

Implementation - the English Language Proficiency Assessment for the 21st Century (ELPA21)

This session provides information on supports for Oregon's transition to new English Language Proficiency (ELP) standards and ELPA21. There will be information about the resources available to schools and districts, as well as the most recent timelines for implementation.

The ELP Standards:

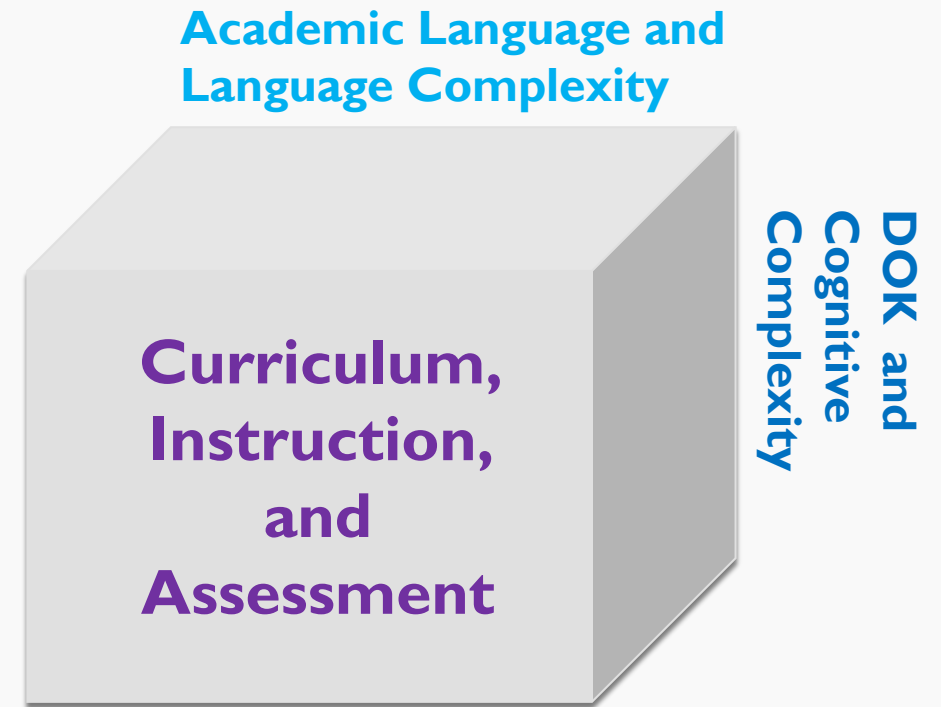
- Incorporate the latest research and understanding of how ELLs develop English language proficiency – *when language and content are combined*
- Provide a progressive goal while developing college and career ready content knowledge and skills
- Are relevant and rigorous
- Are supported by research

These English Language Proficiency (ELP) Standards were collaboratively developed with CCSSO, West Ed, Stanford University Understanding Language Initiative, and the states in the ELPA21 Consortium. In September 2012, the ELPA21 Consortium received a federal Enhanced Assessment Grant (EAG) to develop an assessment aligned to new college and career ready ELP standards. As a result, these ELP Standards were developed; however, no EAG funds were used in the development of these ELP Standards.



Why New ELP Standards?

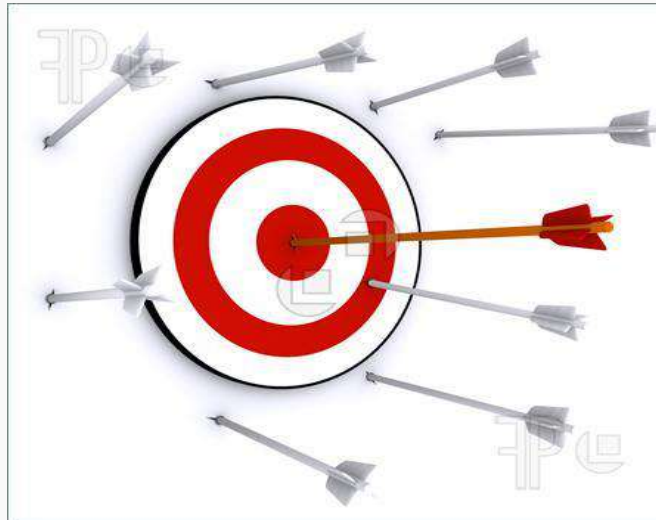
I. College and career-ready standards contain increased language demands. (Results in new 3-dimensional rigors in the classroom.)



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)



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>

Goals for the New ELP Standards

Create fewer, clearer standards with **strategic correspondences** to:

CCSS ELA &
Literacy

CCSS for
Mathematics

NGSS

Addressing the **unique language acquisition needs** of English Learners (ELs)

