

# **ELP Standards Review Panel**

August 5, 2013

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# Presentation Overview

- ▶ ELPA21 and New ELP Standards Connection
- ▶ Overview of ELP Standards Review Process and Timeline
- ▶ Key Influences and the Evolution of the ELP Standards Development Process
- ▶ August Draft: Important Characteristics

# Connection to ELPA21

- ▶ ELPA21 is Oregon's new English language proficiency assessment based on new English Language Proficiency standards that correspond to the CCSS (ELA and Math) and NGSS
- ▶ Planned operational year: 2016–17
- ▶ 11 state consortium
- ▶ Oregon is lead state

# ELPA21 Participating States



**Questions about ELPA21 and its  
connection to the new ELP  
standards?**

# ELP Standards Development and Review Process



# Benefits and Challenges related to New ELP Standards

## Benefits

- ▶ Correspondence with new expectations inherent in new content standards
- ▶ Common ELP standards tied to common ELP assessment
- ▶ Shared expertise across states
- ▶ Common expectations for ELLs across states

## Challenges

- ▶ Multiple parties involved (11 states, CCSSO, WestEd, and Understanding Language)
- ▶ States' deadlines for adopting new ELP Standards (ESEA waivers and ELPA21 assurance) – fall 2013
- ▶ Funding new ELP standards development

# Development and Review Process

**March 2013:** State Board of Education presentation on Guiding Principles

**April through August, 2013:** State feedback sought via

- Document reviews on a monthly basis
- Periodic webinars / phone conversations with state leads
- June meeting (in person) with most ELPA21 state leads and other interested states (e.g. CA, TN)

**Feedback typically due in one week or less**



# Drafts and Deadlines

Draft to States	Review Documents	State Feedback Deadline
April 5	California standards excerpt (principles, PLDs, standards categories)	April 12
May 21	Revised PLDs (5 levels)	May 27
June 10	11 documents: PLDs, standards, correspondences, grade spans v. levels	June 14
On June 18 ELPA21 state leads meet in MD		
July 8	Revised standards and PLDs (Grade 6)	July 11
August 1	Full draft standards	August 12

# Oregon's Stakeholder Review Process

- ▶ Emailed review documents to ELP Standards Focus Group for April, May and June reviews (a subset of the June documents were sent out)
  - April feedback response: 3 emails, but one represented 13 ELL directors and teachers.
  - May feedback response: 1 teacher
- ▶ Convened an ELP Review Panel for June, July, and August reviews
- ▶ Broad stakeholder feedback for August 1 draft. Online survey open 8/2 – 8/11 at:  
<http://www.ode.state.or.us/search/results/?id=36>

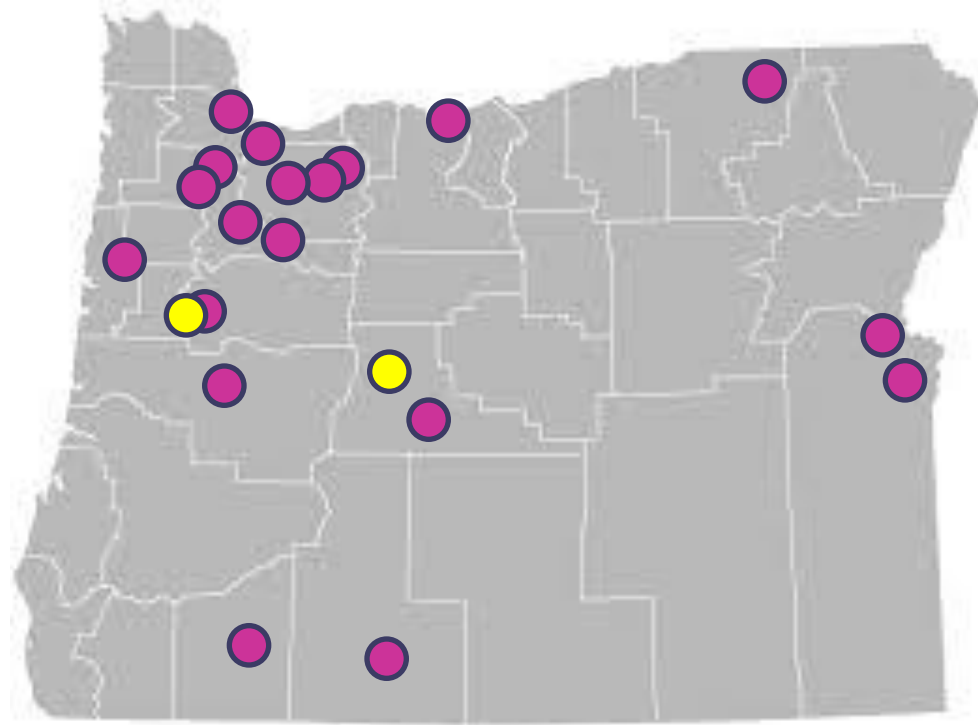
# Reasons for Review Panel

- ▶ Short review timeline
- ▶ Meaningful feedback that HAS influenced the design
- ▶ Selection based on:
  1. Expertise
  2. Participation in earlier ELP standards draft reviews
  3. Participation in other statewide ELL work
  4. Geographic distribution
  5. Availability and Willingness to Participate

