

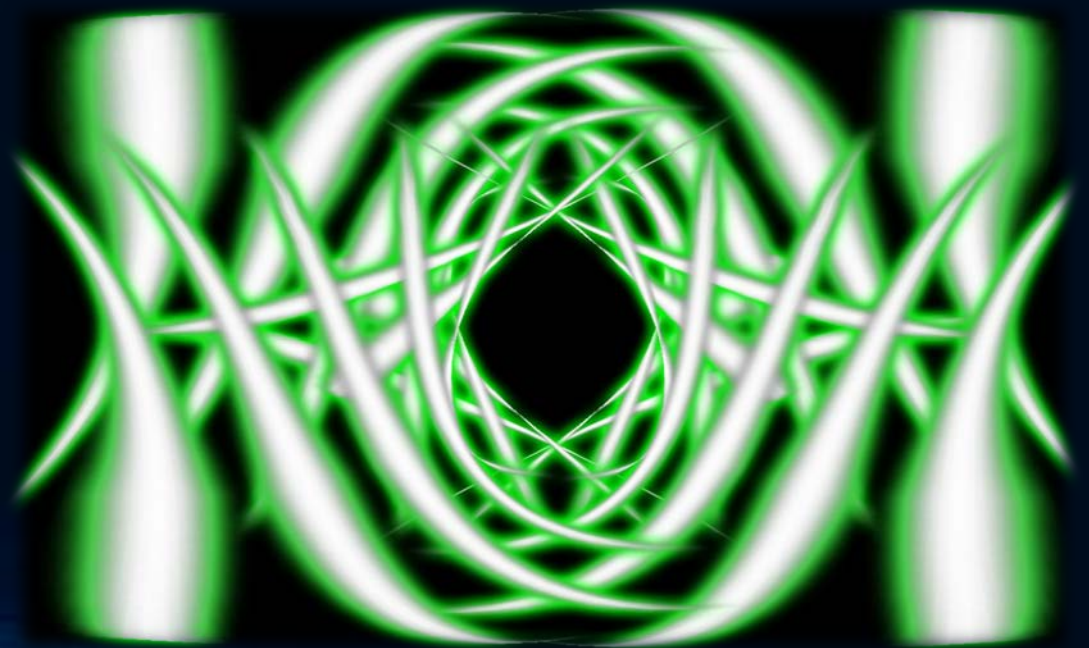
Assessment and Reporting Under the New ELP Standards

REYNOLDS SCHOOL DISTRICT
COSA 2015

DR. CENTAE RICHARDS, DIRECTOR OF EQUITY AND COMPLIANCE
DR. IRINA BLECKMAN, ESL PROGRAM TOSA
LARA SMITH, FEDERAL PROGRAMS COORDINATOR