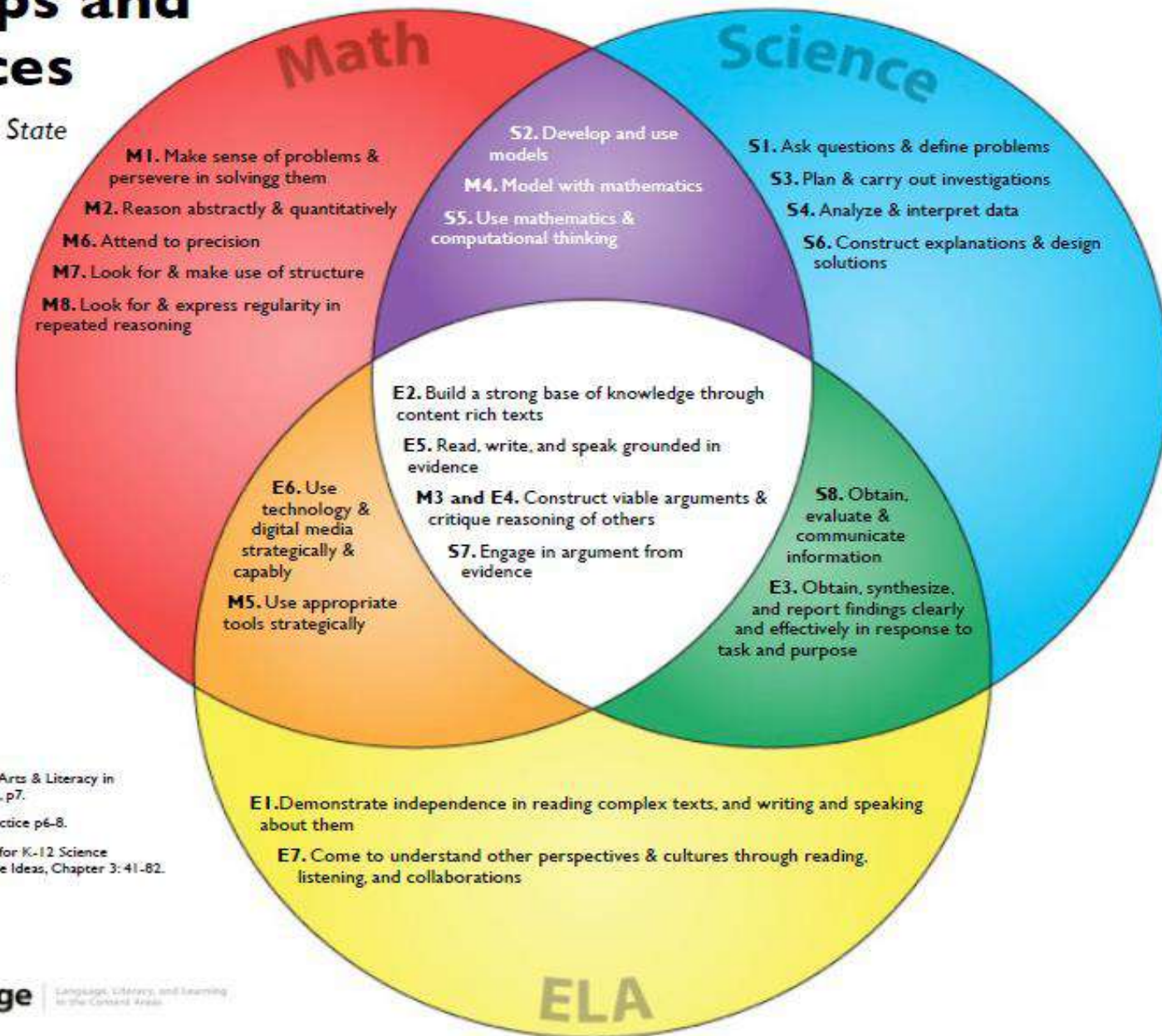
Key Influences

- 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

Relationships and Convergences

found in the *Common Core State Standards in Mathematics* (practices), *Common Core State Standards in ELA/Literacy* (student portraits), and the *Next Generation Science Standards* (science & engineering practices)

These student practices and portraits are grouped in a Venn diagram. The letter and number set preceding each phrase denotes the discipline and number designated by the content standards in ELA/Literacy, Mathematics, and Science.



Sources:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p7.

Common Core State Standards for Mathematical Practice p6-8.

Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.

