

# Standards-Based Learning and the English Language Learner

How to Support Them in the Content and ELD Classrooms

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# Objectives:

- ❑ Describe the components of a standards-based learning system
- ❑ Analyze the impact on these components for ELL students in mainstream classrooms
- ❑ Analyze the impact on these components for ELL students in ELD classrooms
- ❑ Discuss aspects that can be applied in your school or district

# What is a Standards-Based Learning System?

- Clear learning targets
- Balance between formative and summative assessment
- Multiple opportunities and ways to demonstrate proficiency
- Flexibility for individual learners
- Equity and consistency across the district
- Clear communication about student learning
- Student involved assessment

# Clear learning targets

- District-wide Articulation Teams, who organize the CCSS and other state and national standards into Long-term and Supporting Learning Targets for each course.

LA.11.RD.ALT.04: *I can evaluate how two or more works address similar themes or topics.*

LA.11.RD.AST.4.1 I can evaluate the advantages and disadvantages of presenting a subject in diverse forms, media or genres.

LA.11.RD.AST.4.2 I can identify and analyze perspective of a work.

LA.11.RD.AST.4.3 I can evaluate the validity of reasoning, sufficiency of evidence and the perspective of a work.

<p style="text-align: center;"><b>4</b> Highly Proficient</p>	<p style="text-align: center;"><b>3</b> Proficient</p>	<p style="text-align: center;"><b>2</b> Nearing Proficiency</p>	<p style="text-align: center;"><b>1</b> Working Toward Proficiency</p>
<ul style="list-style-type: none"> <li>• I insightfully and thoroughly analyze the perspective of a work.</li> <li>• I make sophisticated commentary about how two or more *works are presented, relative to theme, character,</li> </ul>	<ul style="list-style-type: none"> <li>• I identify and analyze the perspective of a work.</li> <li>• I evaluate the advantages and disadvantages of how two or more *works are presented, relative to theme, character,</li> </ul>	<ul style="list-style-type: none"> <li>• I identify and am beginning to analyze the perspective of a work.</li> <li>• I list the advantages and disadvantages of how two or more *works are presented, relative to theme, character,</li> </ul>	<ul style="list-style-type: none"> <li>• I attempt to identify and comment on the perspective of a work.</li> <li>• I am beginning to list the advantages and disadvantages of how two or more *works are presented, relative to</li> </ul>

# Clear learning targets

- English Language Development learning targets and rubrics.

Learning Target	4	3	2	1
<p><b>I can use a wide range of strategies to determine central ideas or themes in presentations and written texts:</b></p> <ul style="list-style-type: none"> <li>□ <b>Analyze their development</b></li> <li>□ <b>Cite specific details and evidence from the texts to support the analysis;</b></li> <li>□ <b>Summarize a text</b></li> </ul>	<p>use a <u>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"> <li>□ Analysis is simple</li> <li>□ Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis</li> <li>□ Summary includes only a few key details</li> </ul>	<p>use an <u>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"> <li>□ Analysis is simple</li> <li>□ Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis</li> <li>□ Summary includes only a few key details</li> </ul>	<p>use a <u>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"> <li>□ Analysis is simple</li> <li>□ Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis</li> <li>□ Summary includes only a few key details</li> </ul>	<p>use an <u>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"> <li>□ Analysis is simple</li> <li>□ Cited details and evidence from the text or presentation are irrelevant or inconsistent to support analysis</li> <li>□ Summary includes only a few key details</li> </ul>

