

College and Career Ready ELP Standards

Title III Directors webinar
September 24, 2013

ODE Office of Education Equity
Martha I. Martinez, Education Specialist

Presentation Overview

- ▶ ELPA21 and New ELP Standards Connection
- ▶ Overview of ELP Standards Review Process
- ▶ Evolution of the ELP Standards
- ▶ New ELP Standards Overview*
- ▶ Adoption and Implementation

*Several slides adapted from Shafer Willner, L. (2013). Initial tour of the 2013 English language proficiency standards.

ELPA21 and its Connection to New ELP Standards

- ▶ 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



OREGON'S TRANSITION TO ASSESSMENT Based on New ELP Standards

Assessment	2012-13	2013-14	2014-15	2015-16	2016-17
ELPA21					Based on ELP Standards Corresponding to CCSS (2013)
Oregon ELPA	Based on ELP Standards (2005)				



Addition of items aligned with New ELP Standards will be phased-in in sync with ODE's recommended Instructional Phase-in

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)

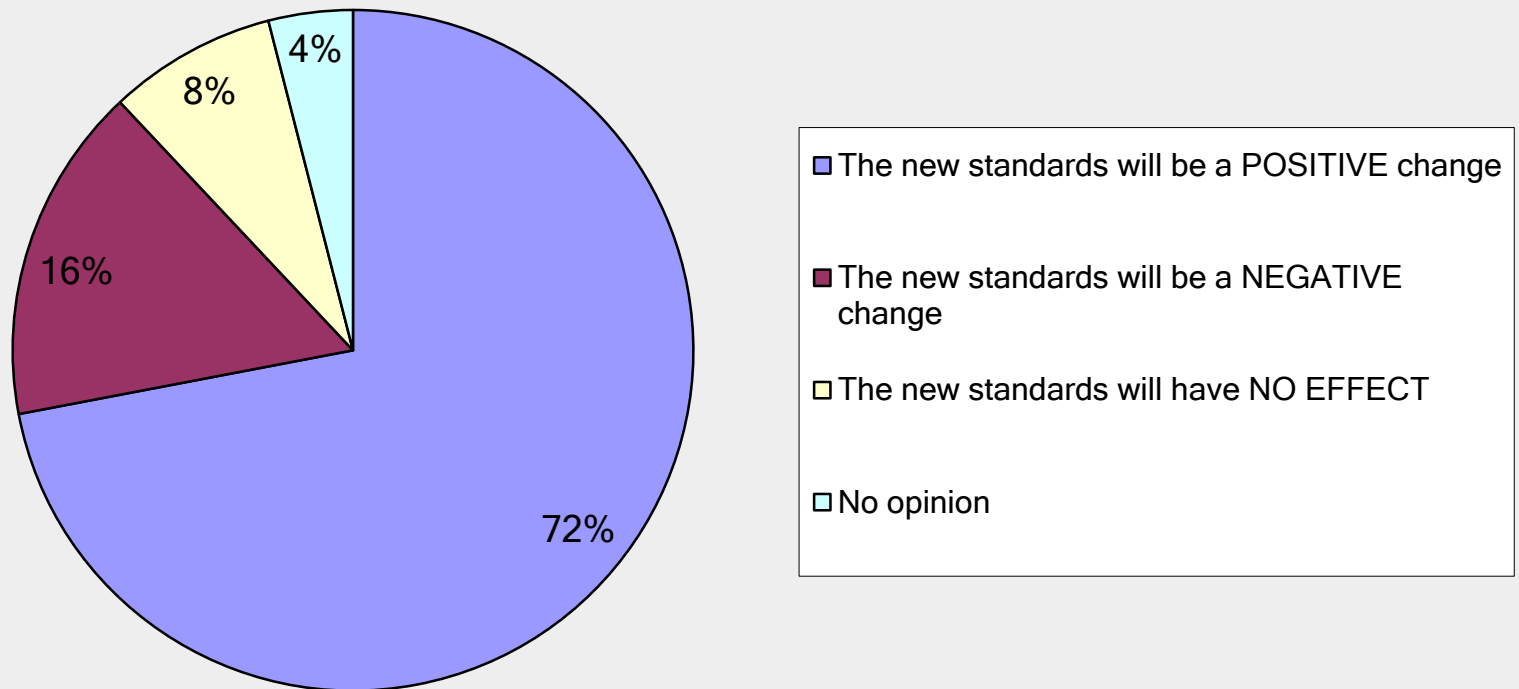
Feedback typically due in one week or less

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>

Survey on August Draft: Positive or Negative Change

How do you feel that the draft English Language Proficiency Standards will affect students, schools, and/or districts?