Our Journey

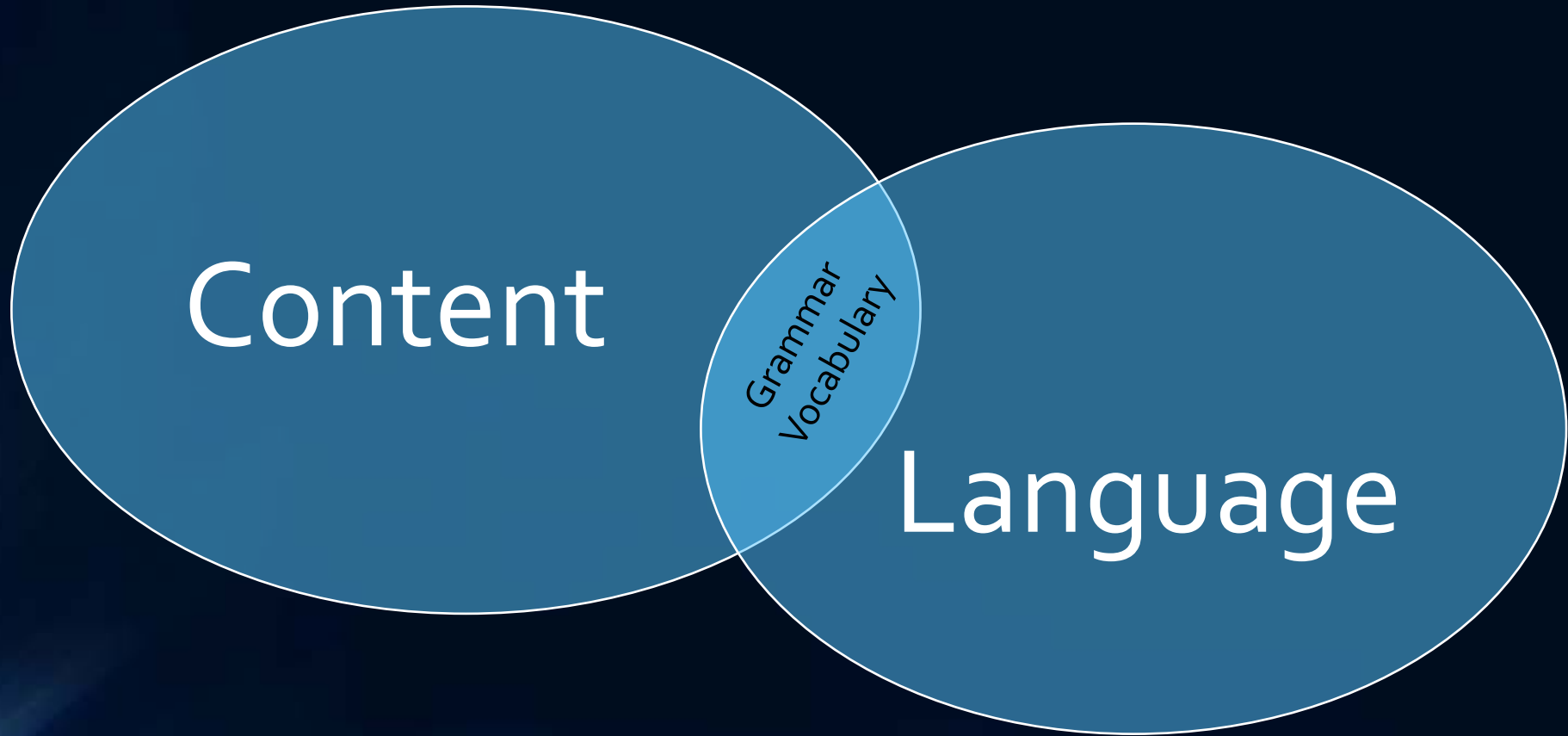
- Understanding the New Standards
- Change in our Instructional Model
- Development of Meaningful Assessments
- Reporting to Stakeholders
- Compliance Changes



