

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



*Services for English Learners
North Clackamas School District*

May 30, 2014

An Introduction

ELP Standards

1. Overview
2. Read one-page, At A Glance standards document
3. Discuss shifts

ELP Standards

Discuss & complete the following chart:

Implications for Classroom Teachers	Implications for ELD Specialists

Sept. 19, 2014

Task Analysis

Target:

- Analyze & interpret the new ELP Standards
 - *What do student tasks reveal about what students know and are able to do with language?*



- **Task Analysis** – *What are our students using language to do?*

- **ELP Standards** – *What standards are assessed by the task?*

- **Proficiency Descriptors** – *How deeply does the student understand class content and language?*

- **Formative Assessment** – *How do teachers scaffold how students access and demonstrate understanding of content?*

Reflection

ELP Standards Task Analysis

- Task Analysis

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

- Read with Purpose
 - Independent Reflection
 - Small Group Consensus

- Task Instructions

- If you have questions about the task, check out these supporting materials

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?*

ELP Standards Task Analysis

Lenses

What must this student know and be able to do in order to produce 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 Analysis

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

Standards	Why?

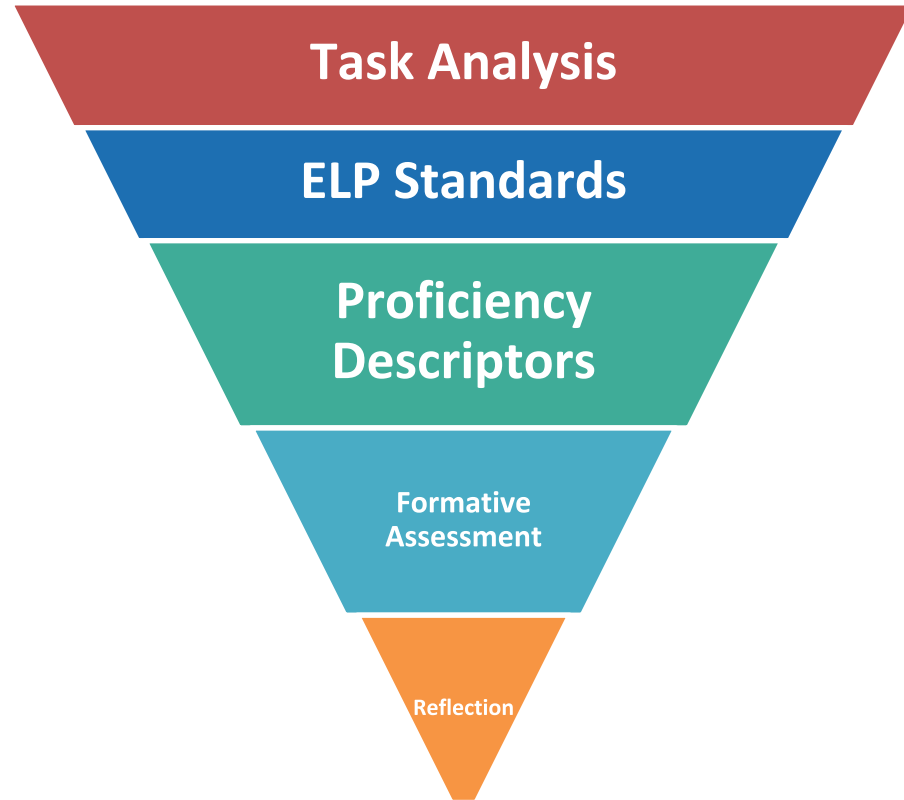
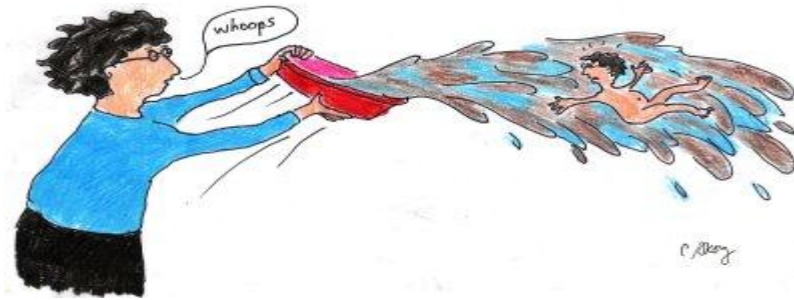
To what degree does the student master these standards?

Standards	Proficiency Description	Why?

