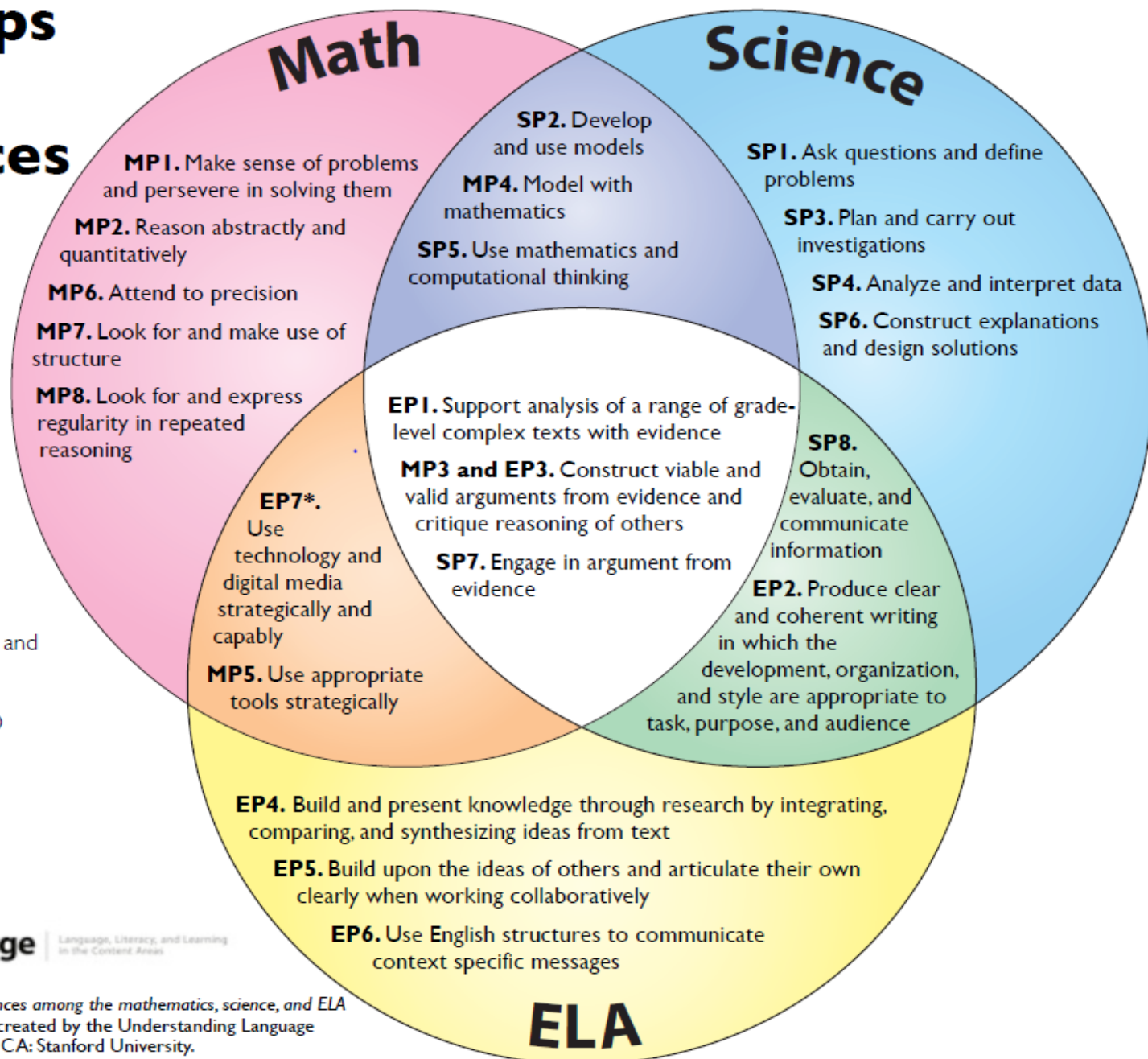
- Found in:
1. CCSS for Mathematics (practices)
  - 2a. CCSS for ELA & Literacy (student capacity)
  - 2b. ELPD Framework (ELA “practices”)
  3. NGSS (science and engineering practices)

- Notes:**
1. MPI–MP8 represent CCSS Mathematical Practices (p. 6–8).
  2. SPI–SP8 represent NGSS Science and Engineering Practices.
  3. EPI–EP6 represent CCSS for ELA “Practices” as defined by the ELPD Framework (p. 11).
  4. EP7\* represents CCSS for ELA student “capacity” (p. 7).