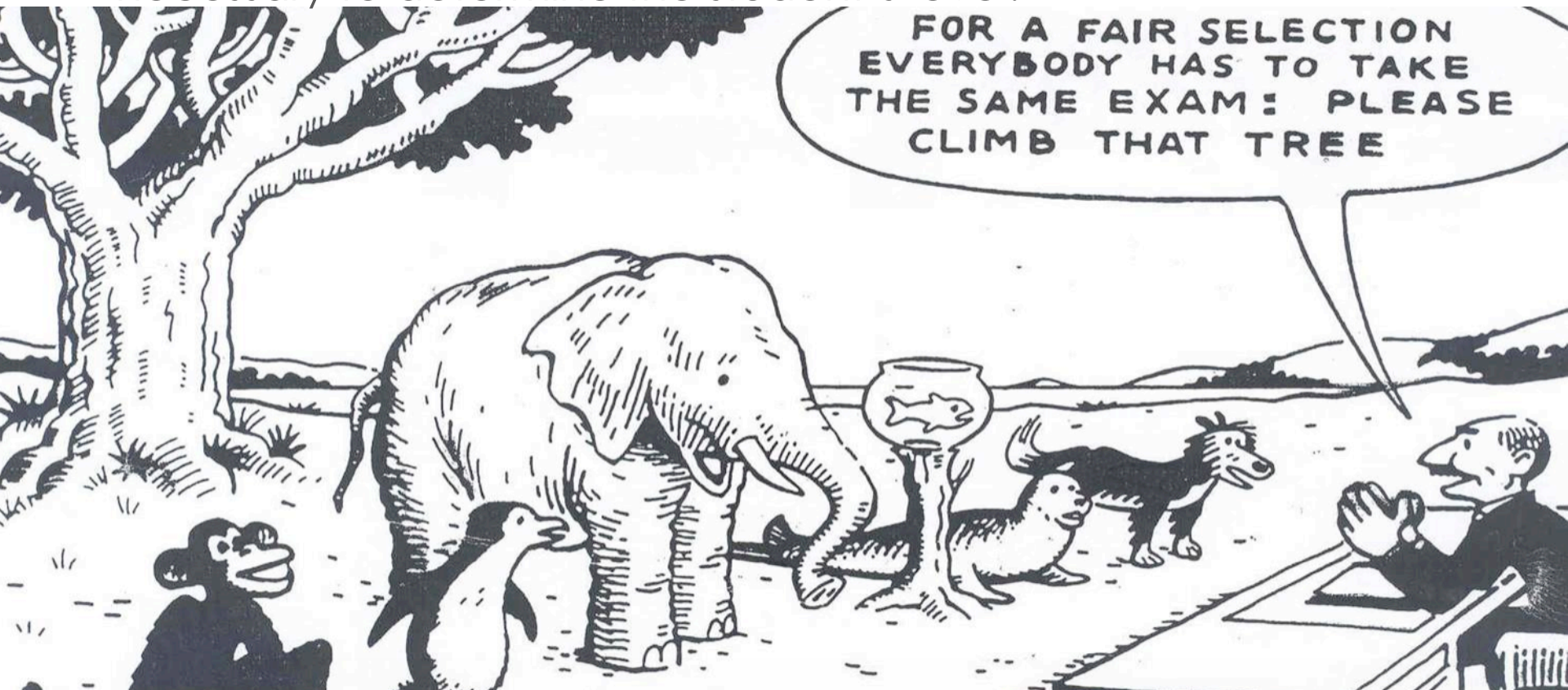
# Balance between formative and summative assessment

- ▣ Students have ample opportunities to practice during the learning.
- ▣ Teachers must utilize strategies to build students' background knowledge and ensure students' have the academic vocabulary necessary to access the academic content.
- ▣ Teachers may use quizzes and exit tickets to inform their instruction.
- ▣ Teachers know most students will be successful on summative tests and projects.



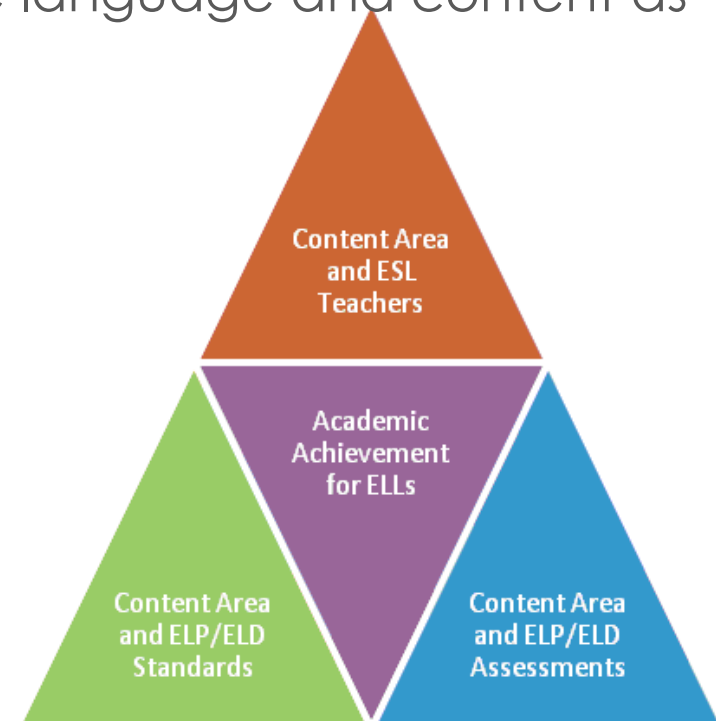
# Multiple opportunities and ways to demonstrate proficiency

- Beaverton uses a Collection of Evidence model to determine student proficiency levels on each learning target.
- As students increase in proficiency, less evidence may be necessary to determine the student's level.



# Flexibility for individual learners

- In order for ELLs to succeed academic content standards, ELP standards, as well as highly qualified content and ELD teachers are needed.
- ESL teachers collaborate with teams of content area teachers to ensure that appropriate scaffolding and accommodations are in place so that ELL students can access the language and content as well as demonstrate their proficiency.