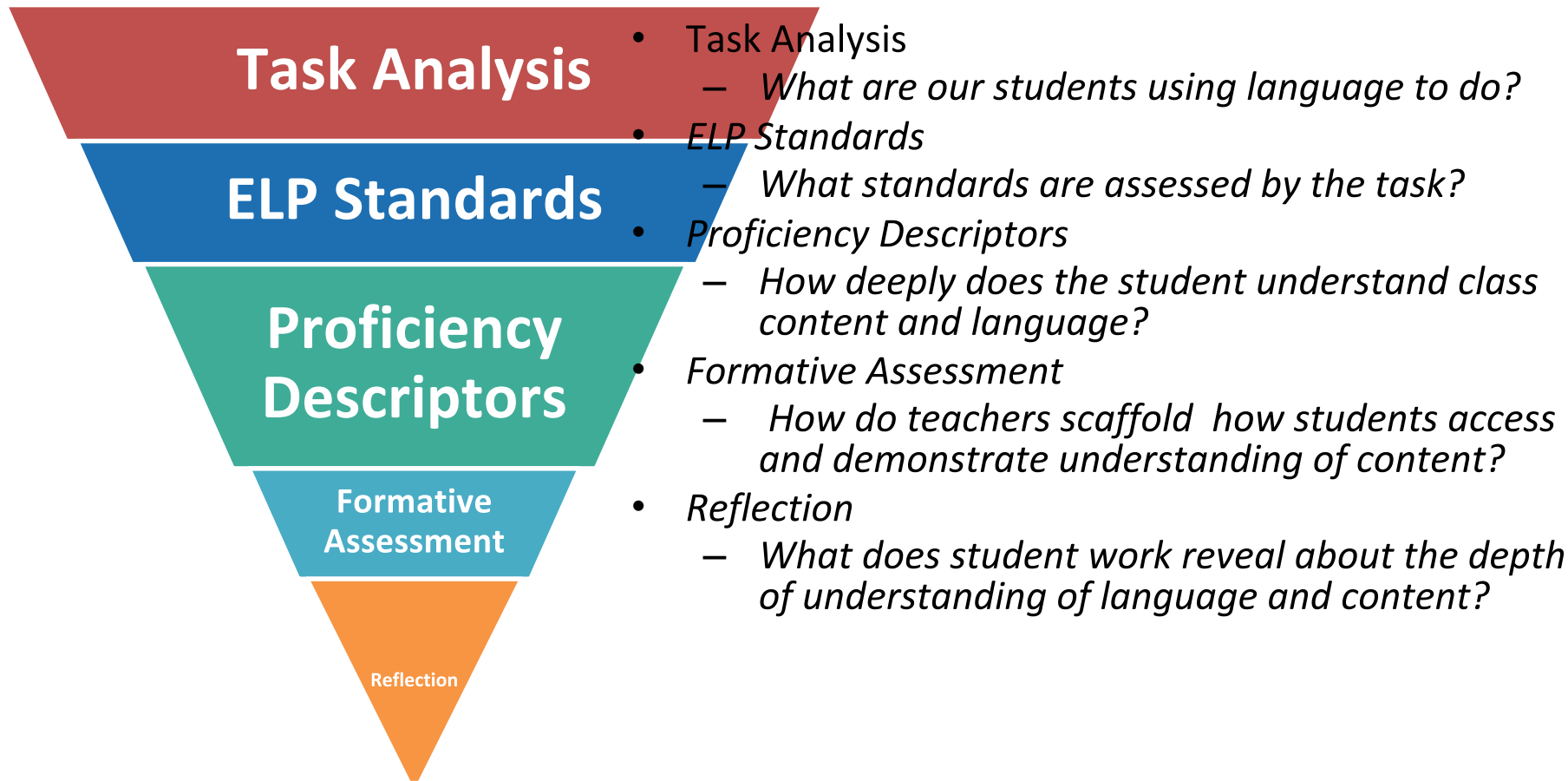
Strategic Correspondence to Develop ELP Standards

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

How do we analyze our current tasks to address the rigor and depth of the new ELP Standards?



Language & Content – Task Analysis





Questions?