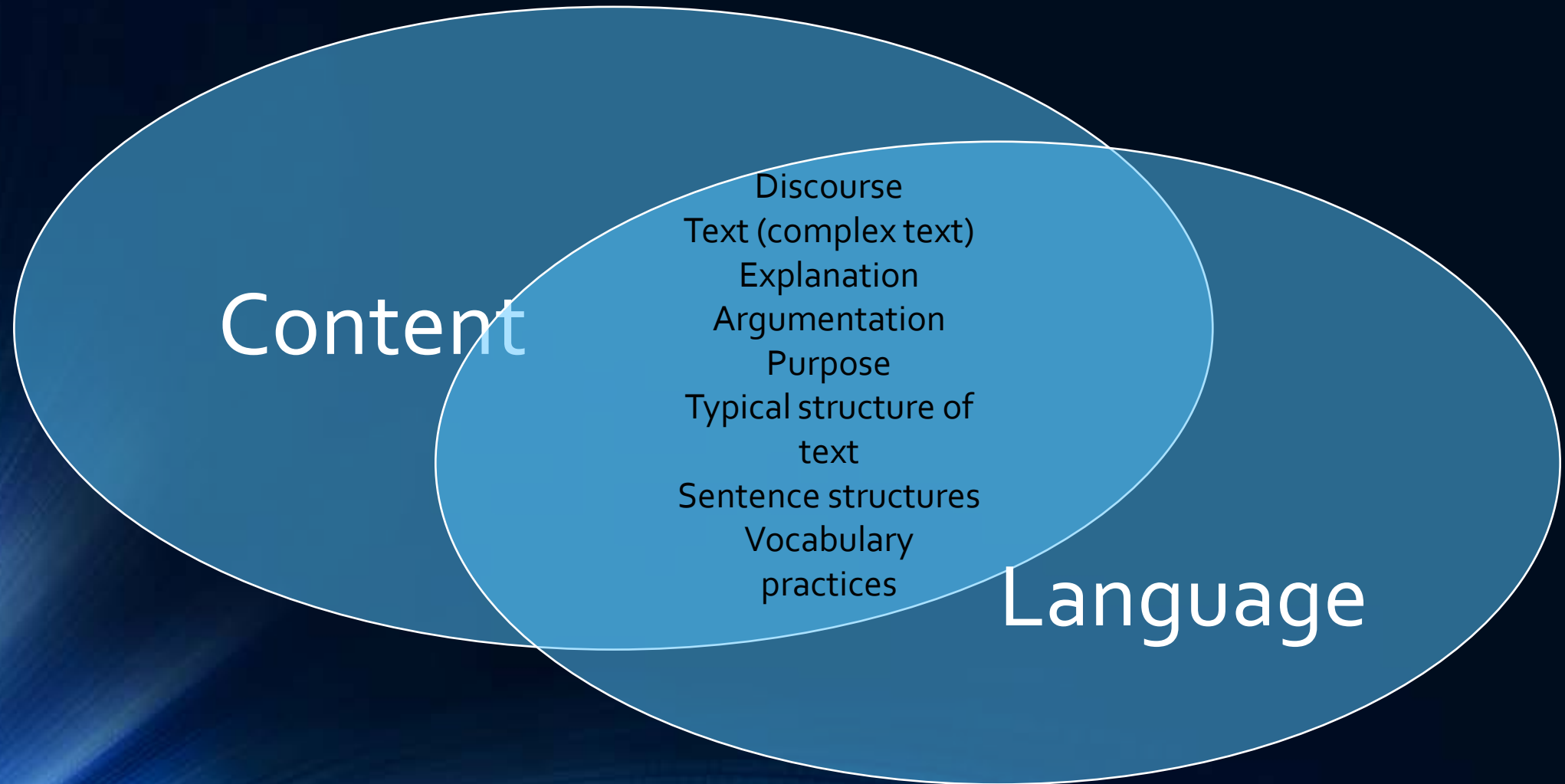
Understanding the New Standards



Old Paradigm



New Paradigm





New ELP Standards

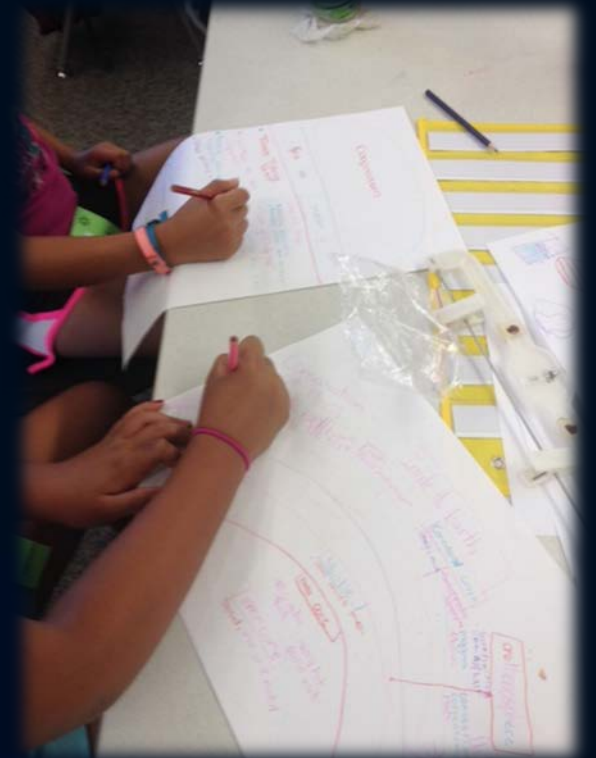
“The development of state ELP standards must be undertaken with a deep knowledge of the relationships between the CCSS and the NGSS and the language practices needed to engage with the content.”