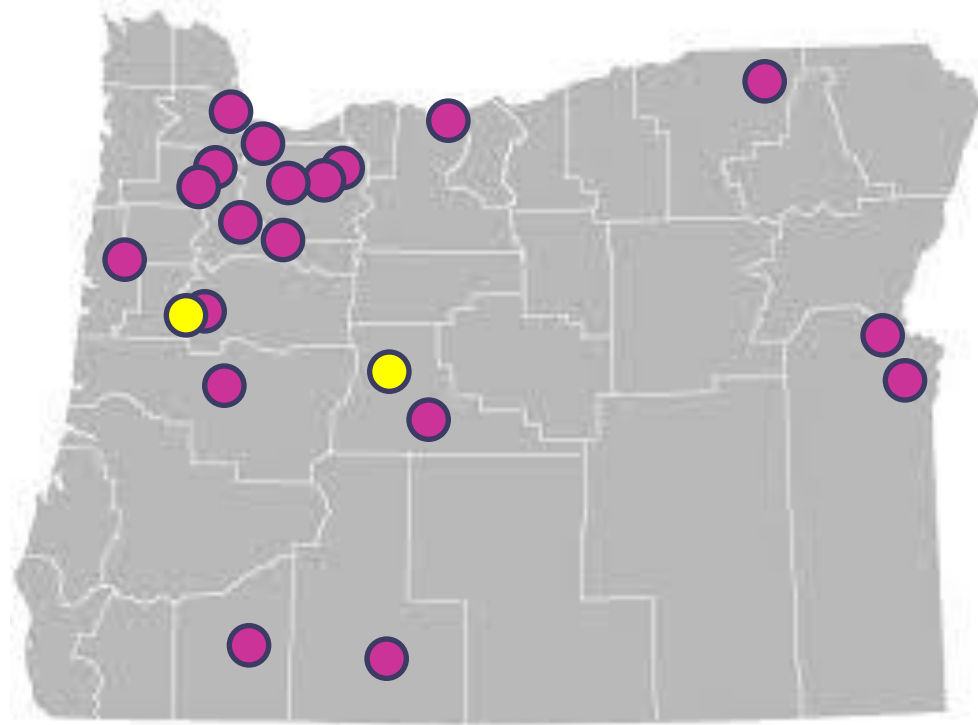
Reasons for Review Panel

- ▶ Short review timeline
- ▶ Meaningful feedback that directly influenced subsequent drafts
- ▶ 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 | |

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

Framework Development Process and Partners

March 2012: Framework Committee convened:

- Susan Pimentel, Chair (Lead CCSS ELA/Literacy Writer)
- Gary Cook (Wisconsin Center for Education Research)
- Guadalupe Valdés (Stanford)
- Aída Walqui (WestEd)
- and 5 others

April 2012: Rapid Response Expert Feedback group formed

- Tim Boals (WIDA)
 - Phil Daro (lead CCSS math writer)
 - Kenji Hakuta (Stanford)
 - and at least 8 others
- ▶ **June and July 2012:** Feedback solicited from CCSSO's ELL State Collaborative on Assessment and Student Standards (SCASS) and other stakeholders (e.g., NASBE, NCLR, MALDEF)

Final Framework – Sept. 2012

▶ **What it Does:**

- Outline the underlying English language practices and uses found in the CCSS and the NGSS.
- Sketch out a procedure by which to evaluate the degree of alignment present between the framework (that corresponds to the language demands of the CCSS and NGSS) and the ELP standards under consideration or adopted by states.

▶ **What it Does Not Do:** Offer a specific set of ELP standards

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
- ▶ 3 proficiency levels with entry/exit
- ▶ Drafted for one specific state

