

# Standards Based Learning Systems and the ELP Standards: One District's Approach

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<https://goo.gl/FLdIU7>

# Session Outcomes



## Participants will:

- ▷ Develop an understanding of one way to integrate SBLS & ELPS
- ▷ Examine rubrics and assessment tools
- ▷ Collaborate with colleagues through a calibration process

# Who is in the room?

Session Survey:

<http://goo.gl/forms/NofHVyM61g>



# Development of SBLS Cadre

- ▷ 10 Elementary teachers from across the district
- ▷ Differing program models, sizes of school, percentages of ELL students
  - Coteaching, Pull-out, Push-in
  - Title 1 & non-Title schools
  - Varying languages & numbers of those languages in schools
  - Ranging from 1 ELD teacher with 33 active ELL students to 11 ELD teachers with over 400 active ELL students
- ▷ Meet at least 1 time per month, mostly full-day meetings
- ▷ 1st meetings: developing common understandings of SBLS & our purpose



*Working with such a diverse group has been valuable in broadening my perspective. It feels good to be able to bring direction and consistency to ELD teachers across the district because of the accomplishments we have made as a team.*

*-SBLs Cadre Member*

# 9 Nine Components of SBLS

1) Clear Learning Targets for Students

2) Assessments Linked to Learning Targets

3) Multiple Opportunities to Demonstrate Proficiency

4) Flexibility for Individual Learners

5) Valuing of Teacher Judgment and Expertise

6) Equity and Consistency Across the District

7) Balance Between Formative and Summative Assessment

8) Clear Communication about Student Learning

9) Opportunities for Student Involved Assessment

[Nine Components of BSD Standards Based Learning System](#)

# Yearlong Outcomes

*Develop reporting categories and tools so that all elementary ELD teachers are able to report accurately & consistently on ELL student learning in the fall of 2016-2017.*

## The tasks:

- ▷ Develop learning targets, scoring guides (rubrics) & assessment tools
- ▷ Collect feedback & revise
- ▷ Create consistency across the district
- ▷ Provide professional development for ELD teachers





*I enjoyed being in a think-tank environment where we could really look at what we are trying to accomplish with our ELLs. In our daily lessons, we sometimes lose sight of the bigger picture.*

*-SBLS Cadre Member*





# Negotiations

Should we report on all ten standards?

Why not use the three modalities?

Why not report on the four domains?

How is it different from ELA?

*I always thought... but now I think...*

*I was so sure that... but now...*

*My opinion was... but the evidence shows...*

# Partner Discussion



How does your school or district currently report progress on English language development?

Which way(s) of reporting have you found to be the most effective?

# Five Reporting Categories

- ▷ **Listens** to construct meaning from spoken English in order to access subject matter. (ELPS 1, 8)
- ▷ **Reads** to construct meaning from text to access subject matter. (ELPS 1, 8)
- ▷ **Speaks** in English appropriate to task. (ELPS 3, 4, 6, 7, 9, 10)
- ▷ **Writes** in English appropriate to task. (ELPS 3, 4, 6, 7, 9, 10)
- ▷ **Interacts** using language appropriate to academic tasks. (ELPS 2, 5, 6)



# District Specific Parameters

- ▶ All report cards in BSD use a 1-4 scale.
  - 4 = Highly proficient
  - 3 = Proficient
  - 2 = Nearly proficient
  - 1 = Developing
  
- ▶ Rubrics move left to right from highly proficient to developing



## Grade Band 4-5 ELP Writing Rubric

**ELP.4-5: I can write in English appropriate to task.**

- ELP 3: I can speak and write about grade-appropriate complex literary and informational texts and topics
- ELP 4: I can construct grade-appropriate oral and written claims and support them with reasoning and evidence
- ELP 7: I can adapt language choices to purpose, task, and audience when speaking and writing
- ELP 9: I can create clear and coherent grade-appropriate speech and text
- ELP 10: I can make accurate use of standard English to communicate in grade-appropriate speech and writing