Page 6, Section 2.3, Standards Match

Realizing Opportunities



- ELLs should not be removed from the challenges set out in the standards, but rather supported in meeting them.
- ELLs can meaningfully participate in instruction through “imperfect” language.
- Instruction must build on – and build – students’ existing resources (L1, background knowledge, interests and motivations), precisely in order to expand them.
- Instruction must immerse students in meaning- making language and literacy activities with both micro- and macro- scaffolding (Schleppegrell & O’Hallaron, 2011)



Content Integrated ELD (CIELD)



Engaging all students in a student centered, culturally relevant language development program that focuses on language as **action**, to be used in **social and academic context** aimed at **comprehension and communication** embedded in a **content-rich environment** using intentional explicit language instruction a parallel co-teaching model.



Program Development



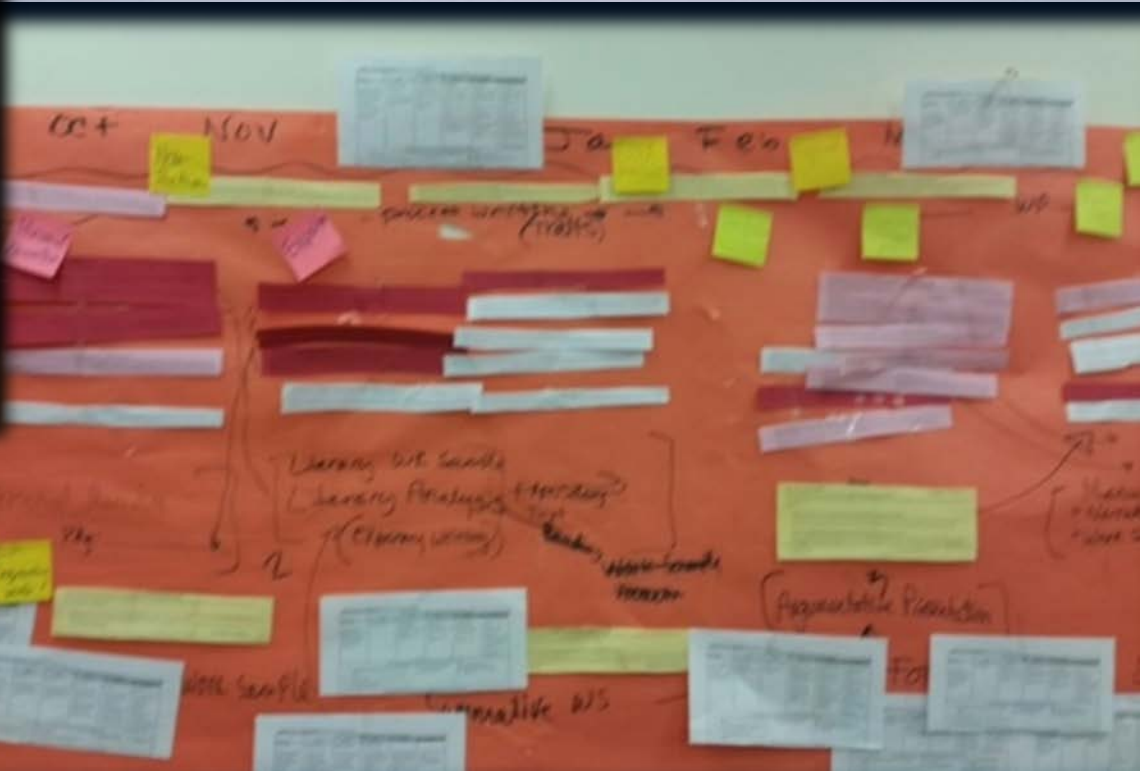
- Elementary Schools
 - Pull out phased out this year completely
 - *Project GLAD*® Training for all ESL and 1st – 6th grade teachers and 12 thematic units created and being used
 - Unpacking ELP Standards with ESL and General Education teachers and aligning Action Plan/ Performance Tasks
- Middle School
 - Pilot for integrated services and plans to rollout next year connected with content
 - Instructional coaching focused on sheltered instruction
- High School
 - Aligning performance tasks to standards
 - Training in sheltering
 - Model integrated unit
 - Cohort model for lesson study