Stanford
GRADUATE SCHOOL OF
EDUCATION

Understanding Language

Language, Literacy, and Learning
in the Content Areas

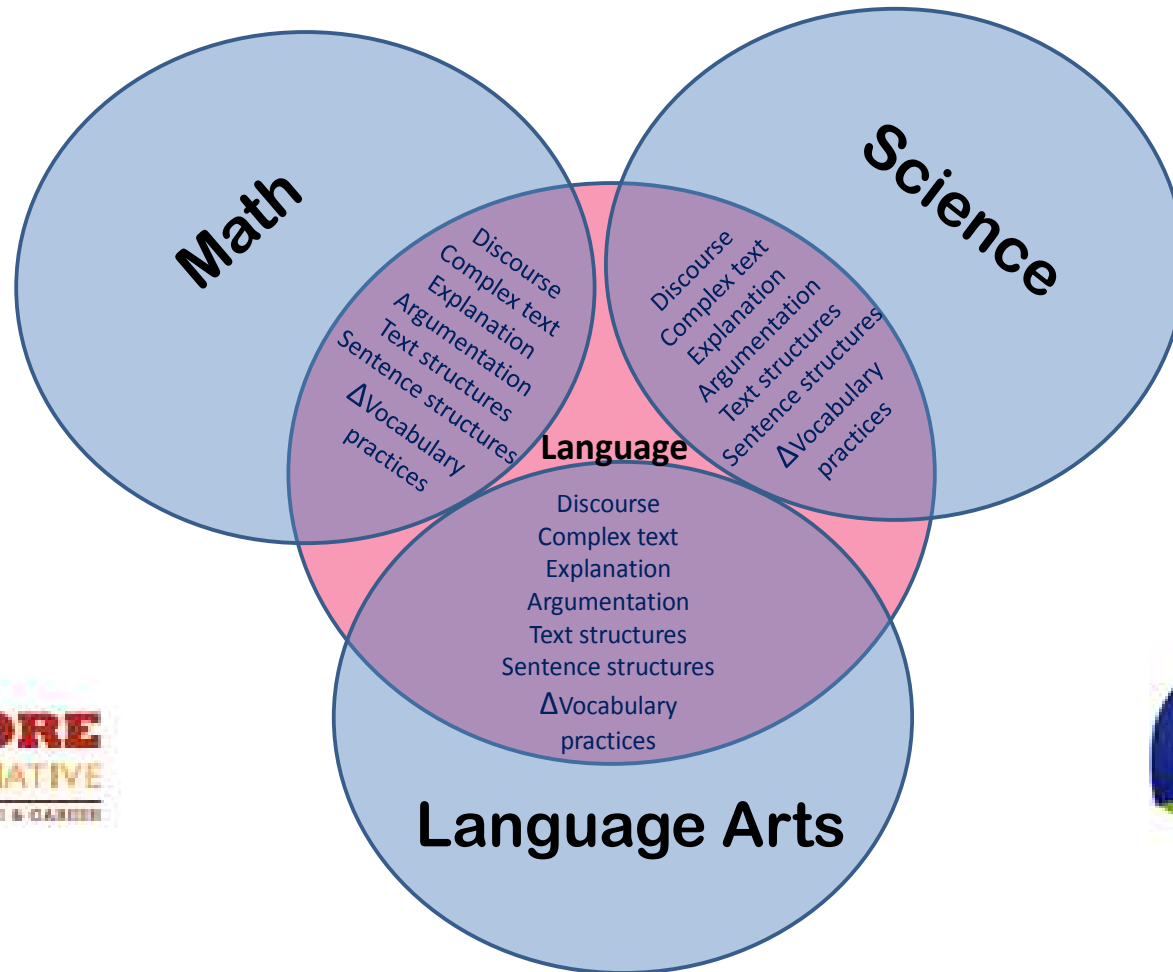
Credit: Tina Cheuk, tcheuk@stanford.edu

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

The Construct



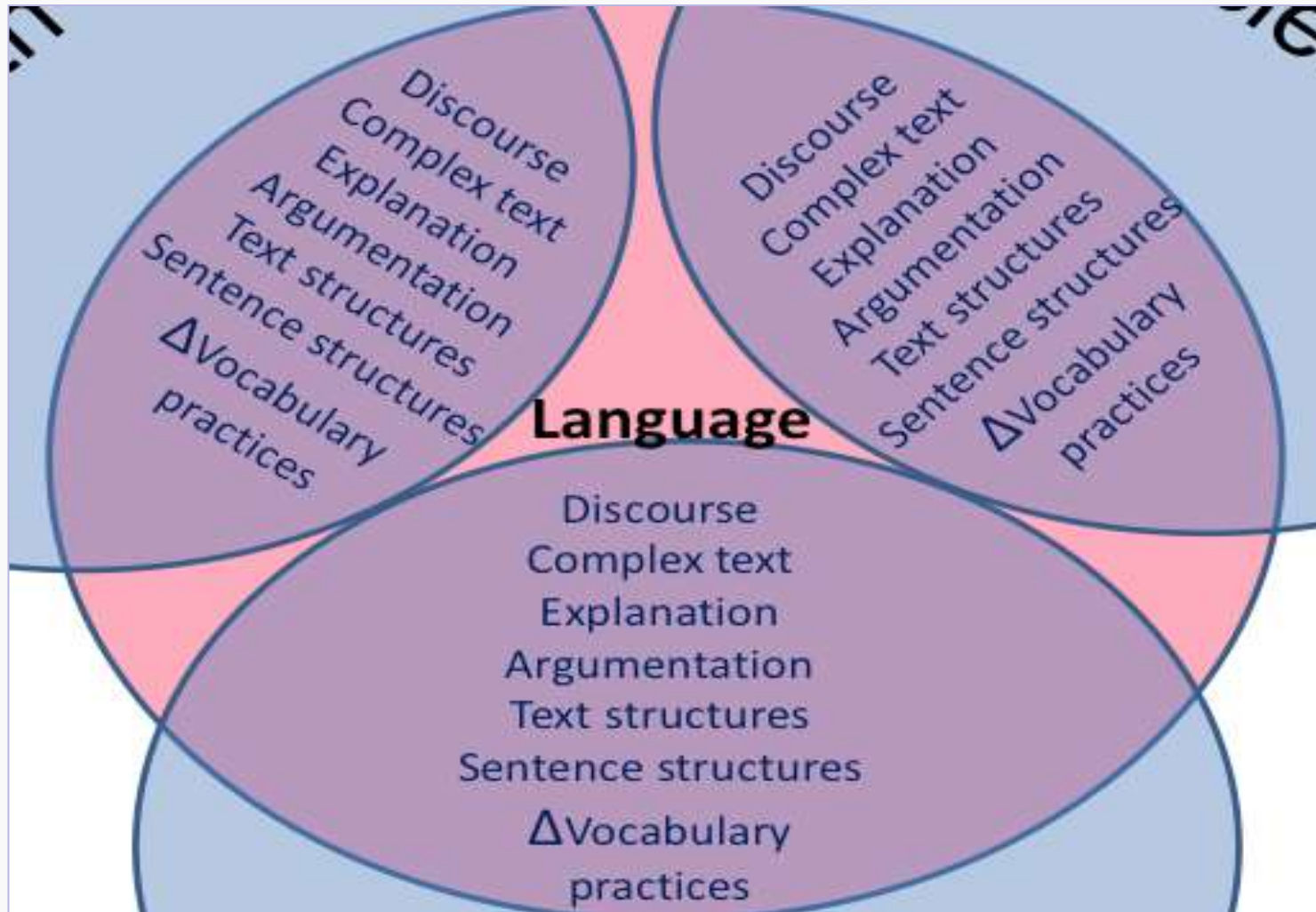
COMMON CORE
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

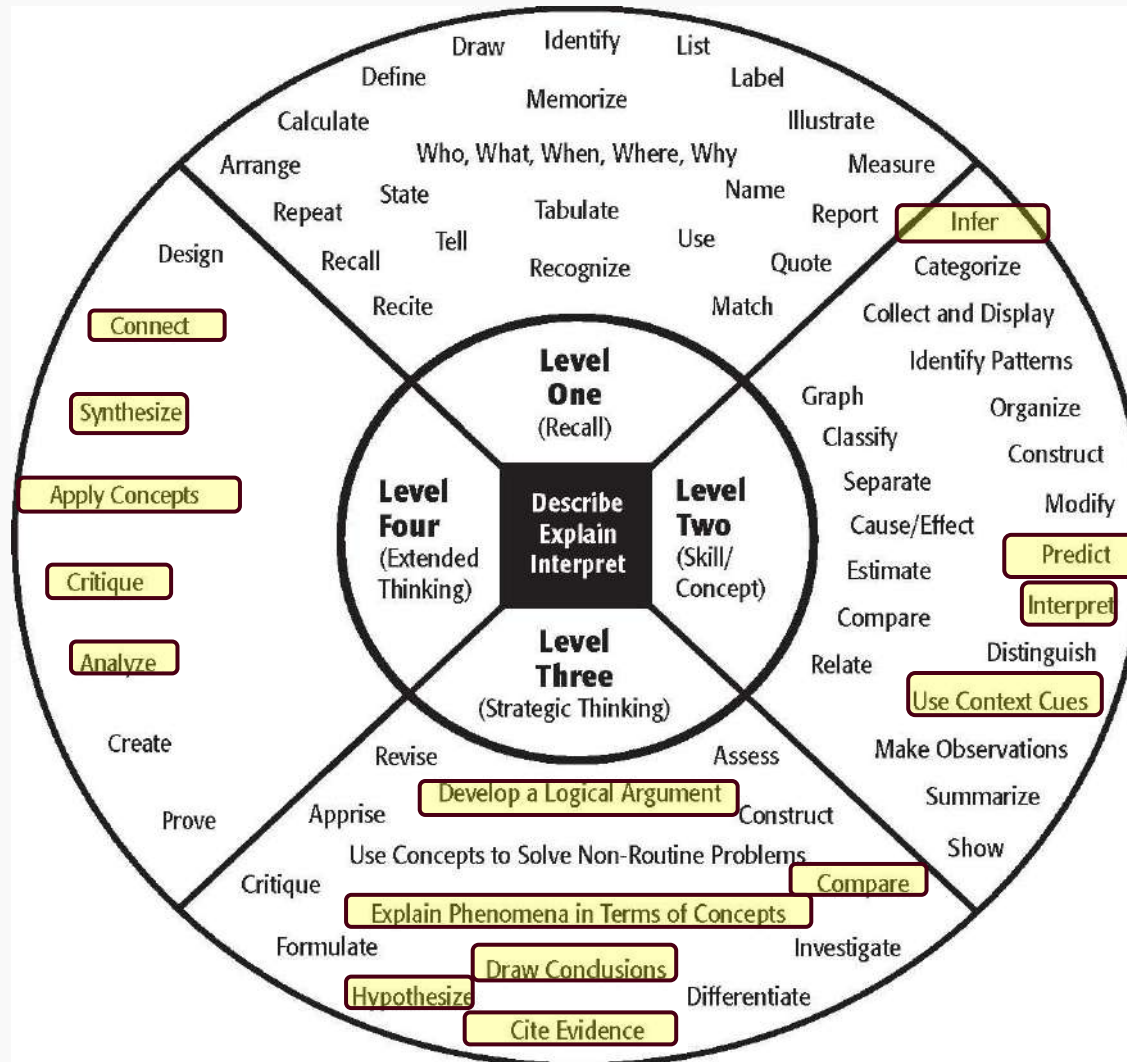


NEXT GENERATION
SCIENCE
STANDARDS

The Construct



Infuse Depth of Knowledge (DOK) into the Proficiency Level Descriptors



Example of ELP Standards with Correspondences

Grades 4-5 ELP Standards with Correspondences

Standard 1.