**Stanford**  
GRADUATE SCHOOL OF  
EDUCATION

**Understanding Language** | Language, Literacy, and Learning  
in the Content Areas

Suggested citation:  
Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University.





# Goals for the New ELP Standards

Create fewer, clearer standards with **strategic correspondences** to:

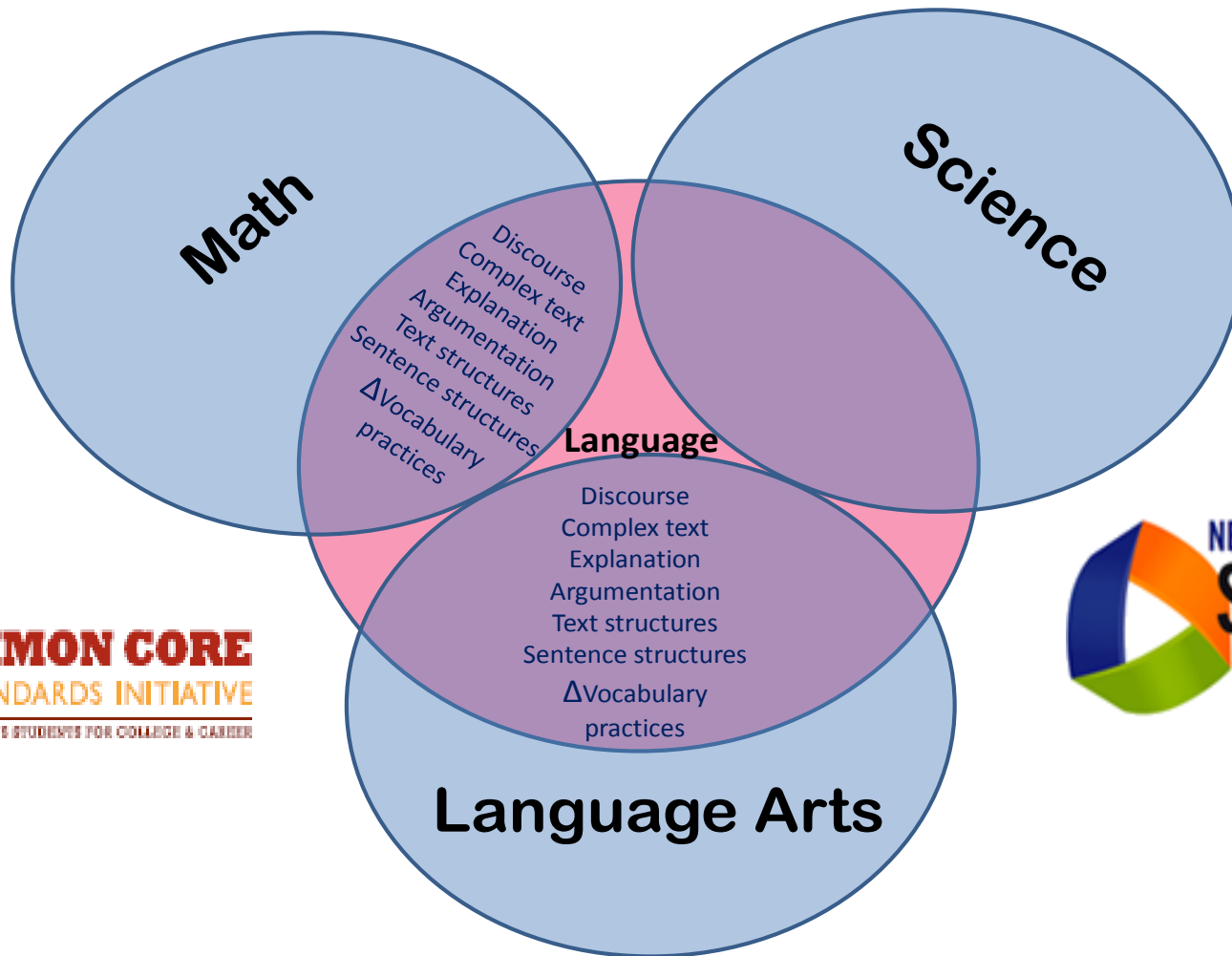
CCSS ELA &  
Literacy

CCSS for  
Mathematics

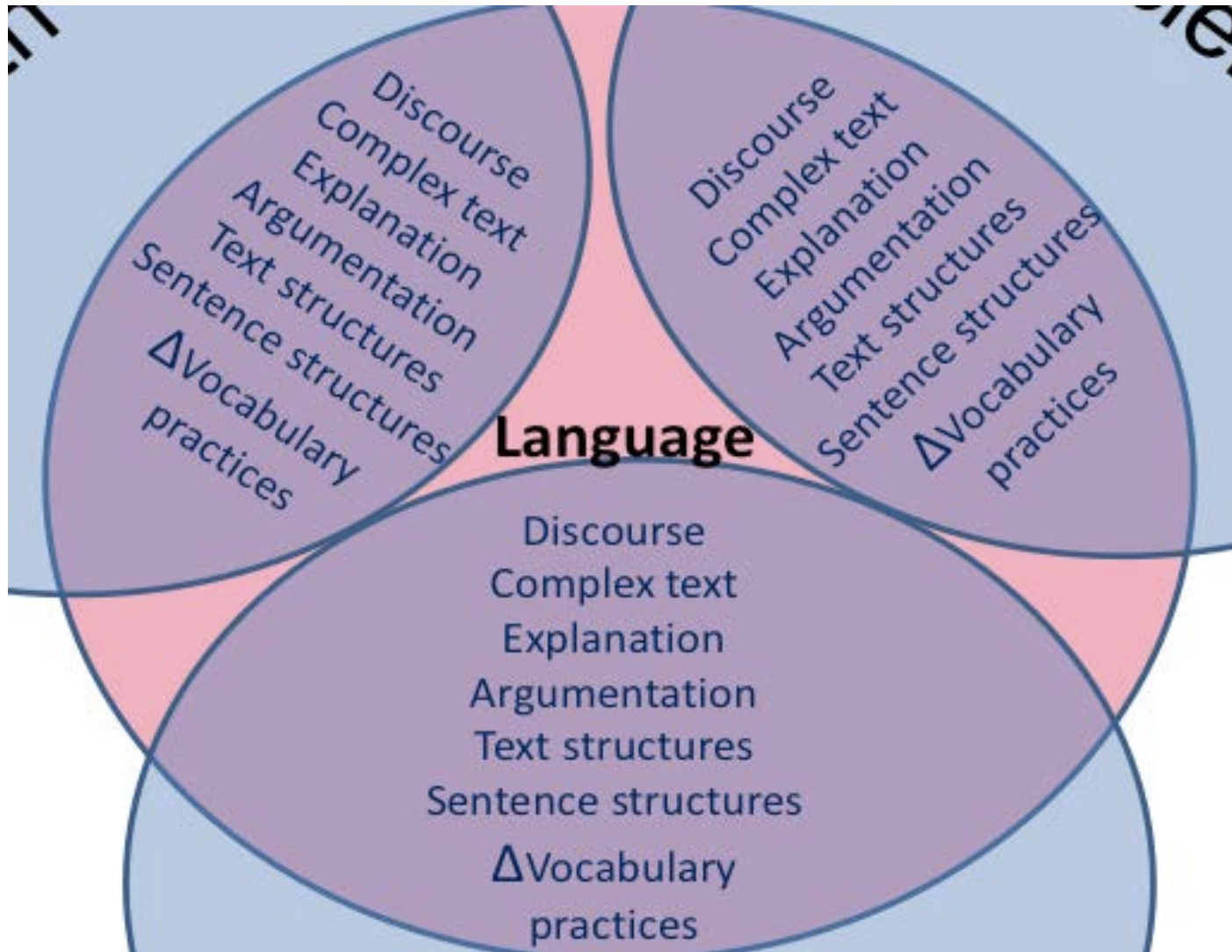
NGSS

Addressing the **unique language acquisition needs** of English Learners (ELs)