Curriculum Mapping

1st Grade

	September	October	November	December	January	February	March	April
Enduring Understanding	When all members of a learning community act appropriately, everyone can do their jobs successfully.	There are many connections that can be made between my school community to the community around me.		The structures of plants and animals (physical or behavioral) support their survival and can be used to solve human problems.		The time of year is impacted by the universe, specifically the sun, moon, and stars.		There are different types of
Writing Mode	Narrative	Narrative-Fiction		Informational/Explanatory		Narrative-Nonfiction		
ELA Standards		1.RL.1, 1.RL.6, 1.RL.7, 1.RL.9, 1.RL.10, 1.W.1, 1.W.4		1.RL.7, 1.RL.2, 1.RL.3, 1.RL.5, 1.RL.6, 1.RL.10, 1.W.2, 1.W.7		1.RL.1, 1.RL.2, 1.RL.5, 1.W.1		1.RL.1, 1.RL.6, 1.RL.7
Next Generation Science		NONE		1-LS1-1, 1-LS1-2, 1-LS1-4		1-ESS1-1, 1-ESS1-2		1-PS4-1, 1-PS4-2, 1-6-2-ETS1-1, 6-2-ETS1-2, 6-2-ETS1-3
ODE Social Studies		1.1, 1.2, 1.3, 1.4, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19		1.2		1.5, 1.6, 1.8, 1.11		1.1
ELP Standards		ELP Standards 1, 2 (ELP Standards 7, 8, 9, 10 throughout the year)		ELP Standards 3, 5 (ELP Standards 7, 8, 9, 10 throughout the year)		ELP Standards 1, 3 (ELP Standards 7, 8, 9, 10 throughout the year)		ELP Standards 4, 6 (ELP Standards 7, 8, 9, 10 throughout the year)
Functions to Support ELP Standards								



...a text.
 L.1 = Form and use the past tense of frequently occurring irregular verbs.
 -ESS1-1 = Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
 ELP: Speak and Write about grade level appropriate informational text.

I can compare and contrast dinosaurs using Superlatives and conjunctions.