Standard 1.	By the end of each English language proficiency level, an ELL can . . .				
	1	2	3	4	5
An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	use 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.	use 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.	use 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.	use 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.

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.
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when engaging in tasks aligned with the following Grade 4 ELA Standards:

Literature RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.1., RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Informational Text RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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ELPA21 Mission Statement:

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 Statement:

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

Project Overview

- Funded in September 2012 by the U.S. Department of Education
- Awarded \$6.3 million four-year Enhanced Assessment Grant
- Supplemental funding of approx. \$2.7 million to support an accelerated timeline to delivery operational summative assessment in 2015-16
- Fiscal Agent: Oregon Department of Education
- Project Management Partner:
Council of Chief State School Officers (CCSSO)
- 11 participating states

States Working Together

- ELPA21 is a consortium of 11 states — **Arkansas, Florida, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia** — developing an assessment system
- Initially providing a summative online assessment and online screener
- Designed to measure the performance of ELLs as they progress through their K-12 education and achieve **college and career readiness** through the new English Language Proficiency (ELP) Standards that **correspond** to academic content standards in English language arts, mathematics, and science,
- Will report on the four language domains (reading, writing, speaking, and listening)

Collaborating with:

- Understanding Language Initiative (Stanford University)
- National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
- Council of Chief State School Officers (CCSSO) as project management partner and
- Oregon Department of Education as the lead state agency.



Synergy of ELPA21 and Understanding Language Initiative

- A focus on language, literacy, and learning in the content areas
- Papers: Practice in the content areas, language and literacy, policy and building system capacity
- Teaching Resources: Newsletters, Massive Open Online Courses (MOOCs), Teaching resources that exemplify high-quality instruction for ELLs across English Language Arts, Mathematics and Science
- Dissemination: Consistent coverage in Education Week, AERA journals, and professional education publications
- Policy Development: Statements clarifying important issues relating to the new standards and the role of language, such as the collaboration with CCSSO and CRESST

ELPA21 Assessment Features

- **Comprehensive web-based delivery** building from features and input from each ELPA21 state including Kansas' instructional models, Iowa's professional development, Washington's scale, and Oregon's semi-adaptive ELPA.
- **Innovative Technology Enhanced Items** by Educational Testing Service.
- **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.

Theory of Action

ELLs achieve college- and career-ready English language proficiency.

Impact

Objectives

English language learners...

- Are appropriately identified.
- Receive appropriate English language development services tailored to their strengths and needs.
- Acquire content-specific language practices that enable them to produce, interpret, and collaborate on content-related grade-appropriate tasks.
- Have access to and succeed in grade-level subject matter.
- Scores obtained reflect ELP and can be interpreted as such.
- Are reclassified and exit ELP services at the appropriate time.

Assessment System

The assessment system...

Includes:

- Screener
- **Formative assessments*
- Summative assessment
- Timely, valid, and useful score reports
- Professional development for teachers

Employs cutting edge technology, accessibility features, and reflect the interactive and multidimensional nature of English development and content knowledge.

Will be supported by high quality instruction, content, and curriculum for students.

Foundational Assumptions

English language...

- Modalities and skills vary by context and are interactive rather than independent.
- Proficiency is embedded within the disciplines.
- Proficiency is necessary for college and career readiness.
- Instruction benefits ELLs only when they are accurately identified.
- Development and assessment require appropriate accessibility.
- Instruction and assessment must reflect the diversity of ELLs.
- Development and acquisition is best measured by innovative technology-based items that engage ELLs and reflect the interactive nature of language use and content knowledge.

Core Beliefs

All ELLs...

- Have the same potential as native speakers.
- Represent heterogeneous and diverse backgrounds.
- Bring first language skills and varying experiences that are resources for learning.
- Need support through scaffolded instruction.
- Acquire English language proficiency at different rates.
- Benefit from language development services.
- Need access to supports and accommodations for assessment.
- Benefit from the use of multimedia and new technologies.

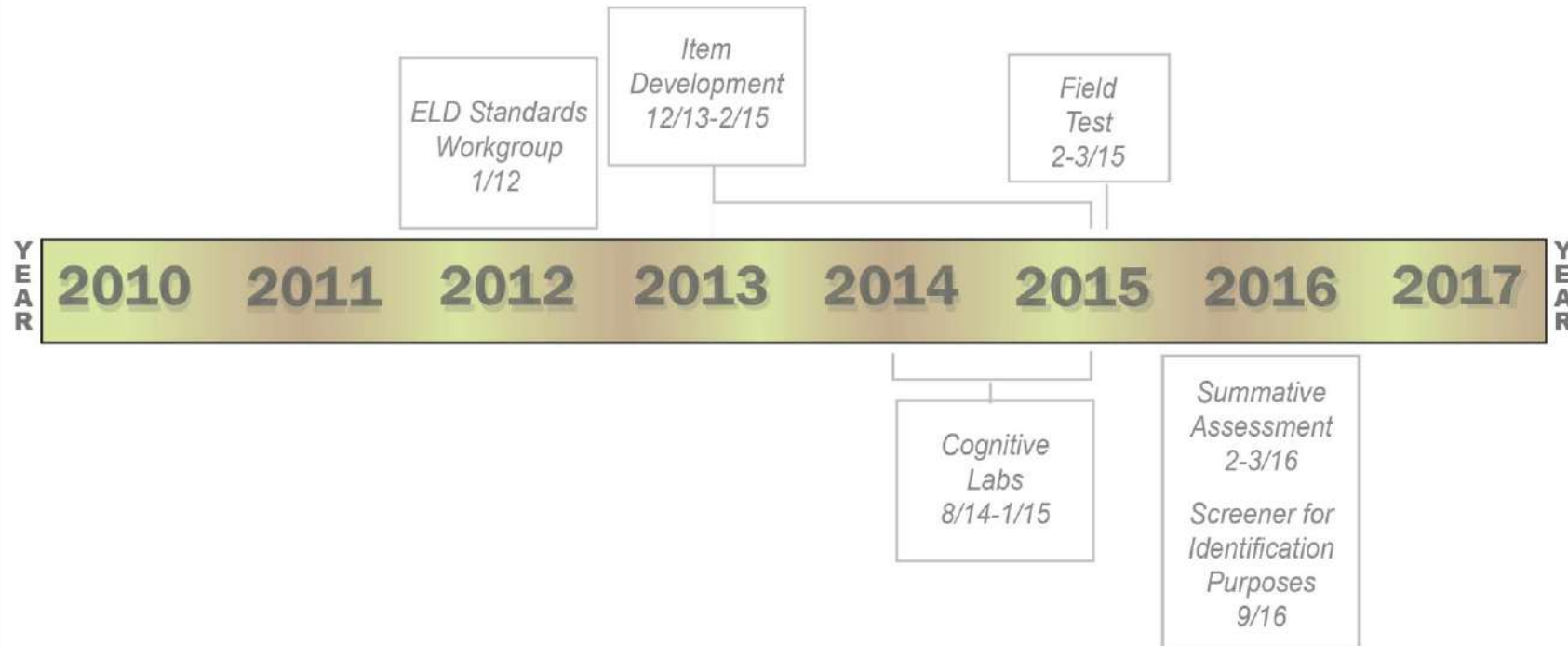
Item Acquisition and Development

- Team of four state-level educators representing: Florida, Nebraska, Oregon, and Washington
- Facilitated by Dr. Phoebe Winter
- Working closely with Educational Testing Service, developer of the initial 2000 ELPA21 assessment items
- Recruiting educators from all ELPA21 states
- Incorporate “technology-enhanced” items that allow students to indicate their responses in additional non-traditional ways (e.g., multiple choice)