Oct. 3, 2014

Instructional Shifts in the CCSS for ELLs

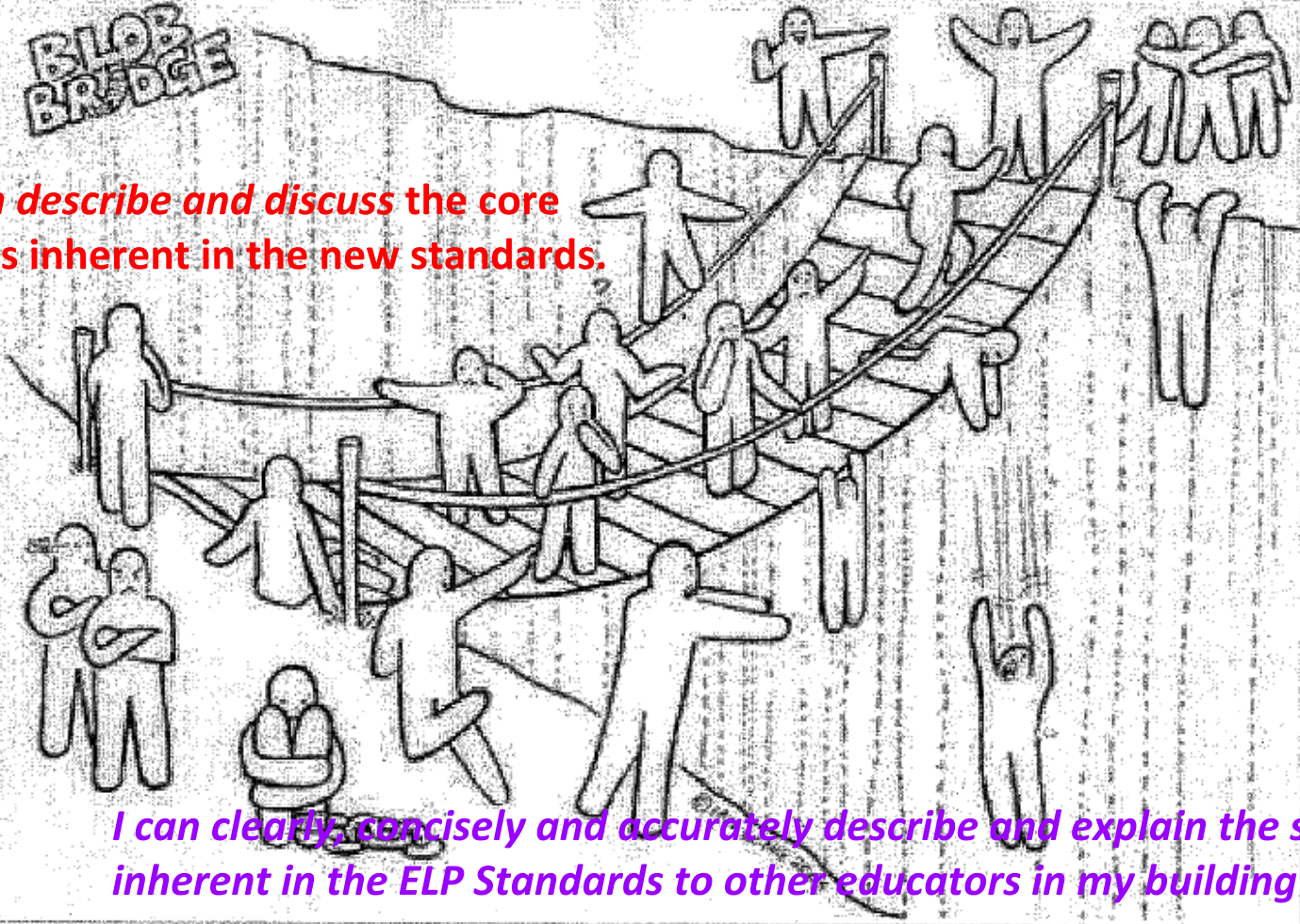
Target:

I can describe and discuss the core shifts inherent in the new standards.

I can clearly, concisely and accurately describe and explain the shifts inherent in the ELP Standards to other educators in my building

**BLOB
BRIDGE**

I can describe and discuss the core shifts inherent in the new standards.



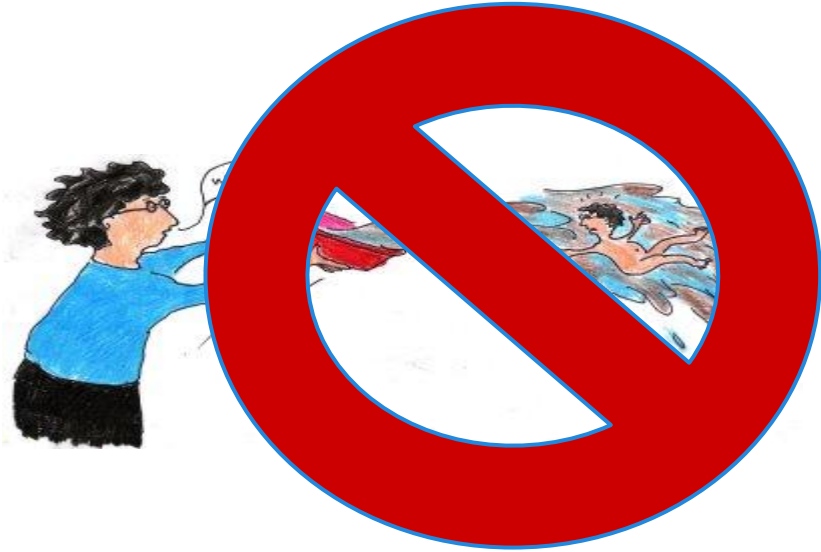
I can clearly, concisely and accurately describe and explain the shifts inherent in the ELP Standards to other educators in my building

ELP Standards Task Analysis

Essential Questions:

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

How do we analyze our current tasks to address the rigor and depth of the new ELP Standards?



