



English Language Proficiency (ELP)
Standards Overview

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Training Overview


- ⌘ **Part 1:** Why new ELP Standards?
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Four Key Features of the New ELP Standards

1
Correspondences with
Standards for Practice


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1 Correspondences with Standards for Practice	2 10 streamlined and strategically-selected ELP Standards
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3 Added emphasis on <i>two-way, interactive</i> communication	4 User-friendly tools support ELL and content area lesson planning around language objectives



PART 1: WHY NEW ELP STANDARDS?

Why New ELP Standards?

1. College and career-ready standards contain increased language demands. (Results in new 3-dimensional rigors in the classroom.)




Academic Language and Language Complexity

Curriculum, Instruction, and Assessment


DOK and Cognitive Complexity

Why New ELP Standards? (cont.)

2. Poor predictive validity of the existing ELP assessments for student performance on assessments of ELA and mathematics (Butler, Stevens, & Castellon, 2007; Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003)



3. Renewed interest in using ELP standards and assessments to measure the academic language proficiency needed for the content areas (Bailey, 2013; Bailey & Kim Wolf, 2012)



Why New ELP Standards? (cont.) ESEA Flexibility Waivers

States are applying for flexibility from NCLB requirements. States without waivers could be subject to federal sanctions if they fail to meet the 100 percent proficiency deadline in 2014.



Information on other waivers granted under authority of Section 9401 of ESEA.

Flexibility Waiver Assurances Around ELP Standards and Assessments

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)



PART 2: HOW THE ELP STANDARDS WERE DEVELOPED

Goals for the New ELP Standards

1. Create fewer, clearer standards with **strategic correspondences** to
 - ❖ the CCSS for English Language Arts (ELA) & Literacy,
 - ❖ the CCSS for Mathematics, and
 - ❖ the Next Generation Science Standards (NGSS),
2. while at the same time acknowledging and addressing the **unique language acquisition needs** of English language learners (ELLs).

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

Core Idea

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

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:
<http://www.youtube.com/watch?v=T3YJx8Ujoto>

ELP Standards Development Process

ELP Standards developed Summer 2013

- ⌘ Used 2012 California English Language Development (ELD) Standards as a launching point
- ⌘ Specification requirements:
 - Apply correspondence methods found in 2012 CCSSO "ELPD Framework"
 - Align to Understanding Language conceptual framework (with input and guidance from Understanding Language Initiative members)
 - Internal alignment embedded within ELP Standards with language forms used by other ELP Consortia to ensure Common ELL Definition

Final standards released in Fall 2013

Developed Guiding Principles to Frame New ELP Standards Development

1. Potential
2. Funds of Knowledge
3. Diversity in ELL Progress in Acquiring English Language Proficiency
4. Scaffolding
5. Students with Limited or Interrupted Formal Education
6. Special Needs
7. Access Supports and Accommodations
8. Multimedia, Technology, and New Literacies

Need to Create Correspondences Between ELP and Content Standards (Different from Alignment)

Alignment refers to a comparison between equivalent artifacts, be they standards, curricula, or assessments

Correspondence refers to comparison between non-equivalent artifacts [e.g., content standards and ELP standards]

Section 6.2 of the ELPD Framework

Used CCSSO ELPD Framework to Create Correspondences between ELP Standards and Content Standards

Google ELPD Framework to download this document.

Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards

Table 3: Key Practices and Disciplinary Core Ideas ("Domains") of the Mathematics CCSS
 This table summarizes key standards for mathematical practice.

Standards for Mathematical Practices ¹	Disciplinary Core Ideas ("Domains")
1. Make sense of problems and persevere in solving them	K-5 Counting and Cardinality (K only) Operations and Algebraic Thinking Numbers and Operations in Base Ten Numbers and Operations - Fractions (3-5 only) Measurement and Data Geometry
2. Reason abstractly and quantitatively	6-8 Ratios and Proportional Relationships Number System Expressions and Equations Functions (8 only) Geometry Statistics and Probability
3. Construct viable arguments and critique the reasoning of others	
4. Model with mathematics	9-12 Number and Quantity Algebra Functions Modeling Geometry Statistics and Probability
5. Use appropriate tools strategically	
6. Attend to precision	
7. Look for and make use of structure	
8. Look for and express regularity in repeated reasoning	

The ELPD Framework provides us with a strategic choice about creating correspondences between ELP standards and CCR standards: Focus on Standards for Practice

Central idea behind the ELP Standards' correspondences
PROOF OF CONCEPT ACTIVITY

**Part I of Proof of Concept Activity:
 Perform a Content Standards-Aligned Task**

- Here's a sample content standard:
[CCSS.Math.Content.2.OA.B.2](#)
 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers
- A student might be given a worksheet in a workbook. Solve these problems:
 $9 + 8 = \underline{\quad}$ $15 + 4 = \underline{\quad}$
- Bottom of worksheet contains this note:
How did you find your answers?

Part I of Proof of Concept Activity: Perform a Content-Standards Aligned Task

Strategies listed in this Standard:

1. counting on;
2. making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);
3. decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
4. using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and
5. creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Writing and Reasoning How did you find the answer to Exercise 8?

I just NEW Explain what you did.

Horizontal lines for student response.

Part II of Activity: Focus on the Standards for Practice in Connection with Content Standards

1. What if I gave you and several other students a bag of M & M's and asked you: *What kinds of addition questions might you create with the M&M's?*
2. Choose one question and complete it: *What's the fastest way to add the M&M's?*
3. If I gave you the vocabulary beforehand, could you speak or write your answer in another language (e.g., Pig Latin)?
 - ❖ No, it's not enough to have decontextualized practice with vocabulary and grammar. You need to learn how to use the language.

Horizontal lines for student response.