Administration, Accommodations, and Accessibility

- Team of four state-level educators representing: Nebraska, Ohio, Oregon, and Washington
- Facilitated by Dr. Martha Thurlow
- Currently working to develop common definition of an English Language Learner
- Will develop common set of accommodations and accessibility policies for ELPA21
- Will develop documentation (test administration manuals, accommodations manuals, training supports) to support consistent, valid test administration

ELD Standards and ELPA 21 Assessment Development and Milestone 2010 - 2017



Milestones

Oregon's Transition to New Standards and Assessments

Assessment	2012-13	2013-14	2014-15	2015-16	2016-17
OAKS Reading and Mathematics	OAKS Reading and Mathematics based on 2003 Oregon Reading and 2007/09 Oregon Mathematics Content Standards.				
Smarter Balanced ELA and Mathematics		Smarter Balanced Field Test	Smarter Balanced Assessments based on Common Core State Standards in ELA and Math adopted by Oregon in 2010.		
Oregon ELPA	Oregon ELPA based on current Oregon ELP Standards				
ELPA2I			ELPA2I Field Test	ELPA2I Operational Assessment based on ELD Standards corresponding to CCSS.	

Note: Oregon will continue to administer the OAKS Science and Social Sciences assessments based on current Oregon Science and Social Sciences content standards.



**Professional
Learning Team
(PLT) Conference**

**ELP Standards
Work Group**

**ELP
Standards
Supports**

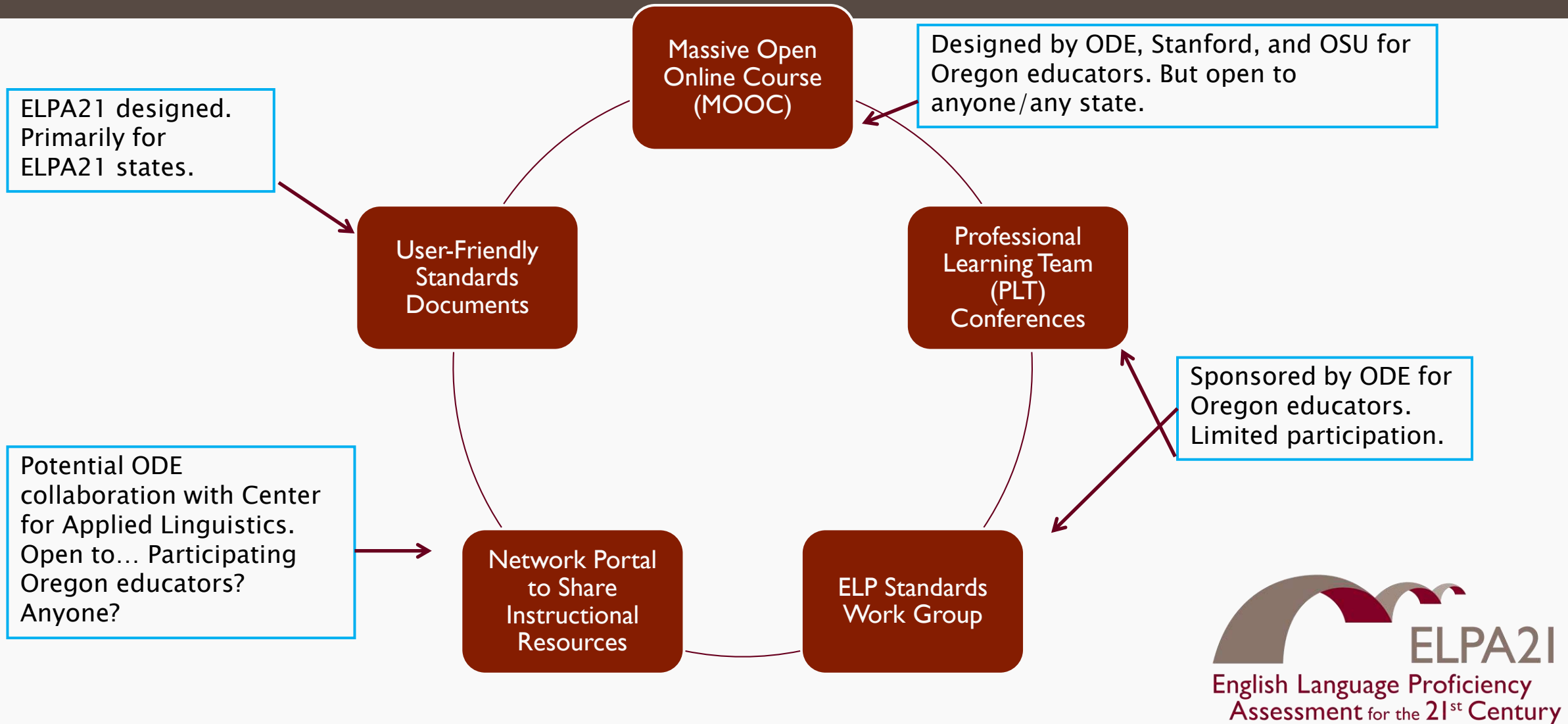
**Massive Open
Online Course
(MOOC)**

**Technical
Assistance Visits**

**Webinar
Supports
(WestEd/CCSSO,
ODE)**

**Seek peer
observation
opportunities**

Standards Implementation Support



ELP Standards Professional Learning Grant

■ Purpose

- Provide cyclical, reflective professional learning to support the implementation of the new ELP Standards throughout the state of Oregon by the end of the 2014-2015 school year.