**Don't throw the baby out
with the bathwater!**

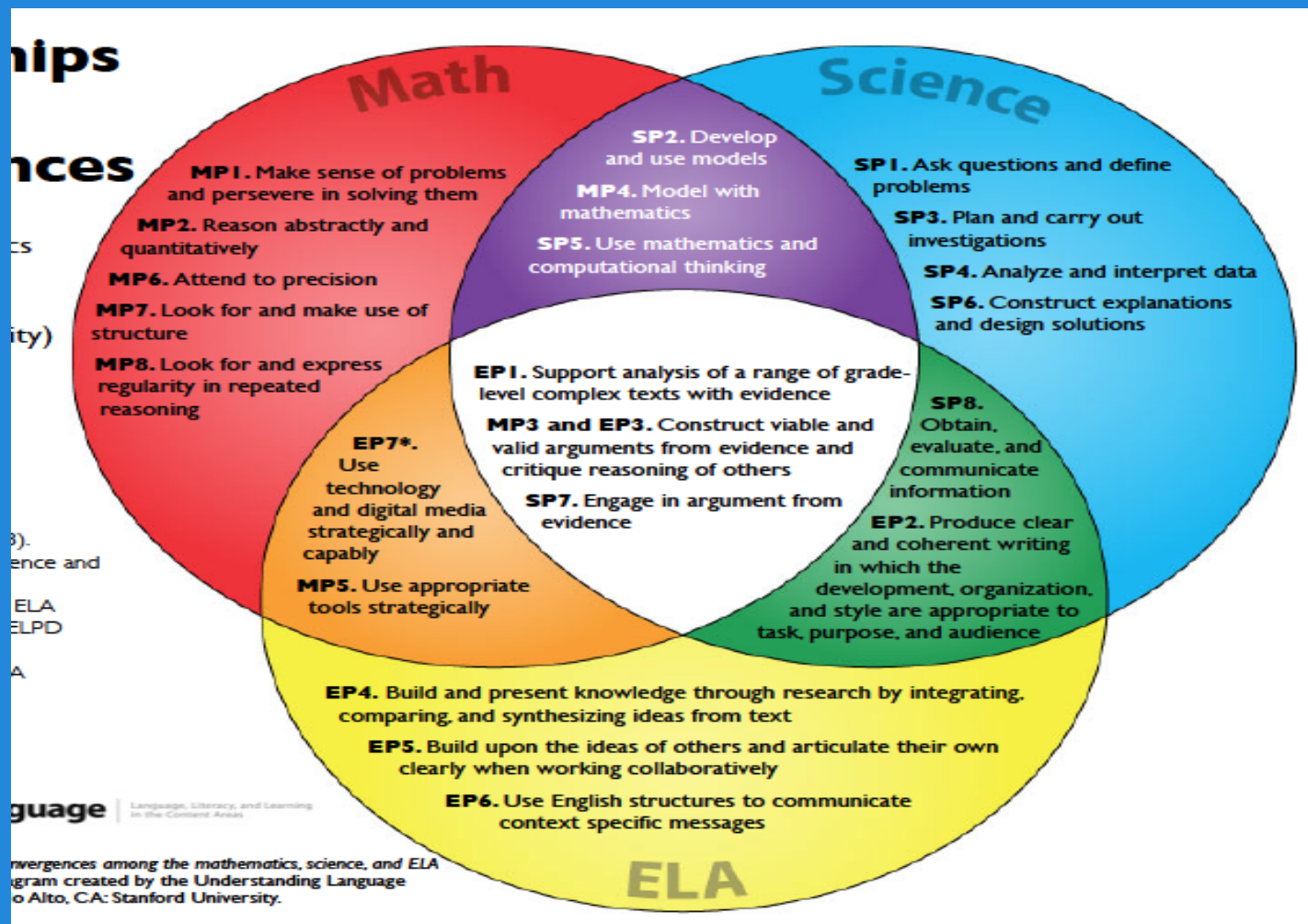
**Use the standards as a
lens to address the rigor
and depth of class tasks,
while looking for the
language inherent, or
underneath grade-
appropriate tasks.**

1. One-by-one, select a unit of study and describe to your table partners which ELP standard(s) the unit already most closely aligns too.
2. What adjustments might you have to make regarding the rigor of the CONTENT, STUDENT engagement, or your pedagogical knowledge as a TEACHER to fully align with the new ELP standard(s)?

Sticky Note Shuffle

Standards by Design

Looking at
this Venn
Diagram,
where should
our
instruction in
our ELD
class/groups
be based?



Socratic Seminar-ish

An Article study

Although this article suggests that the Common Core State Standards provide a different approach to education than previous state standards, how is this approach different than before?

Some of the key words emphasized in this article are: *cultivate*, *rigor*, *communicate*, and *collaborate*. How are these demonstrated throughout the eight shifts?

One of the eight “shifts” is “*From Access to Ownership.*” The authors suggest that sheltered instruction may not be enough. What do they mean by this? How do they recommend supporting English Learners with this?

Explain the “shift:” *From Pieces to Wholes*. How can this shift provide positive impacts on student achievement?

**What do the authors suggest about
the shift “From Testing to
Assessment and Beyond?”**

Although the third “shift” may be familiar to ELD Specialists, how would you anticipate an educator in your building might respond to this idea?

One shift highlighted in this article suggests a move from individual to collaborative. What are some examples of this? How does this shift in thinking benefit English Learners?

**How does the idea of students
“playing school” relate to the
Instructional Core focus on student
engagement and motivation?**

Explain the difference between what the authors suggest as “direct” and “less direct” teaching. How does this relate to what we already know about balancing the I Do, We Do, and You Do in our instruction?

How would I clearly, concisely and accurately describe and explain the shifts inherent in the ELP Standards to other educators in my building?

Reflecting on the learning...

How would I clearly, concisely and accurately describe and explain the shifts inherent in the ELP Standards to other educators in my building?

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 Fundamental Shift...

Focus on
grade level
content

- *How to ensure that a student's English language development does not interfere with his or her access to grade-appropriate content and practices?*

Language

- Requires a shift from “*What language does the student have?*” to “*What is the student able to do with language in the content areas?*”

Influenced by the [Understanding Language video of Aída Walqui](#): Language and the Common Core State Standards

Oct. 17, 2014

The old vs. the new

Target:

I can describe and discuss the core shifts inherent in the new standards.