Dinosaurs were

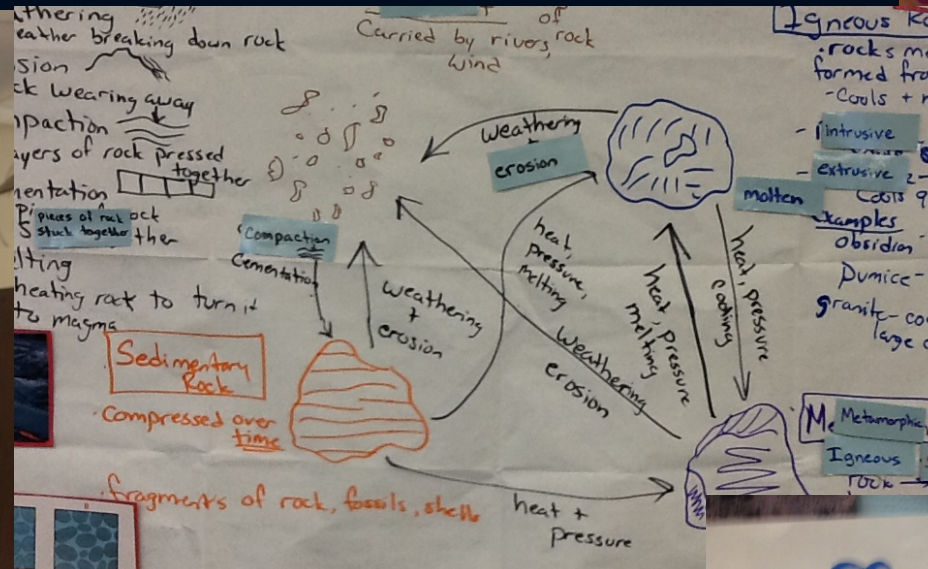
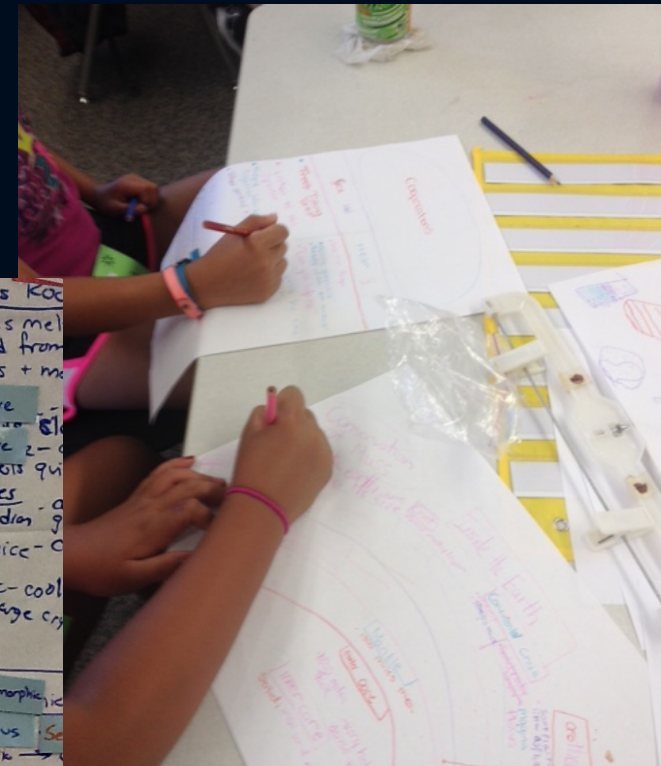
Dinosaurs had

Had Were could

Dinosaurs _____, _____ and _____

Vocabulary
 Carnivorous Dinosaur Excavate Herbivorous Teeth Skeleton Soil Swamp Vo

A New Day...



Jesus Luis
Different rocks can
make into other rocks.
Igneous rocks melt
from magma. rock
Some rocks could
break by weathering it.
Rocks can turn into