■ Goals

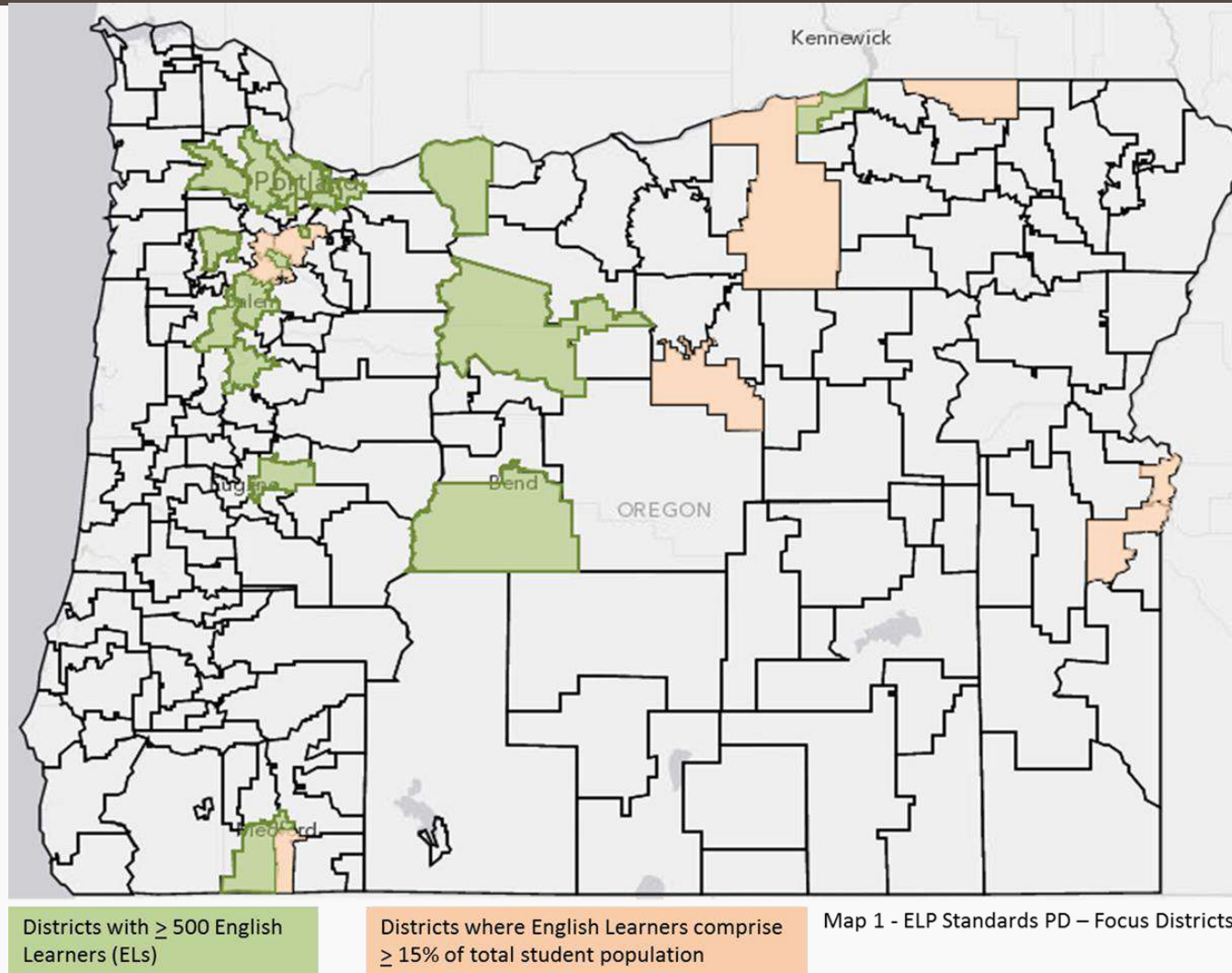
- Develop and implement a robust **Training of Trainers** (ToT) system that leverages Oregon's instructional leadership to incorporate the new ELP standards into instructional practice to support English Learners throughout the school day.
 - **Connect Oregon's ELD and classroom teachers to the new ELP Standards** through virtual and face to face professional learning sessions.
 - Support **collaborative** peer to peer learning and peer to expert **learning**.
 - Create and maintain a solid feedback loop to continuously refine support to districts.
 - Provide timely **technical assistance** to districts during planning, implementation, and evaluation phases.

ELP Standards Professional Learning Grant

■ Grant Eligibility

- Non-Competitive grant awarded to districts that meet the following criteria based on 2012-2013 LEP Collection data:
 - The English Learner population of the district exceeds 500 total ELs.
 - The student population is comprised of 15% or more English Learners.
- 34 districts meet these criteria
- Grant funding distributes \$8.50 p/English Learner

ELP Standards PD – Focus Districts



ELP Standards Professional Learning Grant

Districts that receive grant funding must agree to meet the following criteria:

- Commit a team of 4 members to participate in **2 Professional Learning Team (PLT) Conferences in the 2013-2014** school year, as well as **3 PLT Conferences in the 2014-2015 school year.**
 - ELP Standards Professional Learning Team :
 - District level curriculum and instruction leader, Title III director, ELD teacher, mainstream teacher
- Professional Learning Teams must agree to participate in the Massive Open Online Course (MOOC) in the Fall, 2014.
- The Professional Learning Team must agree to create a model unit aligned to the new ELP Standards. This model unit will be posted to the network portal to be shared with colleagues throughout Oregon.
- The Massive Open Online Course and PLT Conference sessions will cyclically build the components of the model units.

ELP Standards Professional Learning Grant

Districts that receive grant funding must agree to meet the following criteria:

- Participating districts must also commit to serving as an observation site for neighboring districts.
- Peer to peer observation visits will be a critical component of sharing best practices aligned to the new ELP Standards.
- Participating districts are encouraged to establish peer-to-peer observations within their schools to encourage exposure to practices aligned to the new ELP Standards.
- District Superintendent must commit to attending an event to introduce themselves to the ELP Standards. The following events will present what superintendents need to know to develop an understanding of the ELP Standards:
 - COSA EL Alliance meeting on March 13-14, or
 - the Odyssey Conference in Portland or Bend
 - or, superintendents can accompany their ELP Standards PLT Team at the PLT conferences in La Grande, Portland, or Eugene in April, 2014.

ELP Standards Professional Learning Grant

Grant Uses

- Grant funds are intended to support the implementation of the ELP Standard by enabling districts to create the time and space to provide professional learning for ELD and mainstream teachers.
- Grantee districts must spend the funds within the grant biennium according to acceptable accounting procedures.

Funds may be used for the following activities:

- Release time during the school year to participate in activities related to alignment to and implementation of the new ELP Standards
- Professional Learning Team (PLT) activities focused on the implementation of the new ELP Standards
- Professional Learning Team time to develop model instructional units aligned to the new ELP Standards
- Substitute pay for teachers
- Professional learning aligned to project goals
- Travel reimbursement for individuals attending the Professional Learning Team Conferences
- Standards alignment and curriculum development
- Distance learning – using the Massive Open Online Course within PLT meetings

ELP Standards Work Group

Work Group Responsibilities

- Meet three times prior to each Professional Learning Team Conference.
 - Two of these meetings will be held virtually with an agenda covering two hours' time.
 - There will be some email communication between sessions. Here, ODE will seek advice and consult Work Group members..
- A stipend will be allotted to compensate the ELP Standards Work Group members for the work they do.
- Group members will only be responsible for physically attending the PLT Conference that is most near them.
- On the day prior to the Standards breakout sessions , the Standards Work Group will meet with ODE staff to finalize presentation materials and arrange last minute details.
- There will also be opportunities to contract with ODE for additional technical support to area districts.

