

Reclassification Learning Labs

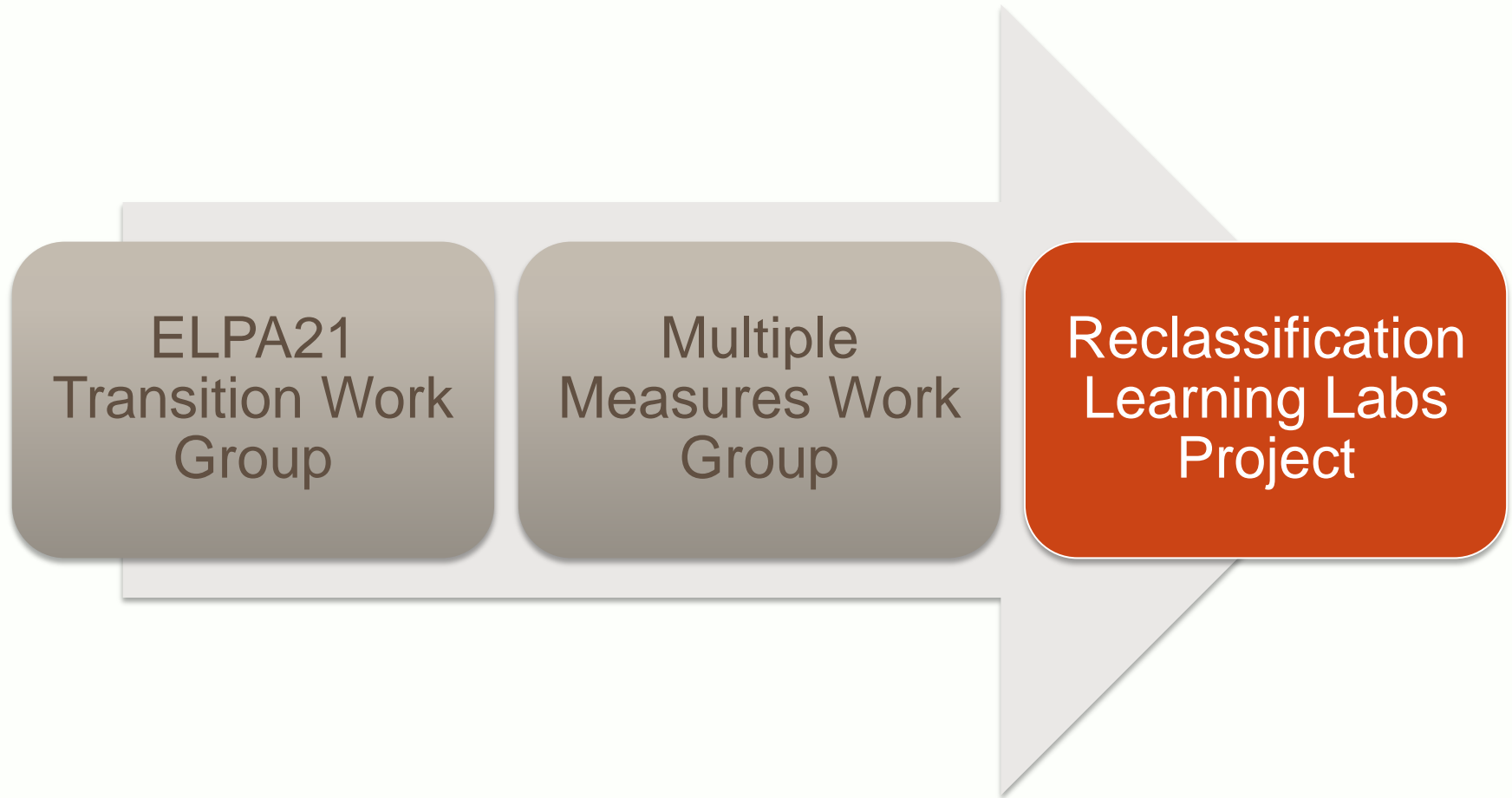