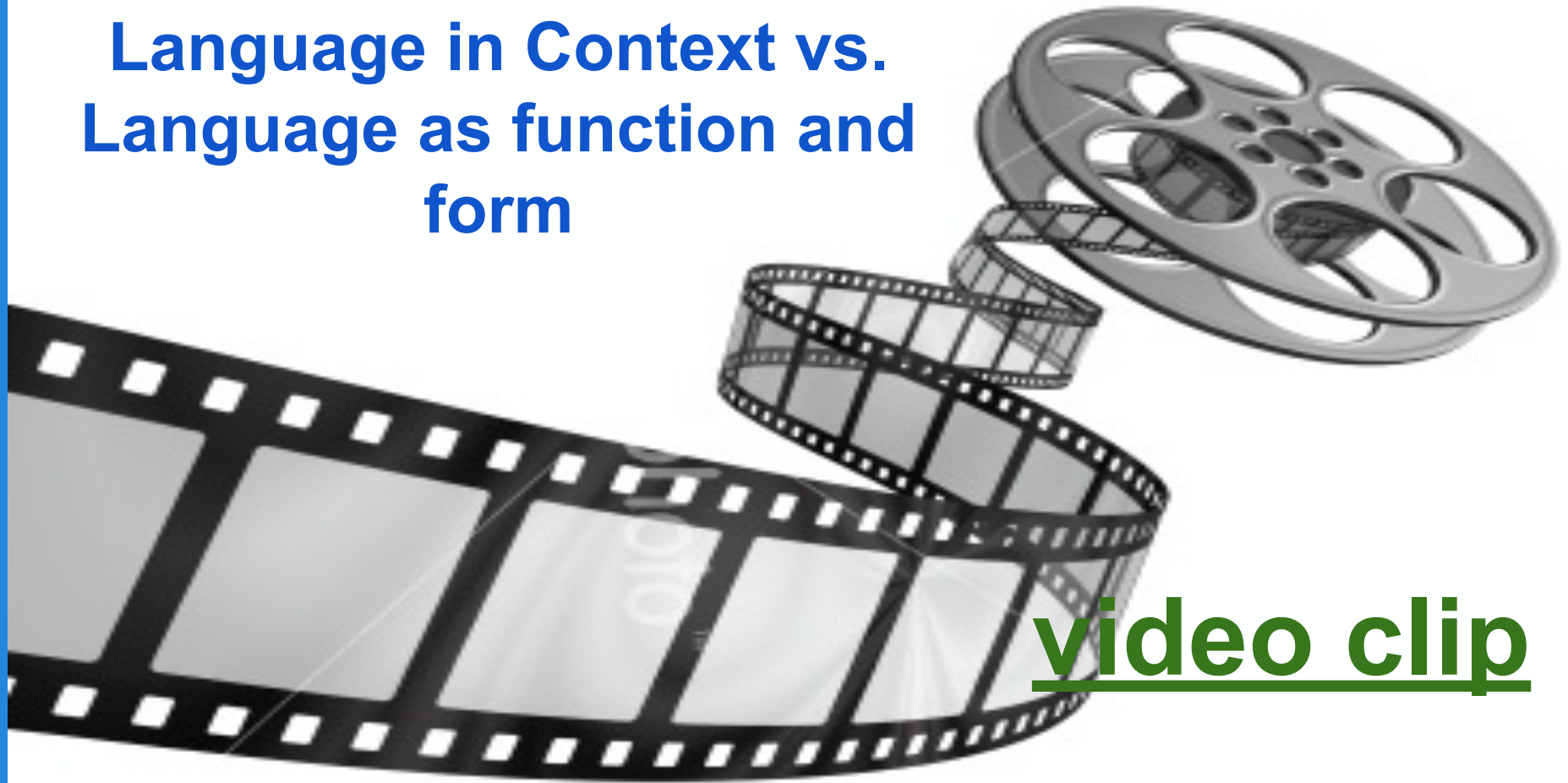
I can clearly, concisely and accurately describe and explain the shifts inherent in the ELP Standards to other educators in my building

Aída Walqui

Listening with purpose

- *How does Aída Walqui characterize the transition from our previous standards to the new ELP Standards?*
- *What part of this message resonates most with you?*

Language in Context vs. Language as function and form



video clip

Standards by Modality

Receptive Modalities	Productive Modalities	Interactive Modalities

ELP Standards Organized by Modality

Receptive modalities*: Ways in which students receive communications from others (e.g., listening, reading, viewing). Instruction and assessment of receptive modalities focus on students' communication of their understanding of the meaning of communications from others.	Listening & 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
Productive modalities*: Ways in which students communicate to others (e.g., speaking, writing, drawing). Instruction and assessment of productive modalities focus on students' communication of their own understanding or interpretation.	Speaking & 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
Interactive modalities: Collaborative use of receptive and productive modalities as “students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions” (Phillips, 2008, p. 3).	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

Now...

