West Virginia Overview: English Language Proficiency Assessment for the 21st Century

Title III Conference

July 9, 2014

English Language Proficiency Reexamined

- ELPA21 Overview

- Evolution of Standards & Assessments for ELLs

- State and Federal Policy: Implications for Implementation & PD Framework

- Item Development

- Field Testing

- ELPA 21 Website

ELPA21 Overview

Project Overview

- Awarded $6.3 million four-year Enhanced Assessment Grant, September 2012
- 11 participating states
- Fiscal Agent: Oregon Department of Education
- Project Management Partner:
  Council of Chief State School Officers (CCSSO)
- Collaborative Partners:
  - Understanding Language Initiative (Stanford University)
  - National Center for Research on Evaluation, Standards, and Student Testing (CRESST) of the University of California, Los Angeles
  - National Center on Educational Outcomes (NCEO) of the University of Minnesota

ELPA21 Consortium States

ELPA21 Mission

Acknowledging the diverse and rich language experiences English language learners (ELLs) bring to school, we recognize their English language proficiency is constantly growing. ELPA21 measures that growth based on the new English Language Proficiency Standards and provides valuable information that informs instruction and facilitates academic English proficiency so that all ELLs leave high school prepared for college and career success.

ELPA21 Vision

To provide assessments that best measure English language learners' mastery of the communication demands of states' rigorous academic standards.

Assessment System Features

- Comprehensive online delivery

- Innovative Technology Enhanced Items

- Cohesive system to integrate with existing district policies and enhance the student's experience through strong engagement, and minimal testing time

- High-quality communications for the states' adaptation for constituents and high quality resources for professional development

- Sustainability to respond to states' need for valid and reliable assessment, maximize information, and minimize cost

System Timeline

- Item bank development (ongoing)
- Contrasting Groups Study, Jan. 2015
- User Acceptability Testing, Jan. 2015
- Field Test, Feb./Mar. 2015
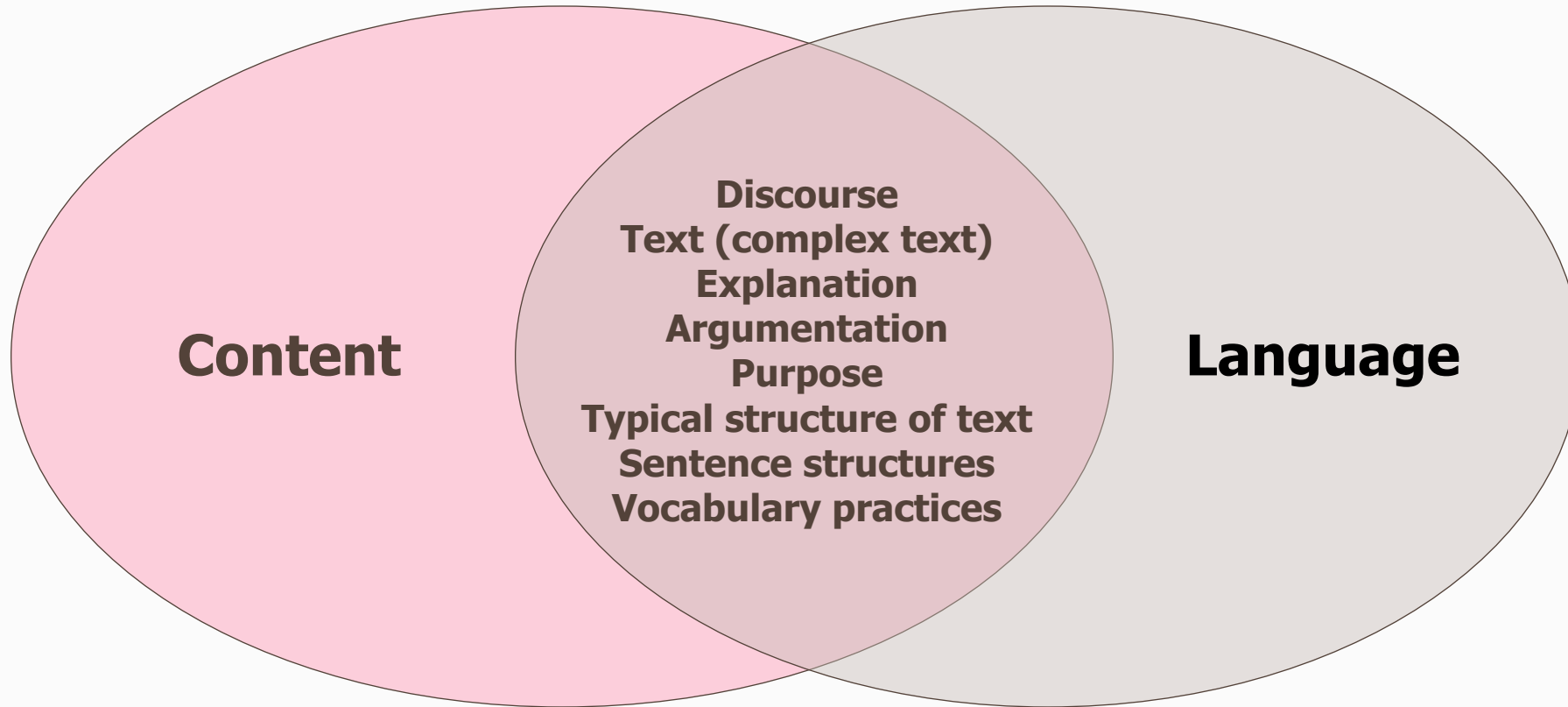- Operational Summative Test, SY 2015-2016
- Screener, SY 2016-2017