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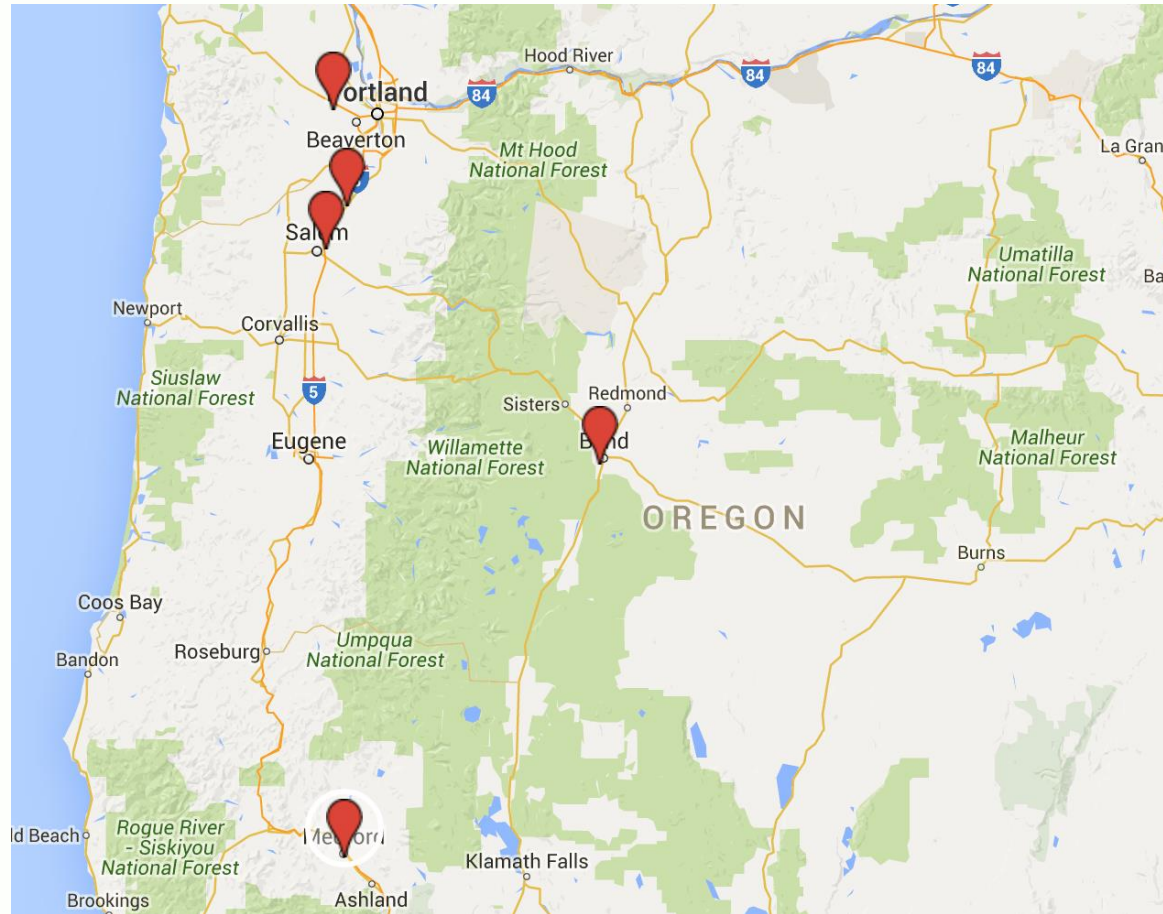
Origins of This Project