# The Construct



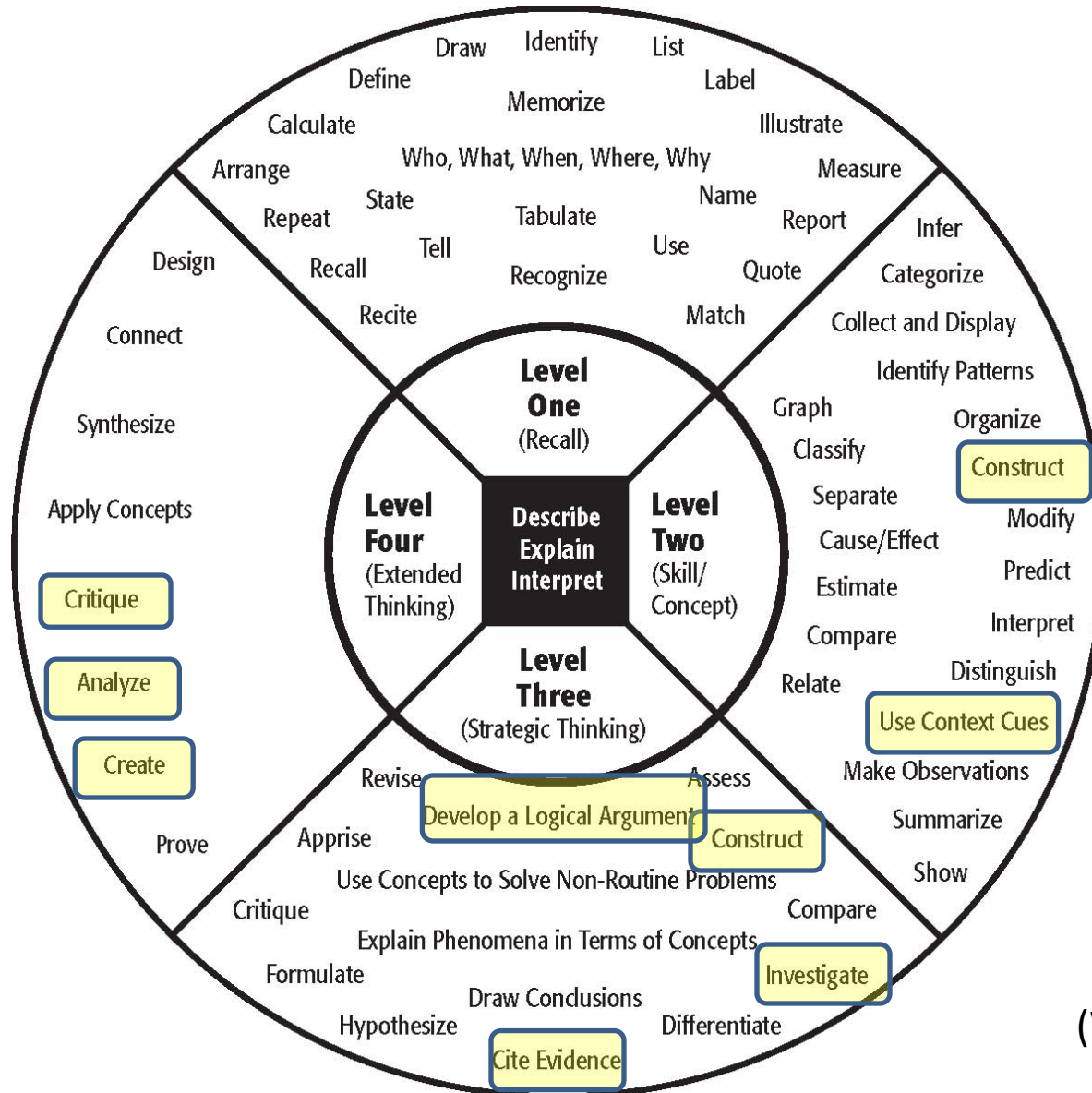
# The Construct



# The 10 ELP Standards: Organized in Relation to Participation in Content-Area Practices

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

# Infuse Depth of Knowledge (DOK) into the Proficiency Level Descriptors



(Webb, 2002)