Identifying Strategic Correspondence

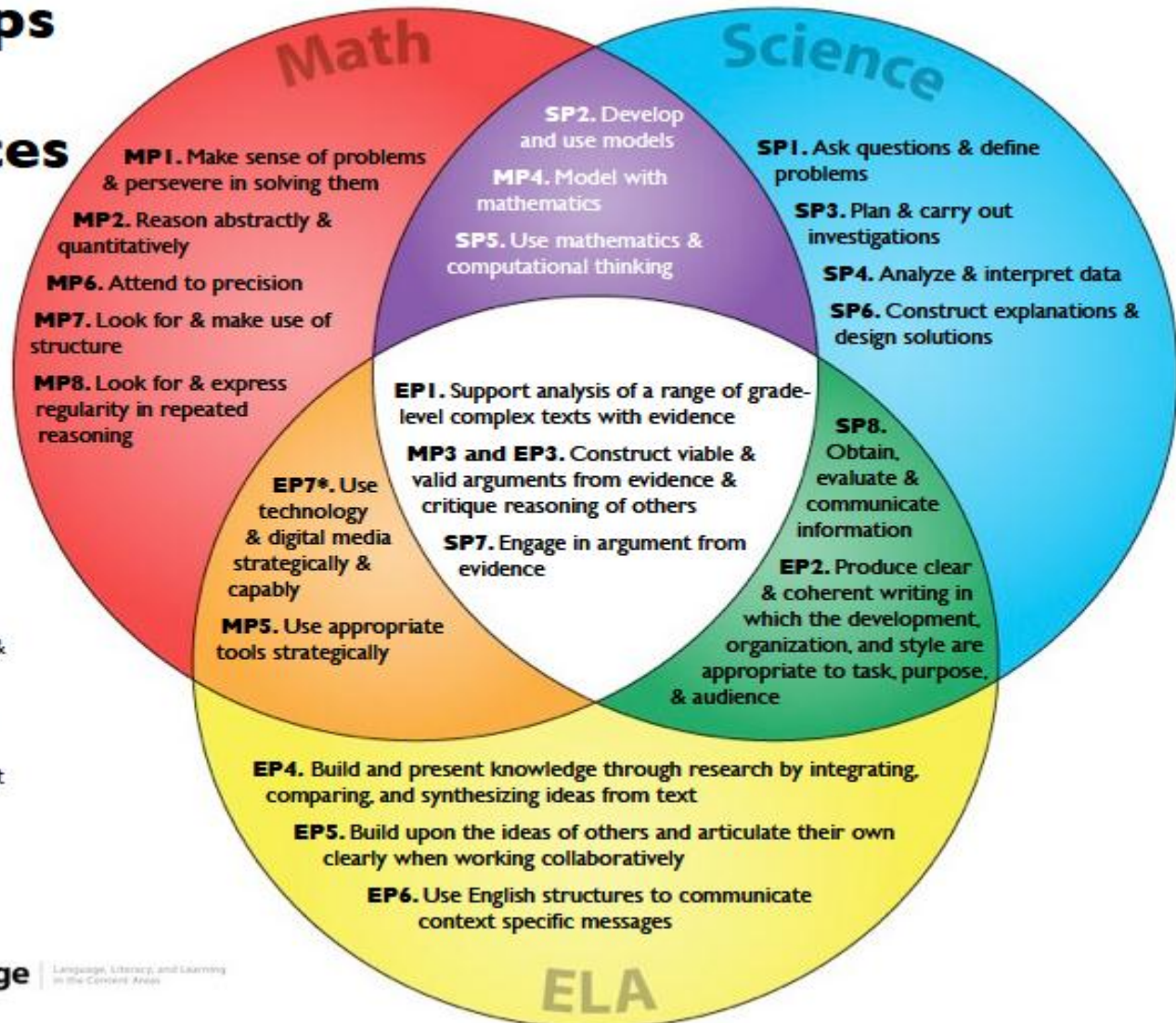
Relationships and Convergences

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).



The New ELP Standards* (September 2013)

*Several slides adapted from Shafer Willner, L. (2013). Initial tour of the 2013 English language proficiency standards.

The Final Draft Reflects...

- ▶ Fewer ELP standards (10 total) 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 and Referential Correspondence to CCSS and NGSS

ELP Standards Infused with a Fundamental Shift in How Language is Viewed

Our overarching focus addresses the following question:

- ▶ **What does it look like when English language learners (ELLs) use language effectively as they progress toward independent participation in grade-appropriate activities?**

See Understanding Language video of Aída Walqui: Language and the Common Core State Standards “language as action”

<http://www.youtube.com/watch?v=T3YJx8ujoto>

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

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 the ELP Standards Relate to Modalities

<p>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.</p>	Listening and 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
<p>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.</p>	Speaking and 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
<p>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).</p>	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

ELP Standard Examples: Grades 4–5

Grades 4–5 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
<u>1</u>	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	<u>use</u> a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	<u>use</u> an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.	<u>use</u> a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.	<u>use</u> an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.	<u>use</u> a wide range of strategies to determine two or more main ideas or themes, and explain how key details support them in read-alouds, written texts, and oral presentations; and summarize a text.
<u>2</u>	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<u>participate</u> in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some <u>wh</u> - questions.	<u>participate</u> in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and <u>wh</u> - questions.	<u>participate</u> in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his or her own, and asking and answering questions about the topic or text.	<u>participate</u> in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	<u>participate</u> in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Five Levels of Performance for Each Standard

- ▶ The levels 1–5 descriptors describe targets for student performance by the end of each ELP level at a particular point in time.
 - Students may demonstrate a *range of abilities within each ELP level*.
 - The linear progressions are done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels.

Key Project Partners

- **ELPA21 States**
- **WestEd:** Lynn Shafer Willner, Project Director and Lead Author
- **Council of Chief State School Officers (CCSSO)**
 - Scott Norton, Strategic Initiative Director, Standards, Assessment, and Accountability
 - Fen Chou, Program Director, Assessment, Standards, Assessment, and Accountability
 - Carrie Heath–Phillips, Program Director
- **Understanding Language Initiative (Stanford University)**
 - Kenji Hakuta, Co–Chair and Lee L. Jacks Professor of Education
 - Martha Castellon, Executive Director

Adoption and Implementation

Transition to New ELP Standards



Office of Education Equity

Education Specialists dedicated to English Learners

Martha I. Martinez
(503) 947-5778
martha.martinez@state.or.us

Tim Blackburn
(503) 947-5688
timothy.blackburn@state.or.us

Kim Miller
(503) 947-5712
kim.a.miller@state.or.us

Rudyane Rivera-Lindstrom
(503) 947-5617
rudylene.lindstrom@state.or.us