Evolution of Standards & Assessments for ELLs

The Cyclops Problem

New Paradigm

Content

Discourse
Text (complex text)
Explanation
Argumentation
Purpose
Typical structure of text
Sentence structures
Vocabulary practices

Language

Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
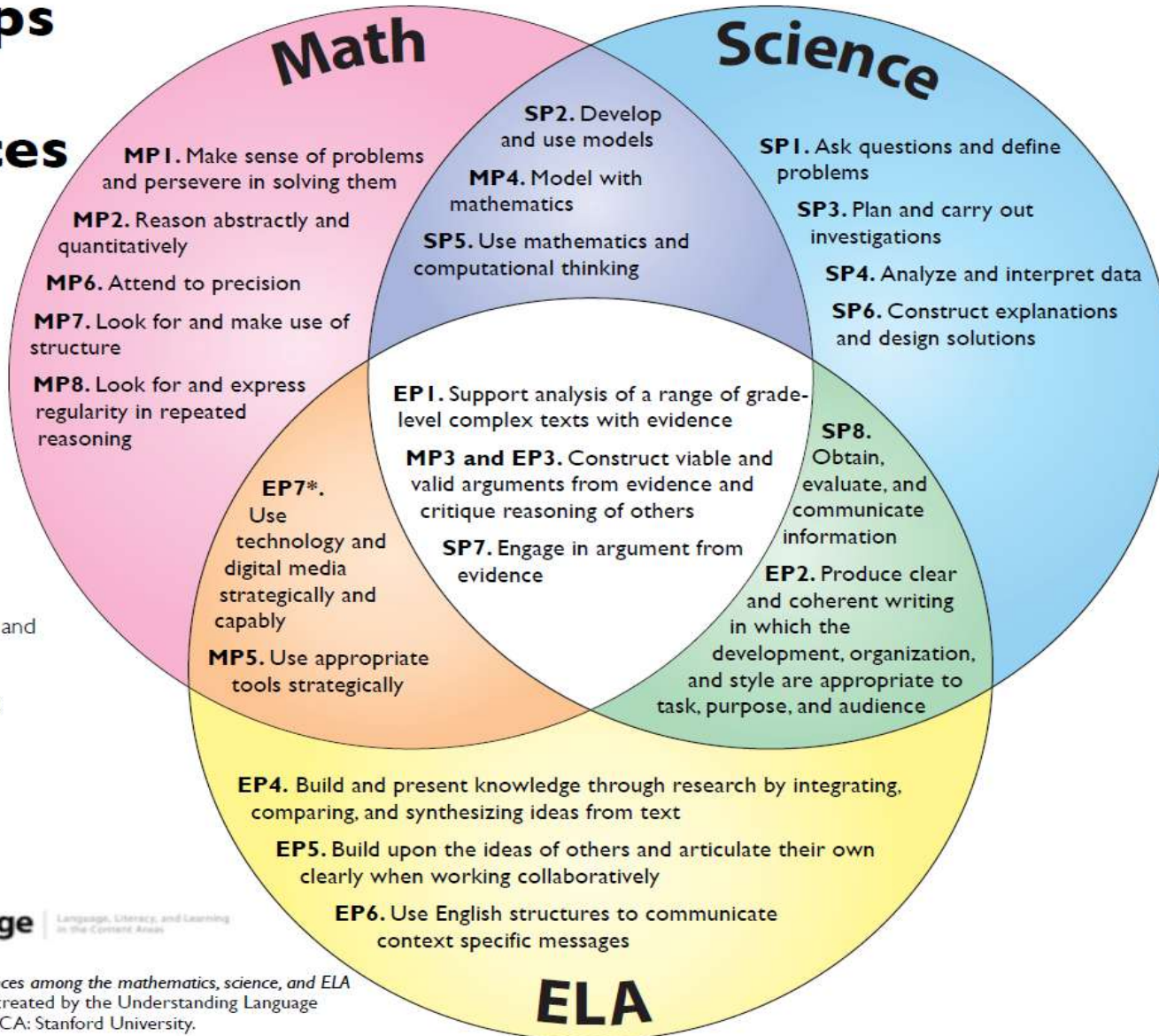3. NGSS (science and engineering practices)