Assessment of the New Standards

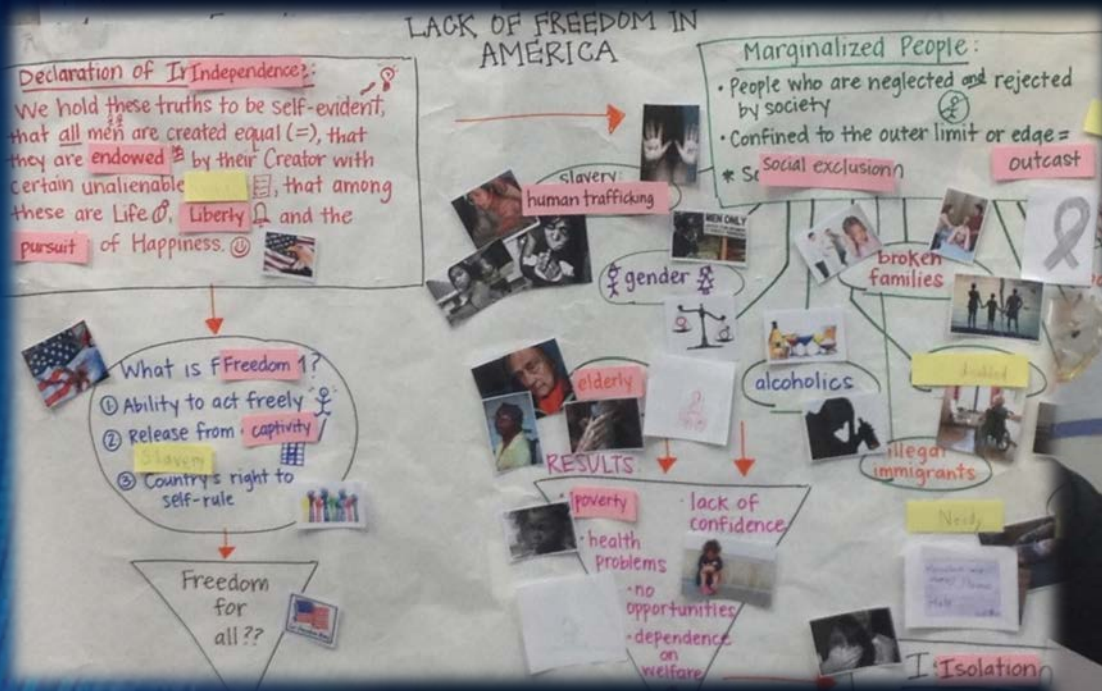


Shifts in Thinking

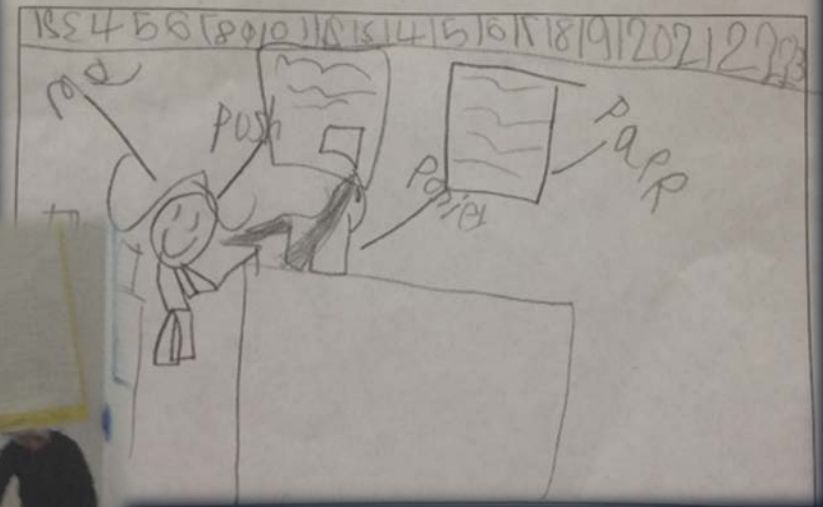
- Proficiency based practices
- Understanding task analysis
- Understanding language demands and language proficiency
- 21st Century Learning – The Four C's



21st Century ELP Standard Action Plans



This is a drawing of me conducting my experiment. I can label at least three pieces of my experiment.



Standards 2, 3, 4, 5, and 6



Receptive Standards 1 and 8



- Listening
- Viewing
- Speaking
- Reading



Secondary Performance Tasks



Reporting and Compliance Changes

- ELP Progress Report
- Portfolio Process
- LAU Updates





ELP Progress Report

- Parent Request
- Aligned to standards
- Comprehensive PD for Teachers
- Multiple languages
- Committee-based Collaboration
- Move to electronic version for 2016
- Pilot for 2015 – Full rollout 2016



Reynolds School District
 Administration Offices
 1204 NE 201st Avenue
 Fairview, OR 97024
 503.661.7200 • FAX 503.667.6932