Research Questions

- How are state reclassification policies implemented in a variety of Oregon districts? What are the **similarities and differences in implementation** across districts?
- What are the **rationales** for the ways in which districts implement the state's reclassification policies?
- What **changes in instructional settings and services** do students experience as a result of reclassification and how does this vary by district and by school?

Participating Districts



Work to Date

- Interviews with district **administrators**
- Interviews with **teachers** at the elementary and secondary level
- Collection of **forms** used in each district as part of the reclassification process

Looking Back and Looking Forward



Understanding past practices



Documenting questions, concerns, and evolving policies during this transitional year

Emerging Themes: The Role of New Standards in Reclassification Processes

- There may be variation in the extent to which new standards are explicitly linked to information considered as part of reclassification decisions.
- There is a tension between the new ELP standards and many of the more formal assessments that districts have been using to gather data about students' English proficiency.
 - For example, ADEPT and Gap Finder are not aligned to new standards.
- New standards may be more likely to be reflected in district tools for progress monitoring than in tools for reclassification.
- It is important and challenging to inform content teachers about the new ELP standards and engage them in collecting data about students' progress on the standards.

WOODBURN SCHOOL DISTRICT

ENGLISH LANGUAGE DEVELOPMENT PROGRESS REVIEW

SCHOOL: _____ Date: _____

Student: _____ Student Number: _____ Grade: _____

ELD Teacher: _____ PC: _____

Dual Identified Student: ☐ Yes ☐ No _____ Case Manager: _____

Current ESOL Instructional Level: _____

ELP	Description of Standard	Level	Comment	Comment
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 analysis, 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 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 in literary and informational texts.			
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.			

Comments Key: Please place appropriate comment letter next to the standard(s) that aligns with your instruction and is reflected on the student work sample(s).

E _____ Exceeds current instructional level
 M _____ Meets current instructional level
 P _____ Satisfactory progress
 U _____ Unsatisfactory progress
 I _____ Needs improvement
 A _____ Excessive absences
 X _____ Not currently assessed
 O _____ Other

To improve, student can: _____

Medford

1. Review the Level 5 performance descriptors for your grade level(s). Highlight key language that differentiates Level 5 from Level 4.
2. Which standards/descriptors do you already assess in your ELD instruction?

Standard	Descriptor Language	Related Curriculum or Work Samples

Medford

Medford School District ELD Speaking Rubric

The criteria included below are based on Susana Dutro's Matrix of Grammatical Forms. This scoring rubric is for the purpose of evaluating language proficiency in speaking (adapted from Reynolds and Beaverton School Districts).

Student Name: _____ Date: _____
ID No. _____ Grade: _____ Proficiency Level _____ **Prompts are attached and speech sample is archived.**

1st scorer: _____ Score: _____
2nd scorer (if needed): _____ Score: _____

Recommendations: _____

Check the ONE box in each row that best describes the student's response in that area. See Early Advanced and Advanced columns of ELD Matrix of Grammatical Forms for guidance for the fourth to sixth areas. Three points can still be earned if an occasional minor error occurs but does not interfere with the meaning.

3 points	2 points	1 point	0 points
<input type="checkbox"/> Addresses all aspects of the prompt (content and function)	<input type="checkbox"/> Addresses most aspects of the prompt (content and function)	<input type="checkbox"/> Addresses some aspects of the prompt (content and function)	<input type="checkbox"/> Minimally addresses the prompt (content and function)
<input type="checkbox"/> Consistent use of specific and varied nouns, adjectives and adverbs that provide details to illustrate the response	<input type="checkbox"/> Frequent use of specific and varied nouns, adjectives and adverbs that provide details to illustrate the response	<input type="checkbox"/> Limited use of specific and varied nouns, adjectives and adverbs that provide details to illustrate the response	<input type="checkbox"/> Minimal use of specific and varied nouns, adjectives and adverbs that provide details to illustrate the response
<input type="checkbox"/> Consistent use of appropriate sentence structure, <u>word meaning</u> and word order	<input type="checkbox"/> Frequent use of appropriate sentence structure, word meaning, and word order	<input type="checkbox"/> Limited use of appropriate <u>sentence structure</u> , word meaning, and word order	<input type="checkbox"/> Minimal use of appropriate <u>sentence structure</u> , word meaning, and word order

Emerging Themes: Differences in the Changes in Instructional Settings and Services Triggered by Reclassification

- Integrated ELD in some districts/schools means less changes for students as a result of reclassification.
 - *“We’re kind of different than all the other schools. We really could wait until fall[to make reclassification decisions] and it really wouldn’t make that much of a difference.”*
- Reclassification means access to other electives and integration with peers outside of ELD.
 - *“In middle school and high school students get to have electives and integrate with their peers. It becomes a problem when they are not included in electives.”*

Emerging Themes: Varied Perspectives on Reclassification Issues for 2015-16

- Past experience with portfolio processes makes this year's process more familiar and comfortable.
 - Piloting portfolio processes last year
 - *"I've done it [portfolios for exiting] before, so I'm not scared of it."*
- Uncertainty creates anxiety
 - *"Just tell us what you need and we'll do it."*
- Change as opportunity
 - *"I am kind of happy that we won't have ELPA 21 scores until the fall because it's forcing people to look at a body of evidence. You no longer can take the easy road."*