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

Stanford
GRADUATE SCHOOL OF
EDUCATION

Understanding Language Language, Literacy, and Learning in the Content Areas

Math

MP1. Make sense of problems and persevere in solving them

MP2. Reason abstractly and quantitatively

MP6. Attend to precision

MP7. Look for and make use of structure

MP8. Look for and express regularity in repeated reasoning

Science

SP1. Ask questions and define problems

SP3. Plan and carry out investigations

SP4. Analyze and interpret data

SP6. Construct explanations and design solutions

Math ∩ Science

SP2. Develop and use models

MP4. Model with mathematics

SP5. Use mathematics and computational thinking

Center (Math ∩ Science ∩ ELA)

EP1. Support analysis of a range of grade-level complex texts with evidence

MP3 and EP3. Construct viable and valid arguments from evidence and critique reasoning of others

SP7. Engage in argument from evidence

Math ∩ ELA

EP7*. Use technology and digital media strategically and capably

MP5. Use appropriate tools strategically

Science ∩ ELA

SP8. Obtain, evaluate, and communicate information

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

ELA

EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text

EP5. Build upon the ideas of others and articulate their own clearly when working collaboratively

EP6. Use English structures to communicate context specific messages

ELP Standards: When ELLs use language effectively as they progress toward independent participation in grade-appropriate activities to attain college and career readiness, they can….

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

Fundamental Shift in How Language is Viewed: The New ELP Standards

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

Benefits of New ELP Standards

- Correspondence with more rigorous college- and career-ready standards (CCSS, NGSS)

- Common ELP standards tied to common ELP assessment

- Common expectations for ELLs across states

- Shared expertise across states

- Contributions from National ELL and Standards Development Experts

State and Federal Policy: Implications for Implementation

Policy Implications for using new generation ELP assessments

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| Increasing guidance, support, and resources for educators to teach to the new standards | State policies differ in the criteria used to to screen and determine growth and proficiency | Recognize the impact on current and former ELLs who have been instructed and demonstrated growth based on previous ELP standards | The impact of college and career ready ELP standards on AMAOs | Ongoing growth and sustainability of consortia |

ELPA21 Governance Overview

- Consortium Council
  - Membership: One representative from each member state appointed by the state's education chief
  - Duties: Determines the broad picture and general scope of the ELPA21 system, makes policy recommendations, initial contact for expenditure of funds.

- Executive Board
  - Membership: One representative from Oregon, plus five at-large representatives from member states elected by the Consortium Council
  - Duties: Final voice and decision-making entity on all issues and recommendations from the Consortium Council, coordinates policy formulation, and signs off on all major deliverables.