Work Group Member Criteria

- ODE is looking for experienced ELD teachers, TOSAs, and content-area teachers who are familiar with Oregon's English Language Proficiency Standards and the Common Core State Standards. ELD and content-area teachers from all regions of Oregon are encouraged to apply.

ELP Standards Professional Learning Teams Conferences

Professional Learning Teams Conference

Educator
Effectiveness

CCCSS

District Professional Learning Team

PLT Team Depends
on District Size

PLT Team Depends
on District
Discretion

ELP Standards Team

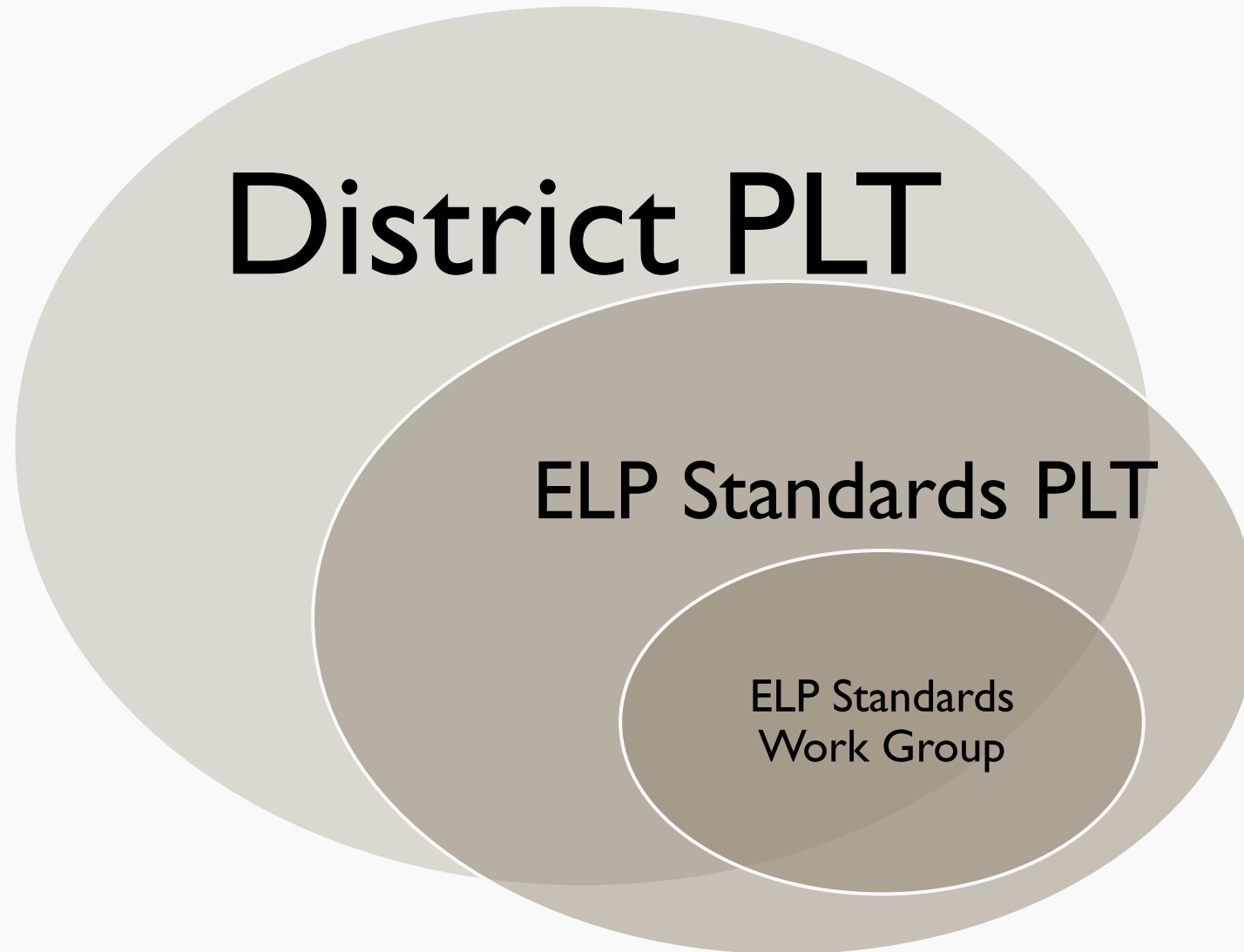
Curr./Instruction
leader

Title III director

ELD teacher

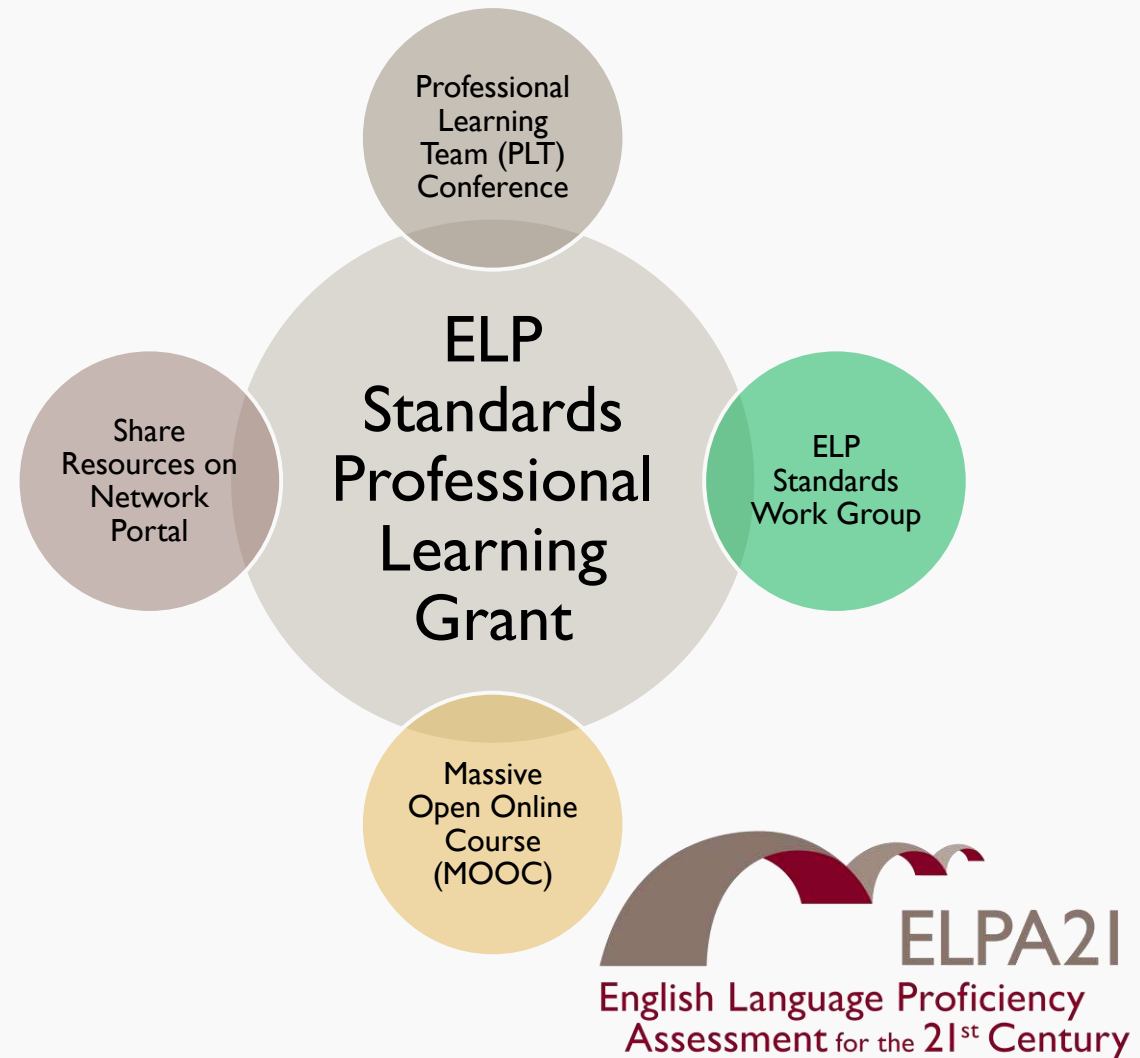
Classroom
teacher

ELP Standards Professional Learning Teams Conferences

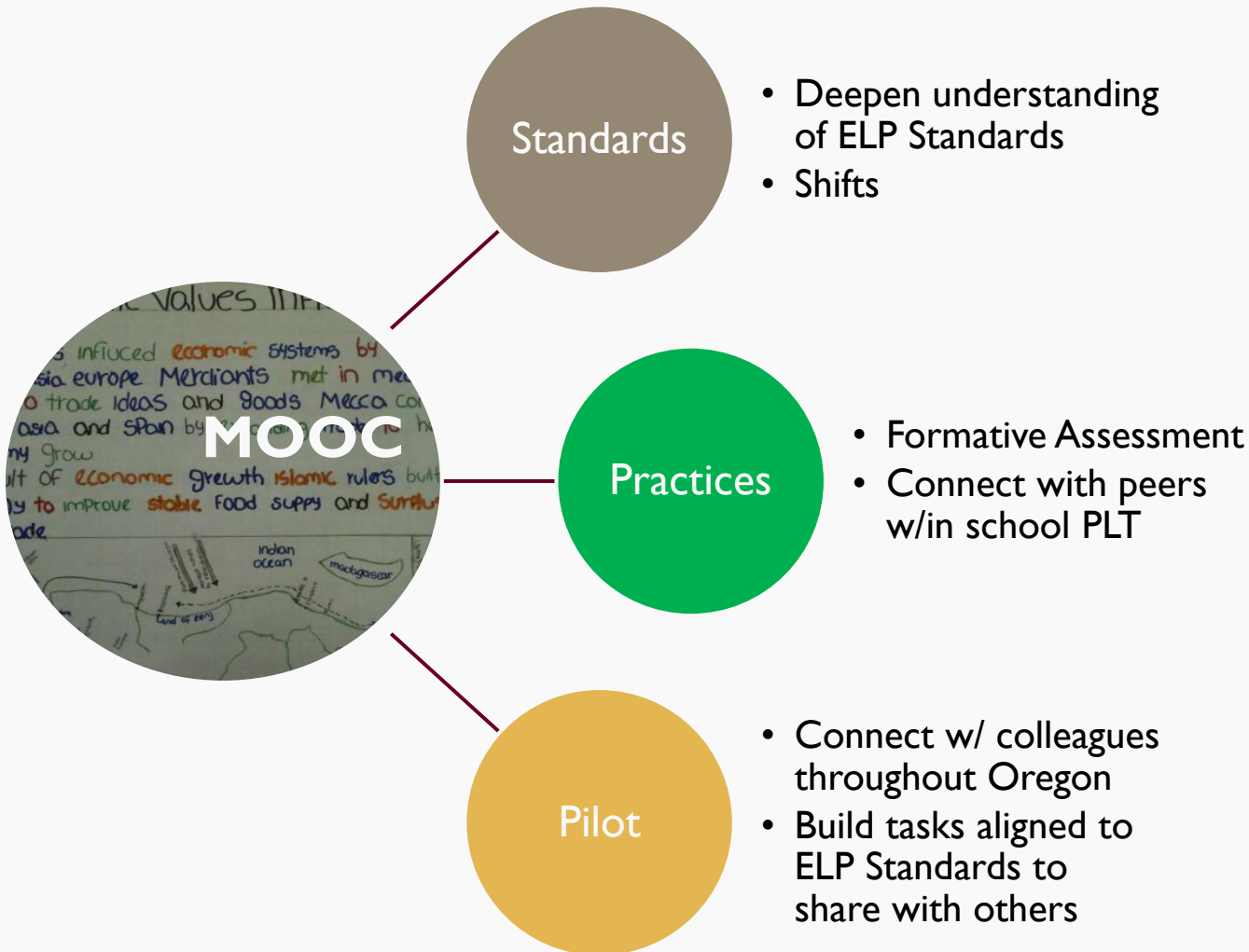


Massive Open Online Course (MOOC)

- ODE is working with Kenji Hakuta of Stanford's Understanding Language and Karen Thompson from Oregon State University to design a Massive Open Online Course to further our collective understanding and experience with the ELP Standards.



Massive Open Online Course (MOOC)



- MOOC will encourage teachers from throughout Oregon to connect and learn how to support ELs with the new ELP Standards with a particular attention to the language they need to demonstrate their understanding of class content.
- Participants will work directly with the standards, applying them to their planning and instruction by focusing on the “critical language, knowledge about language, and skills using language that are in college and career ready standards and that are necessary for English Language Learners to be successful in school.”