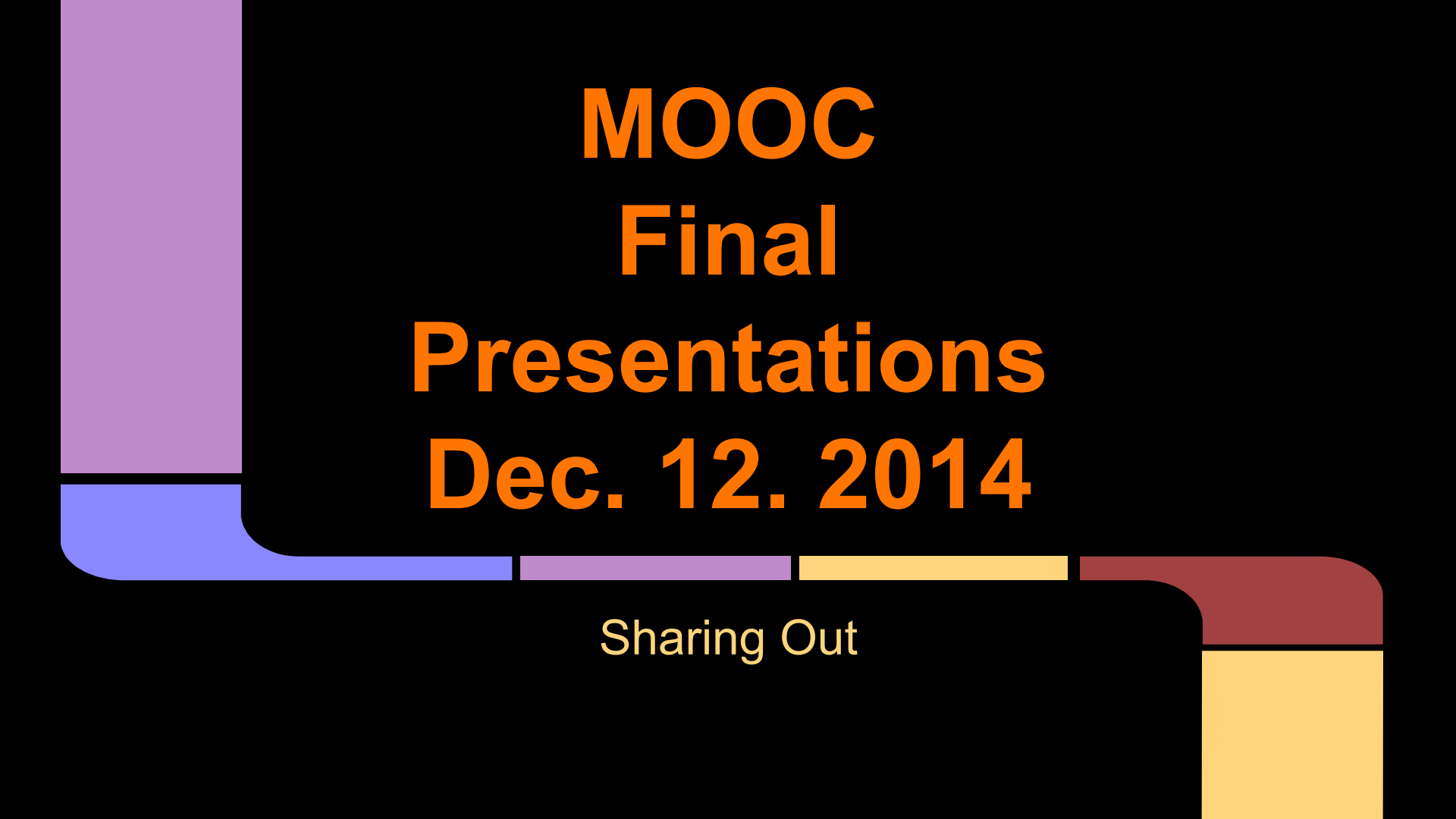
Sort the new ELP Standards with the previous Forms & Functions

Where do you see alignment in the old and new standards?

What makes the new standards more rigorous?

What does this mean for instruction?

now let's talk about 9 and 10



MOOC Final Presentations Dec. 12. 2014

Sharing Out



Article Station

Independent Exploration

While at this station, please explore research around argumentation in the new standards by selecting articles of interest to you.



While you read, ...

1. What is argumentation and what is its role in the new standards?
2. How can we set the stage for argumentation in our classrooms?
3. What constitutes strong support for a claim?
4. How can we support students in learning the language of argumentation?

Selected Articles from the MOOC

Fenner, D. S. & Snyder, S. (2014, September 29). Socratic circles and the Common Core. Washington DC: Colorín Colorado. (This is a 3 Part article series. You will see the links to Part 2 and 3 within the text of Part 1)

Michaels, S., O'Connor, M. C., Hall, M. W., & Resnick, L. B. (2010). Accountable talk sourcebook. Pittsburgh: University of Pittsburgh Institute for Learning. **Please read pages 26-35.**

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, grades 5-12*. San Francisco: Jossey-Bass. Chapter 8 (especially pp. 12-16 of pdf).

[Download Zwiers - Chapter 8 - Building Academic Language 2e PDF.pdf](#)

Bailey, A. L., & Heritage, M. (2014). The role of language learning progressions in improved instruction and assessment of English language learners. *TESOL Quarterly*, 48(3), 480-506 (especially pp. 494-502). PDF available below.

[Download TESOL_Bailey_Heritage.pdf](#)



Video Station

Independent Exploration

While at this station, please explore research around argumentation in the new standards by selecting videos of interest to you.



While you watch, ...