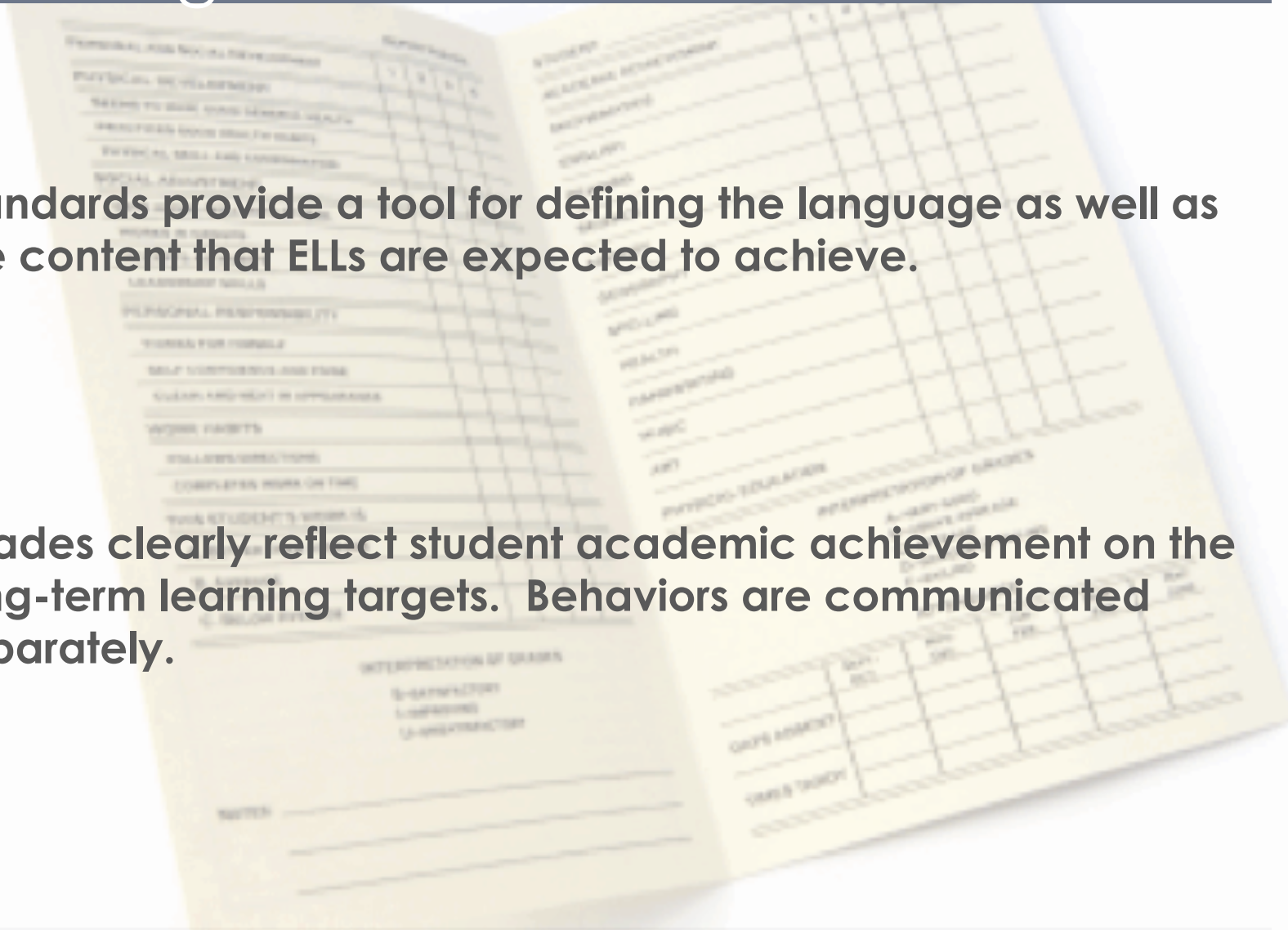


# Equity and consistency across the district

- Student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability or initial proficiencies.
- Diversity and bilingualism are honored as assets.
- Teachers uses common language, common assessments, and common rubrics across the district.
- Teachers and district facilitators know the difference between equity and equality and this helps to influence district decisions.

# Clear communication about student learning

- Standards provide a tool for defining the language as well as the content that ELLs are expected to achieve.
- Grades clearly reflect student academic achievement on the long-term learning targets. Behaviors are communicated separately.



# Student involved assessment

- ▣ *“When students are required to meet certain standards in the classroom, they learn to evaluate their own skill levels and growth. When students continuously revise their own performance levels, they attain higher levels of self-sufficiency and self-worth.” – TeachThought.com*
  
- ▣ *“Students are very important users of assessment information, making critical decisions about themselves as learners. These decisions can have important motivational consequences.” – Rick Stiggins*

# Video Example of the Components in Action

- Teaching Channel
- [Middle School Vocabulary Development](#)  
– [aligned to CCSS](#)

Discussion: Compare and contrast BSD's implementation to that in your own school or district.



# Questions and Answers