Comparison: Which Types of Learning Experiences Should Predominate?

The Practices with Connections to the Content Standards

The Content Standards only



Horizontal lines for student response.

Approach: Tie Instruction Related to Student Language Access to Use of the Practices

“By explicitly calling attention to these practices, ELP Standards [can be designed to] **cultivate higher order thinking skills** in ELLs and target their ability to comprehend and communicate about complex text” (CCSSO ELPD Framework, 2012, p. 16).

Table 5: Key Practices, Crosscutting Concepts and Disciplinary Core Ideas of the Science NGSSSM
This table summarizes key science and engineering practices.

Scientific and Engineering Practices	Disciplinary Core Ideas
<ol style="list-style-type: none"> Asking questions (for science) and defining problems (for engineering) Developing and using models Planning and carrying out investigations Analyzing and interpreting data Using mathematics and computational thinking Constructing explanations (for science) and designing solutions (for engineering) Engaging in argument from evidence Braining, evaluating, and communicating information 	<p>Physical Sciences</p> <p>PS 1: Matter and its interactions PS 2: Motion and stability: Forces and interactions PS 3: Energy PS 4: Waves and their applications in technologies for information transfer</p> <p>Life Sciences</p> <p>LS 1: From molecules to organisms: Structures and processes LS 2: Ecosystems: Interactions, energy, and dynamics LS 3: Heredity: Inheritance and variation of traits LS 4: Biological Evolution: Unity and diversity</p>
<p>Crosscutting Concepts</p> <ol style="list-style-type: none"> Patterns, similarity, and diversity Cause and effect: Mechanism and explanation Scale, proportion, and quantity Systems and system models Energy and matter: Flows, cycles, and conservation Structure and function Stability and change 	<p>Earth and Space Sciences</p> <p>ESS 1: Earth's place in the universe ESS 2: Earth's systems ESS 3: Earth and human activity</p> <p>Engineering, Technology, and the Applications of Science</p> <p>ETS 1: Engineering design ETS 2: Links among engineering, technology, science, and society</p>

Table 1: Key Practices and Disciplinary Core Ideas of the ELA CCSS
This table summarizes key practices in the CCSS for ELA.

Key CCSS ELA "Practices" SM	Disciplinary Core Ideas from the CCSS
<ol style="list-style-type: none"> Support analyses of a range of grade-level complex texts with evidence Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience Construct valid arguments from evidence and critique the reasoning of others Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts Build upon the ideas of others and articulate their own when working collaboratively Use English structures to communicate context-specific messages 	<p>Reading</p> <ul style="list-style-type: none"> Read complex literature closely and support analyses with evidence Read complex informational texts closely and support analyses with evidence Use context to determine the meaning of words and phrases Engage in the comparison and synthesis of ideas within and/or across texts <p>Writing</p> <ul style="list-style-type: none"> Write analytically (e.g., write to inform/explain and to make an argument) in response to sources Write narratives to develop craft of writing Develop and strengthen writing through revision and editing Gather, synthesize, and report on research Write routinely over various timeframes <p>Speaking and Listening</p> <ul style="list-style-type: none"> Participate in purposeful collaborative conversations with partners as well as in small and large groups Comprehend information presented orally or visually Share information in a variety of formats (including those that employ the use of technology) Adapt speech to a variety of contexts and tasks <p>Language</p> <ul style="list-style-type: none"> Use the English language to achieve rhetorical and aesthetic effects and recognize and use language strategically Determine word meanings and word nuances

Final Organizational Frame for the New ELP Standards (Bunch, Kibler, & Pimental, 2013)

The ELP Standards address the following areas which are central to more rigorous college-and-career-ready standards:

- ⌘ Engaging with complex texts to build knowledge across the curriculum
- ⌘ Using evidence to inform, argue, and analyze
- ⌘ Working collaboratively, understanding multiple perspectives, and presenting Ideas
- ⌘ Using and developing linguistic resources to do all of the above

The New ELP Standards in Relation to Shifts in Emphases in CCR 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

Unique Feature of the New ELP Standards: An Emphasis on Interaction and Participation

Interactive modalities



ELP Standards	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

PART 4: NAVIGATING THE NEW ELP STANDARDS

ELP Standards Layout

ELP Standards Layout

The bookmark feature [in PDFs] and the navigation pane or Document Map [in Word documents] can be activated using the document toolbar.

Consistent Text throughout the Different ELP Standards Documents

1. Introduction
2. Design Features of Correspondences
3. K-12 Standards for Practice Matrix
4. Glossary
5. References

Use the Electronic Version During Planning

- ⌘ Information in one place
- ⌘ Easy copying and pasting from Word and PDF documents into your lesson plans

SUMMARY

Four Key Features of the New ELP Standards

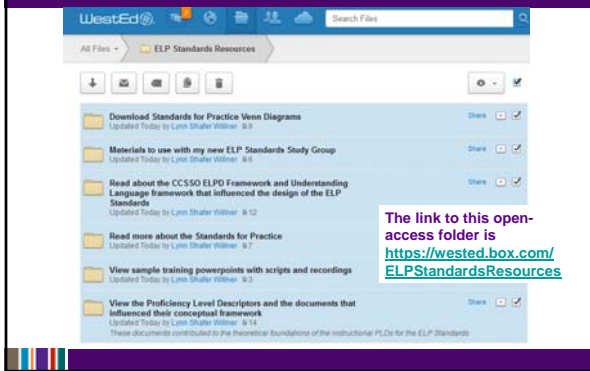
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Correspondences with Standards for Practice

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10 streamlined and strategically-selected ELP Standards

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Added emphasis on two-way, interactive communication

4
User-friendly tools support ELL and content area lesson planning around language objectives

Resource Folder on WestEd's Box Server



THANK YOU