- (English Language Proficiency Standards Grades 4-5 (September, 2013). Page 3.)

Massive Open Online Course (MOOC)

- Particular focus on the standards as intended for “both English language development and content area instruction.” This focus will contextualize the application of the standards and their inclusion in course work throughout a student's academic day.
 - (English Language Proficiency Standards Grades 4-5 (September, 2013). Page 5.)
- Our MOOC will meet in the Fall of 2014 (6-8 weeks)
- Video platform with text support
- PDU credits for completion with possible continuing education credit from OSU and Stanford
- Ideal for PLTs to use as a guide to anchor instructional focus for the term.
- Themes supported by PLT Conferences

Resources

■ WestEd ELP Standards Online Box

- <https://wested.app.box.com/ELPStandardsResources>

- Understanding Language (April, 2012)

- The Purpose of English Language Proficiency Standards, Assessments, and Instruction in an Age of New Standards: Policy Statement from the Understanding Language Initiative

- <https://wested.app.box.com/ELPStandardsResources/1/1237898095/11073946841/1>

■ Education Equity Unit Website

- <http://www.ode.state.or.us/search/results/?id=36>

- Influenced by the Understanding Language video of Aída Walqui:
Language and the Common Core State Standards:
<http://www.youtube.com/watch?v=T3YJx8ujoto>

Questions and Comments

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