# ELP Standards Task Analysis

## Essential Questions:

- *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?*

# ELP Standards Task Analysis

- **Task Analysis**

- *What must this student know and be able to do to successfully complete this task?*

- Read with Purpose
      - Independent Reflection
      - Small Group Consensus

***What must this student know and be able to do to successfully complete this task?***

Amazon Basin is in South America. It is between Venezuela and Bolivia. We can find shipping and ship repair in the Amazon Basin. Because they have a river and the Atlantic Ocean. Amazon Basin is located in the continent of South America. Amazon has a lot of forestry lumber and pulpwood and subsistence agriculture. Colombia is in Amazon Basin. Colombia having manufacturing but Peru does not have manufacturing. We can find this resources in the Rain forest because is close to the river and the ocean. Rain forest are tropical with a lot of rain.



# ELP Standards Task Analysis

## Lenses

*What must this student know and be able to do in order to complete this task?*

Academic Skills	Content Knowledge	Language Skills

# ELP Standards Task Analysis

- **Standards Analysis**

- Based on your analysis of the student writing task,  
***which standards were assessed?***

- [English Language Proficiency Standards](#)

- Think - Pair - Share

- » Independent Reflection

- » Pair Reflection

- » Group Consensus

- **Group Discussion**

- ***Which standards were assessed in this task?***

## Standards - Proficiency Level Descriptions

*To what degree does the student master these standards?*

Group	Standards	Proficiency Description	Why?
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			

# ELP Standards Shifts

**Understanding Language** | Language, Literacy, and Learning  
in the Content Areas

April 2012

**The Purpose of English Language Proficiency Standards, Assessments,  
and Instruction in an Age of New Standards: Policy Statement from the  
Understanding Language Initiative**



<https://wested.app.box.com/ELPStandardsResources>



# ELP Standards Work Group

## Work Group Responsibilities

- Meet three times prior to each Professional Learning Team Conference.
  - Two of these meetings will be held virtually with an agenda covering two hours' time.
  - There will be some email communication between sessions. Here, ODE will seek advice and consult Work Group members..
- A stipend will be allotted to compensate the ELP Standards Work Group members for the work they do.
- Group members will only be responsible for physically attending the PLT Conference that is most near them.
- On the day prior to the Standards breakout sessions , the Standards Work Group will meet with ODE staff to finalize presentation materials and arrange last minute details.
- There will also be opportunities to contract with ODE for additional technical support to area districts.