- Task Management Teams

ELPA21 Decision-Making
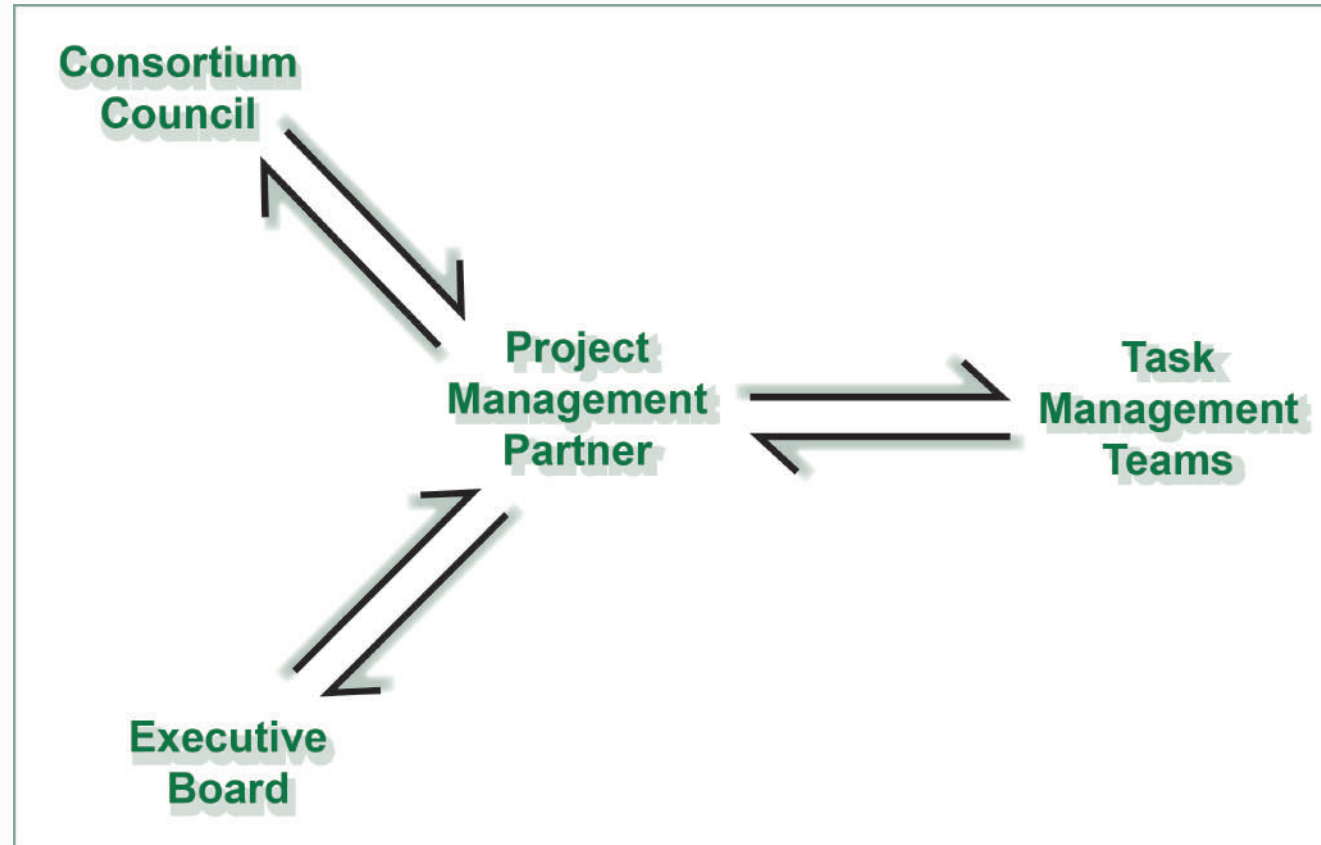
PD Framework Development

Framework Components

- Layered Approach
- Three-Year Cycle
- Process/Protocols/Tools

Layered Approach - Audience Based

- Intro-Getting to Know the Standards
- Grade Level/Band Modules (each integrating CC Practices/application)
- Two Standards Per Month with one Intro and one Closing Module (7 training modules ideally delivered in 4-6 week increments to maintain learning momentum)
- Closing-De-Briefing the Learning, Big Ahas

Process/Protocols/Tools

- Process
  - I do, We do, You do (scaffolded approach through implementation)
  - Blended Delivery Format (Synchronous and Asynchronous)
- Protocols
  - Developed around 5 Areas (Leadership, Professional Development Content, Professional Learning Communities, Instructional Coaching, Implementation Studies)
- Tools
  - Video-Taped Peer Review Lessons
  - Protocols
  - Rubrics/Metrics

Three Year Cycle

- **3 Levels of Training**
  - Year 1/Level 1- Introductory
  - Year 2/Level 2- Deeper Dive and Building Towards Exemplary
  - Year 3/Level 3- Certification and Master/Model Teacher (certificate, credit, video capture of master/model teachers, mentoring capacity, etc..)

Questions?

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Item Development

- ETS
- Item Writer Training: May 28 -19, 2014
- Content and Bias Review: August 18 -22, 2014
- Virginia Guynn, BCS

Field Test Update

- Field Test Timeline
- Field testing webinar (training) January 2015
- February 2015 – March 2015
- Field Test Vendor
- Released RFP for the ELPA 21 Field Test Development and administration – 3/21/2014
- Three proposals were submitted and evaluated by 6 reviewers
- Questar was selected as the Field Test Vendor
- Budget for the Field Test - $1,800,183

Visit ELPA21.org for more information

ELPA 21 Website

- http://www.elpa21.org/
- If the parents ask you what is the ELPA21 going to measure, where do you direct?
- If the teachers ask you what are the ELPA21 reports going to show teachers, where do you direct?
- If the educators ask you what kind of assessments will ELPA 21 produce, where do you direct?
- Where can you find ELP Standards? What does this standard corresponds to?