Dear Parents and Guardians,

Reynolds School District is in the process of aligning its English Language Development (ELD) instruction to the new English Language Proficiency (ELP) Standards recently adopted by the State of Oregon. (For more information about ELP Standards please visit <http://www.ode.state.or.us/search/results/?id=36>.) During the 2014-2015 school year, all ELD teachers received extensive training and professional development around the new Standards and began integrating them into their instruction. Each quarter ELD teachers focus on certain Standards as they relate to content instruction. The progress report below shows which Standards were the focus of language instruction in the fourth quarter. Performance levels are based on evidence from classroom assessments of language learning. If you have any questions, please contact your child's ELD teacher using the contact information below.

English Language Development	
School _____	School Year: 4th Quarter 2015

PLACE LABEL HERE	
English Language Proficiency Standards Legend of Levels	
5	Advanced
4	Early Advanced
3	Intermediate
2	Early Intermediate
1	Beginning

Principal	
ELD Teacher	
ELD Teacher Legend of Comments	
T	On Target for Advancement
P	Steady Progress
E	Emerging
I	Needs Improvement
U	Unsatisfactory Progress
A	Excessive Absences
N	Not Currently Assessed

English Language Proficiency Standards	Level	Comment	Comment
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.			
9. Create clear and grade-appropriate speech and text.			
10. Make accurate use of standard English to communicate grade-appropriate speech and writing.			

To improve, student can: _____



Portfolio Process

- Reconceptualized to mirror ELP Report Card
- Evidence-based Exit process
- Extensive PD (scoring, processing)
- Driven by ELPA Domains
- ELPA 21 Ready Process
- School site committees
- Parental involvement required
- Progress Report Card can be used as evidence in the future

Standard	2	3	4	5
Constructing grade-appropriate written claims and supporting them with evidence (Standard 4)	<p>The student</p> <ul style="list-style-type: none"> • introduces the topic; • gives a reason to support the claim; • provides a concluding statement. 	<p>The student</p> <ul style="list-style-type: none"> • introduces the topic; • provides sufficient reasons or facts to support the claim; • provides a concluding statement. 	<ul style="list-style-type: none"> • introduces the topic; • provides logically ordered reasons or facts to effectively support the claim; • provides a concluding statement. 	<ul style="list-style-type: none"> • introduces the claim; • distinguishes it from counter-claim; • provides logically ordered and relevant reasons or facts to effectively support the claim and refute the counter-claim; • provides a conclusion that summarizes the argument.
Creating clear and coherent text (Standard 9)	<p>The writing (with support)</p> <ul style="list-style-type: none"> • states events or steps in order; • provides 1-2 facts about the topic; • uses common words to link ideas. 	<p>The writing</p> <ul style="list-style-type: none"> • has a sequential order; • develops the topics with facts and details; • uses common transitional words to connect ideas. 	<p>The writing</p> <ul style="list-style-type: none"> • has a clear and detailed sequential order; • develops the topic with facts, details, and evidence; • links ideas in the text using a variety of more complex transitions. 	<p>The writing</p> <ul style="list-style-type: none"> • has a clear and detailed sequential order that is effective; • effectively develops the topic with facts, details, and evidence; • uses complex and varied transitions to clarify relationships among ideas.



LAU Updates (Assessment & Reporting)

- Movement to focus on production (standards) vs. form and function
- Standards-based progress monitoring of Post-exited students
- Staffing for CIELD to lower student-teacher ratios for ease of assessment and reporting responsibility for ELD Specialists
- Phase out of Pull-out model (except newcomers)
- Tiered assessment of language difference versus cognitive disability
- Process and systems overhaul (recording, archiving, continuous improvement)

Lessons Learned

- People support what they helped create
- 21st Century Learning Integration
- Focus on sheltered instruction
- Invest in teachers, not programs
- Collaboration is the key
- “The experts are among us” - Schmoker



To Infinity and Beyond....

Comments?
Questions?
Feedback?