1. What is argumentation and what is its role in the new standards?
2. How can we set the stage for argumentation in our classrooms?
3. What constitutes strong support for a claim?
4. How can we support students in learning the language of argumentation?

Selected Videos from the MOOC

Teaching for Transfer in argument writing at Elementary School - 15 minutes

In another video from the Teachers College Reading and Writing Project, students identify writing techniques that they learned when crafting persuasive speeches that also appear in another genre of argument writing: petitions. Although the entire video is interesting, **please focus on the portion from 7:12-12:50**, when teacher Kelly Boland Honne works with her students to analyze a petition for specific argument writing techniques. (Note: As we have discussed earlier in the course, in Grades K-5, the Common Core ELA standards and the ELP standards use the term "opinion" rather than "argument" or "claim." However, because the ultimate goal of both sets of standards is constructing arguments, we use that terminology in our course.)

Writing essays analyzing historical claims with high school ELLs - 7 minutes

Watch high school ELLs analyze Jared Diamond's arguments in *Guns, Germs, and Steel*, writing essays in which they compare and contrast European colonialism in Latin America and Africa. As we have done throughout our course, notice the scaffolds – including materials, people, participant structures, and teacher moves – that support students' engagement in this activity. How does teacher Jennifer Healey help her students learn the language of argumentation? (Note: In this video, as in several others in our course, you might see relatively small numbers of students appear on screen. While class size for Jennifer Healey is typically between 20-30 students, because not all students have permission to appear in the video, not all appear on screen.)

What constitutes strong support for a claim in different disciplines - 9 minutes

Watch this interview with Jonathan Osborne, Chauncey Monte-Sano, and Judit Moschkovich in which we explore similarities and differences in what constitutes strong support for a claim in science, history, and mathematics.

Using argument scales to weigh evidence - 9 minutes

Watch fifth graders use the argumentation scale, described in the Zwiers chapter that is part of your reading for this session, to visually represent the weight of different pieces of evidence in supporting their claims. How does this tool help students in constructing arguments? How might you adapt this tool for your grade level and content area?

Constructing counterclaims - 29 minutes

In this video from the Teachers College Reading and Writing Project, fifth graders learn how to engage in a text-based debate, constructing arguments about whether the main character in the novel *Stray* by Cynthia Rylant was strong or weak. Although the entire video is interesting, **please focus on the portion from 21:15-26:15**, when teacher Kelly Boland Honne works with her students to construct counterclaims/rebuttals. Questions to consider include: What language does the teacher use to describe counterclaims/rebuttals to her students? What scaffolds – including materials, people, participation structures, and teacher moves – support students in constructing counterclaims/rebuttals? What do you notice about the counterclaims/rebuttals that students construct?

Finding evidence in texts - 9 minutes

Watch first graders learn how to locate evidence in texts to answer questions about frogs and toads. How does the teacher, Angeline Baker, make the concept of evidence accessible to her students? What scaffolds – including materials, people, participation structures, and teacher moves – support students' engagement in this activity?

Providing Strong Support for Claims - 6 minutes

In this screencast, building on questions and learnings from the previous two sessions, we provide more detail about features of strong support for claims that cut across all disciplines. In particular we focus on the *interrogating evidence/grounds* and the *anticipating counterclaims/critiques* as key factors for determining the strength of arguments.

Jan. 23, 2015

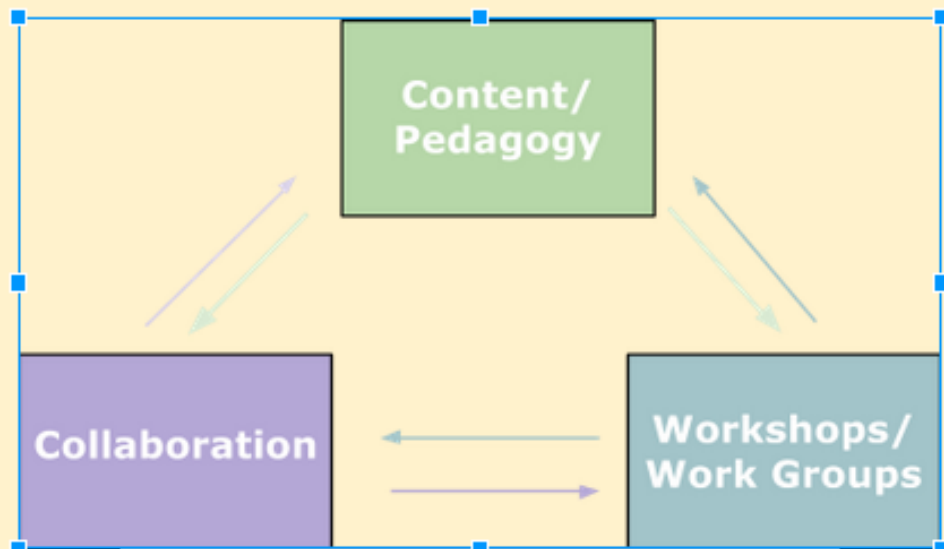
Elementary Task Analysis

Targets:

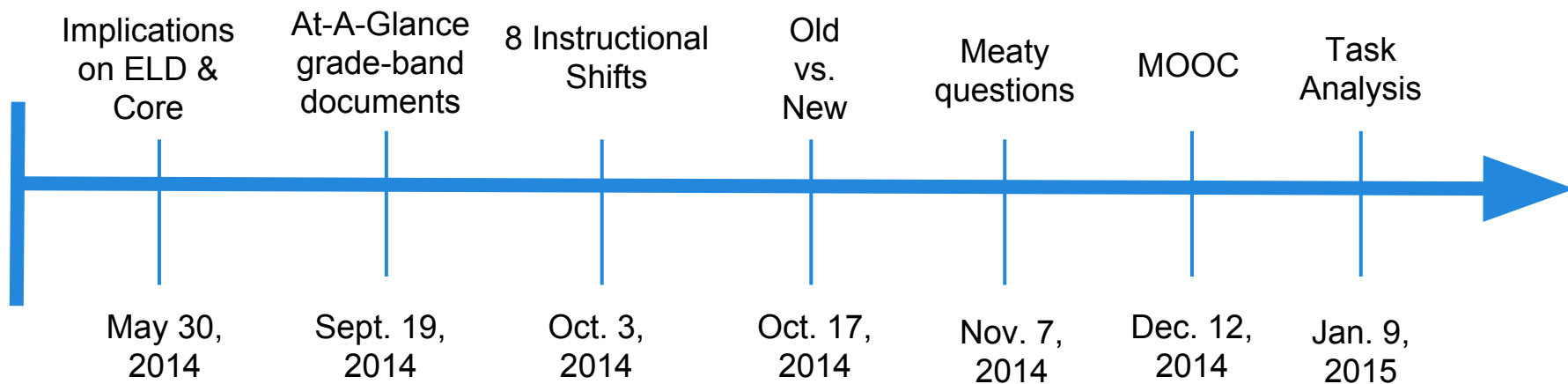
- ***What does task analysis reveal about the depth of student mastery of the new ELP Standards?***
- ***How do we analyze our current tasks to address the rigor and depth of the new ELP Standards?***

Essential Questions

- What collaborative professional development opportunities will be facilitated for ELD Specialists to:
 - analyze and align new ELP standards to current instructional practices and units of study?
 - develop ownership of the newly adopted ELP standards?
 - become aware of district initiatives?
- What support will ELD specialists have in order to maintain accurate and timely records at each school site?



Timeline



Pause & Reflect

**What does “ownership” of the new
ELP Standards mean to you?**

Ownership

automaticity

assessing student
learning

know the key ideas
across the standards

**All instruction is aligned and designed
with the new ELP standards in mind.**

training & examples

macro & micro (different
points of view, yearlong planning & lesson
planning)

fully understanding what
the standards are &
what students are
expected to do

Strategic Correspondence to Develop ELP Standards

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

5 corners standards shuffle...

1. Which standard do you feel you “own” the most? What experiences have you had that cause you to feel this way?
2. Which standard do you feel the least comfortable teaching and explaining to teachers in your building? What do you need next that will help move toward ownership of this standard?

Elementary Task Analysis

Based on your analysis of the student writing task, which standards were assessed? To what degree does the student master these standards?

Standards	Proficiency Description	Why?

Break

Feb. 6, 2015

ELP Standards Unit

ELP Standards Aligned Unit

Targets:

- ***Identify essential components of an ELP standard aligned unit***
- ***How do we analyze our current tasks to address the rigor and depth of the new ELP Standards?***

One word, please?



<i>Standard</i>	<i>Descriptor</i>
<i>1</i>	<i>Input</i>
<i>2</i>	<i>Discourse</i>
<i>3</i>	<i>Output</i>
<i>4</i>	<i>Argumentation</i>
<i>5</i>	<i>Conduct Research</i>
<i>6</i>	<i>Evaluate</i>
<i>7</i>	<i>Audience and Purpose</i>
<i>8</i>	<i>Defining words in context (autonomy)</i>
<i>9</i>	<i>Function</i>
<i>10</i>	<i>Form</i>

Essential Lesson Components - Revisited

We do

(student-to-student &
student-to-teacher)

materials

**Check for
understanding**

I do

Closure

**building
background
knowledge**

You do

**Purpose
(Target)**

Essential Lesson Components +

Now that we have established what the essential components of an ELD lesson are... what are the additional essential components of an ELD unit?

Tiered vocabulary

Sentence frames

Essential Questions

Academic Skills

Functions

Assessment

Enduring Understandings/Take-aways for students

Let's move!



Now, let's talk!



Nuts & Bolts

- Emphasis on new ELP Standards
- Template
- Partnership is encouraged!
- Plan, Teach, & Assess unit this year
- 15 min. Google Slides presentation on May 15 - small groups
- Include student samples

By the end of your work time today...

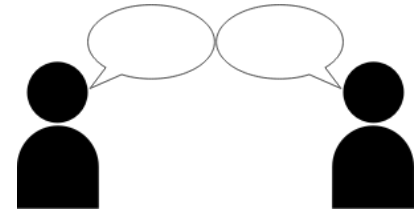
- **What ELP standards are you choosing to assess for?**
- **What content standards are you aligning your language instruction to?**

By the end of your work time today...

what are you planning to accomplish?

Checking in...

1. Reflect & Plan using questions on Exit Ticket



2. Complete Exit Ticket and give to Laurie or Leah