## Work Group Member Criteria

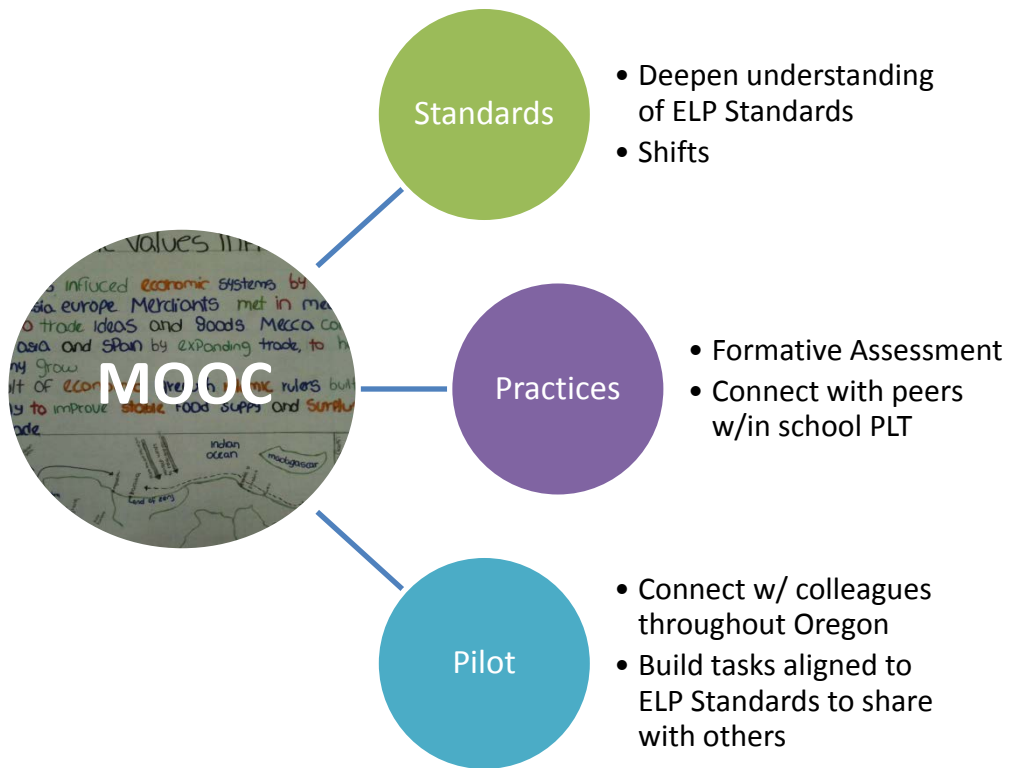
- ODE is looking for experienced ELD teachers, TOSAs, and content-area teachers who are familiar with Oregon's English Language Proficiency Standards and the Common Core State Standards. ELD and content-area teachers from all regions of Oregon are encouraged to apply.

# Massive Open Online Course (MOOC)

- ODE is working with Kenji Hakuta of Stanford's Understanding Language and Karen Thompson from Oregon State University to design a Massive Open Online Course to further our collective understanding and experience with the ELP Standards.



# Massive Open Online Course (MOOC)



- MOOC will encourage teachers from throughout Oregon to connect and learn how to support ELs with the new ELP Standards with a particular attention to the language they need to demonstrate their understanding of class content.
- Participants will work directly with the standards, applying them to their planning and instruction by focusing on the “critical language, knowledge about language, and skills using language that are in college and career ready standards and that are necessary for English Language Learners to be successful in school.”
  - (English Language Proficiency Standards Grades 4-5 (September, 2013). Page 3.)



# Massive Open Online Course (MOOC)

- Particular focus on the standards as intended for “both English language development and content area instruction.” This focus will contextualize the application of the standards and their inclusion in course work throughout a student's academic day.
  - (English Language Proficiency Standards Grades 4-5 (September, 2013). Page 5.)
- Our MOOC will meet in the Fall of 2014 (6-8 weeks)
- Video platform with text support
- PDU credits for completion with possible continuing education credit from OSU and Stanford
- Ideal for PLTs to use as a guide to anchor instructional focus for the term.
- Themes supported by PLT Conferences

# Resources

- WestEd ELP Standards Online Box
  - <https://wested.app.box.com/ELPStandardsResources>
    - Understanding Language (April, 2012)
      - The Purpose of English Language Proficiency Standards, Assessments, and Instruction in an Age of New Standards: Policy Statement from the Understanding Language Initiative
        - » <https://wested.app.box.com/ELPStandardsResources/1/1237898095/11073946841/1>
- **Education Equity Unit Website**
  - <http://www.ode.state.or.us/search/results/?id=36>
- **Influenced by the Understanding Language video of Aída Walqui: Language and the Common Core State Standards:**  
<http://www.youtube.com/watch?v=T3YJx8ujoto>



## Contacts

Tim Blackburn  
Education Specialist  
(503) 947-5688  
[tim.blackburn@state.or.us](mailto:tim.blackburn@state.or.us)

Martha I. Martinez  
Education Specialist  
(503) 947-5778  
[martha.martinez@state.or.us](mailto:martha.martinez@state.or.us)