|  |   |  |  |  | 4 Highly Proficient   | 3 Proficient | 2 Nearly Proficient | 1 Developing |
|--|---|--|--|--|---|--------------|---------------------|--------------|
|  |   |  |  |  | During grade-appropriate WRITING tasks, an ELL can ...  |              |                     |              |
| Context<br><br>Organization<br><br>Forms & Functions | ELP 7   | <input type="checkbox"/> consistently adapt language choices and style according to purpose, task, and audience  | <input type="checkbox"/> often/usually adapt language choices and style according to purpose, task, and audience   | <input type="checkbox"/> occasionally adapt language choices according to purpose, task, and audience  | <input type="checkbox"/> rarely adapt language choices according to purpose, task, and audience |              |                     |              |
|  | <input type="checkbox"/> effectively introduce a topic or construct a claim about a variety of topics<br><input type="checkbox"/> develop the topic or claim with substantial key details, reasoning, evidence and examples<br><input type="checkbox"/> effectively use a variety/precise of transitional words and phrases<br><input type="checkbox"/> provide a compelling conclusion | <input type="checkbox"/> clearly introduce a topic or construct a claim about an increasing variety of topics<br><input type="checkbox"/> develop the topic or claim with key details, reasoning, evidence and examples<br><input type="checkbox"/> use a variety of transitional words and phrases<br><input type="checkbox"/> provide a clear conclusion | <input type="checkbox"/> introduce a topic or construct a claim about familiar topics<br><input type="checkbox"/> provide a few reasons or details<br><input type="checkbox"/> use basic transitional words and phrases<br><input type="checkbox"/> provide a concluding statement | <input type="checkbox"/> communicate basic information or express an opinion about a familiar topic<br><input type="checkbox"/> provide minimal details<br><input type="checkbox"/> use few or no transition words |   |              |                     |              |
|  | <input type="checkbox"/> use a variety of simple, compound, and complex sentences.<br><input type="checkbox"/> consistently use advanced verb tenses appropriately<br><input type="checkbox"/> use precise academic and content-specific words and phrases  | <input type="checkbox"/> produce and expand simple, compound, and a few complex sentences.<br><input type="checkbox"/> use advanced verb tenses appropriately<br><input type="checkbox"/> use a wide range of general academic and content-specific words and phrases  | <input type="checkbox"/> produce and expand simple and compound sentences<br><input type="checkbox"/> use common verb tenses<br><input type="checkbox"/> use some academic and content-specific words and phrases  | <input type="checkbox"/> produce familiar words, phrases or sentences  |   |              |                     |              |
| Notes/Comments:                                      |   |  |  |  |   |              |                     |              |



*My daily objectives are much more clear and focused. We are all working on moving student work toward being highly proficient. With the rubrics now available, the students have a clear guide that shows the steps they need to take to produce highly proficient work.*

*-SBLs Cadre Member*



# Calibration Process



Look at the student work samples & use them to determine where this student falls on the rubric.

## Directions:

- ▷ Take 5-7 minutes to try it *on your own*.
- ▷ Find someone at your table & compare the results on your rubrics.
- ▷ Come to an agreement & record your thinking on the Google Form
- ▷ Next steps - based on your assessment of student performance, what instruction is needed to move the student to the next level?



# Calibrating Collections of Student Work

<http://goo.gl/forms/13c0zl9xzF>





# Debriefing the Calibration



What did you learn from the process?

How might this process be used in  
your setting?

How did the rubrics work?



*I find this work to be valuable because we are constantly working together to identify where our students are and where they need to go.*

*-SBLs Cadre Member*

# Next Steps



- ▷ Complete the pilot for the March report card
- ▷ Gather feedback from participants about the process
- ▷ Continue to calibrate & use rubrics
- ▷ Develop multiple tools for collecting formative assessment information
- ▷ Add more teachers to the pilot for the June report card
- ▷ Train all ELD teachers in the fall

# Impact on teaching practice

From SBLs Cadre members:

*“I make more informed decisions on what to teach based on each student's performance.”*

*“I am more well versed on the ELP standards. Also, the time I've spent listening to others who teach ELD has been profitable and encouraging -- they have similar struggles and are doing some great work.”*

*“It has helped me to focus on the standards I need to teach, more effectively assess and monitor student growth, and determine next steps for instruction.”*

*“Being part of the SBLs Cadre has created the platform for conversation starters with coworkers back at our home schools...”*

# Resource Links

## Rubric Folders

[Grades 4-5](#)

[Grades 2-3](#)

[K & Grade 1](#)

## Performance Task Folders

[K & 1](#)

[Grades 2-3](#)

[Grades 4-5](#)

# Our K-5 SBLS Cadre Members

| <u>NAME</u>       | <u>SCHOOL</u>             |
|-------------------|---------------------------|
| Alison Burton     | Bethany Elementary        |
| Carol Baltazar    | McKinley Elementary       |
| Deanne Weisgerber | Elmonica Elementary       |
| Jeff Workman      | Beaver Acres Elementary   |
| Karen Shields     | Vose Elementary           |
| Kay Johnson       | Kinnaman Elementary       |
| Molly Anderson    | Chehalem Elementary       |
| Shay McGranahan   | William Walker Elementary |
| Tonia Anderson    | Bonny Slope Elementary    |
| Valorie Spearman  | Raleigh Park Elementary   |

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# Thanks!

## Any questions?

You can find us at:

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