# Draft ELP Standards Review

## August 5-6, 2013

- Participating Districts
- Partners (university, community)



- |                  |                     |                   |
|------------------|---------------------|-------------------|
| • Amity          | • Hillsboro         | • Newberg         |
| • Centennial     | • Hood River        | • Nyssa           |
| • Corvallis      | • County            | • Salem-Keizer    |
| • David Douglas  | • InterMountain ESD | • Tigard Tualatin |
| • Eugene 4-J     | • Klamath County    | • West Linn       |
| • Four Rivers    | • Lincoln County    | • Wilsonville     |
| • Charter        | • McMinnville       | • Woodburn        |
| • Gresham Barlow | • Medford           |                   |

# Questions about the ELP Standards Review Process?

# The Evolution of the New ELP Standards

# 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



# Before the Framework...

## State ELP Standards Analysis Project

- ▶ Began in 2011
- ▶ Analysis conducted by WestEd/CRESST's Assessment and Accountability Comprehensive Center and Mid-Atlantic Comprehensive Center
- ▶ Key Activities
  - Examination of state ELP performance level descriptors
  - Examination of the correspondence between state ELP standards and the CCSS

# ELP Standards Analysis Project

**States Involved:** Arkansas, Arizona, Connecticut, Florida, Iowa, Kansas, Louisiana, Michigan, Nebraska, New York, Ohio, Oregon, South Carolina, Tennessee, Washington, West Virginia

## **Preliminary Results (Feb. 2012):**

- ▶ Proficiency levels varied in number (4–7) and in definition of proficiency attained (e.g., exit level varied)
- ▶ No state had sufficient correspondence to CCSS to warrant using that as a starting point

**Decision to create a framework for developing new ELP standards**

# Framework Development Process and Partners

## ► March 2012: CCSSO convened the English Language Proficiency Development Framework Committee

- Susan Pimentel, Chair (Lead CCSS ELA/Literacy Writer)
- Mariana Castro (Wisconsin Center for Education Research at UW–Madison)
- Gary Cook (Wisconsin Center for Education Research)
- Amanda Kibler (University of Virginia)
- Okhee Lee (New York University)
- David Pook (educational consultant)
- Lydia Stack (former TESOL president)
- Guadalupe Valdés (Stanford)
- Aída Walqui (WestEd)

# Framework Development Process (continued)

- ▶ **April 2012: Initial draft provided to a Rapid Response Expert Feedback Group**
  - Elvira Arma (Loyola Marymount University)
  - Rosa Aronson (TESOL)
  - Alison Bailey (UCLA)
  - Tim Boals (WIDA)
  - Phil Daro (lead CCSS math writer)
  - Richard Duran (UC Santa Barbara)
  - **Kenji Hakuta (Stanford)**
  - Magaly Lavadenz (Loyola Marymount University)
  - Judit Moschkovich (UC Santa Cruz)
  - Gisela O'Brien (Los Angeles Unified School District)
  - Gabriela Uro and select district leaders (Council of Great City Schools)

# Framework Development Process (continued)

- ▶ **June 2012:** Feedback solicited from **CCSSO's ELL State Collaborative on Assessment and Student Standards (SCASS)**
- ▶ **July 2012:** Feedback solicited from various stakeholders (e.g., NGA, NASBE, NCLR, MALDEF, AFT, NEA, NAEYC, PARCC, Smarter Balanced)
- ▶ **September 2012:** Finalized for distribution to states

# The Framework's Theory of Action

*“The theory of action embedded in the Framework does not view the ELP standards as a bridge to first cross before acquiring the CCSS and NGSS, but as partner standards articulating practices, knowledge, and skills students need to have access to the CCSS and NGSS. The vision that informs the Framework conceptualizes the acquisition of state ELP standards as intertwined with learning the CCSS and NGSS.”*

# What the Framework does not do:

- Offer a specific set of ELP standards
- Spell out what ELLs should be taught
- Provide a guide for developing assessments
- Articulate how schools should approach teaching ELLs



# Enter California's New ELD Standards

## Appealing Aspects

- ▶ They are done!
- ▶ Correspondence to CCSS (ELA)
- ▶ Informed by the expertise/thinking behind the Framework
- ▶ ELPA21 grant funds cannot fund ELP standards development

## Unappealing Aspects

- ▶ Do not address CCSS (Math) and NGSS
- ▶ (Too) Many Standards
- ▶ Organization not clear
- ▶ Drafted for one specific state

# Why California's Standards Didn't Work for ELPA21 States

- ▶ Proficiency Levels: Too few and entry/exit confusing
- ▶ Standards categories and subcategories: Confusing and Complicated  
Three parts: 1. Modes of Communication, 2. How Language Works, 3. Foundational Literacy Skills, and within part I: Collaborative, Interpretive, and Productive
- ▶ Too many standards
- ▶ Based on ELA correspondence only

# Where are we now? The August Draft Reflects...

- ▶ Fewer ELP standards than California uses; Some from California, others new
- ▶ Collective feedback from ELPA21 states (with input from project partners and national EL and standards experts)
- ▶ Strategic Correspondence to key student practices in Common Core State Standards and Next Generation Science Standards

# Map that Guided the Correspondence Work

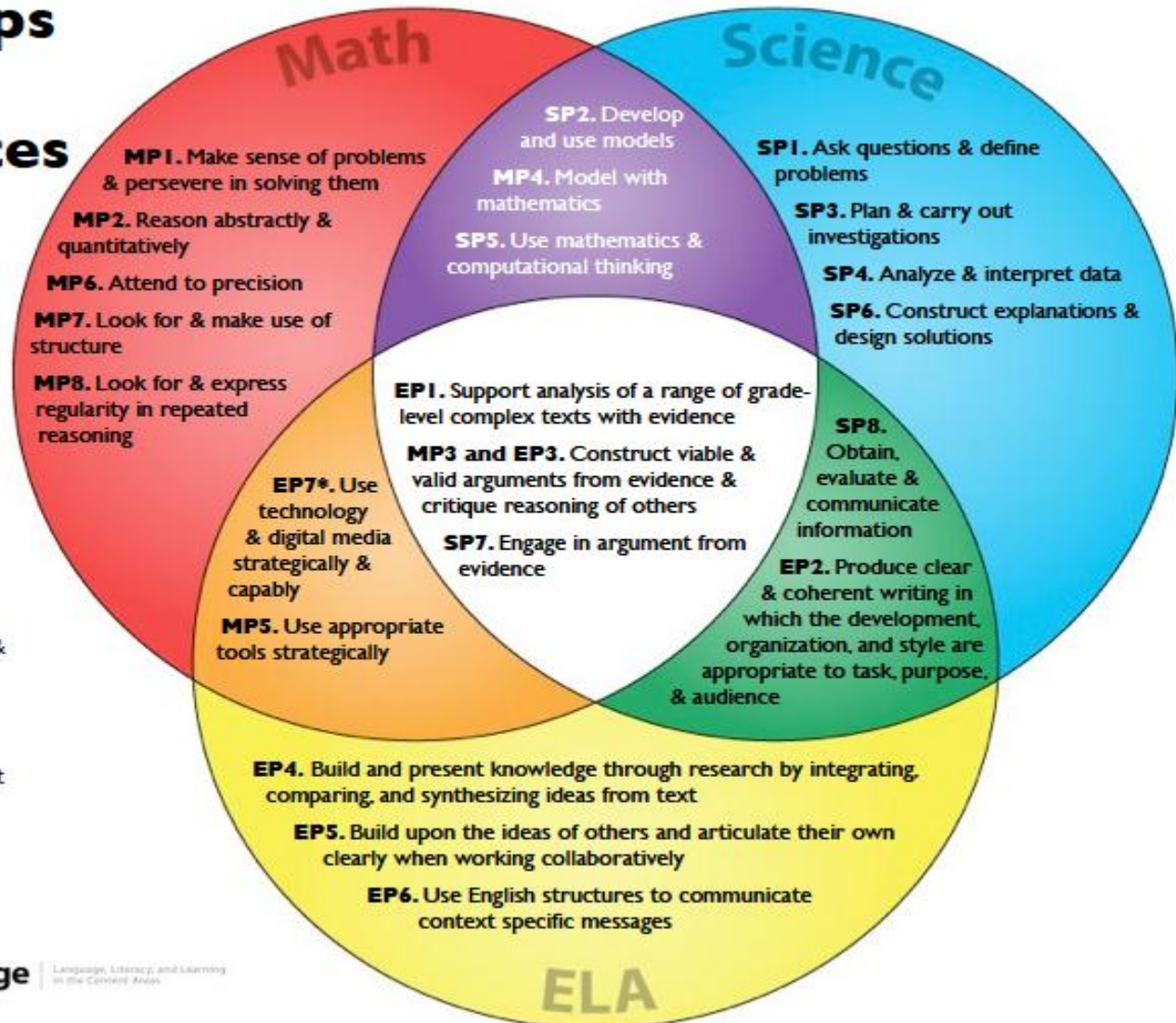
## Relationships and Convergences

Found in:

1. CCSS-Mathematics (practices)
- 2a. CCSS-ELA/Literacy (student capacity)
- 2b. ELPD Framework (ELA practices-defined)
3. NGSS (science & engineering practices)

### Notes:

1. MP1-MP8 represent CCSS Mathematical Practices (p.6-8).
2. SP1-SP8 represent NGSS Science & Engineering Practices.
3. EP1-EP6 represent CCSS ELA "Practices" as defined by the ELPD Framework (p.11).
4. EP7\* represents CCSS ELA student "capacity" (p.7).



# Questions about the ELP Standards Development process in general?