English Language Development Standards Framework

Presentation to the Nevada State Board of Education

Office of Student and School Supports

January 30, 2020

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Introductions

NDE Office of Student and School Supports – English Learner Services

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English Mastery Council

Dr. Sharolyn Pollard-Durodola, UNLV Professor

Regional Professional Development Program (RPDP)

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Purpose of the Presentation

- **Review** the historical context for the development of the English Language Development (ELD) Standards Framework
- **Establish** the need for the ELD Standards Framework
- Present the ELD Standards Framework and Instructional Guidance documents
  - Overview of the ELD Standards Framework
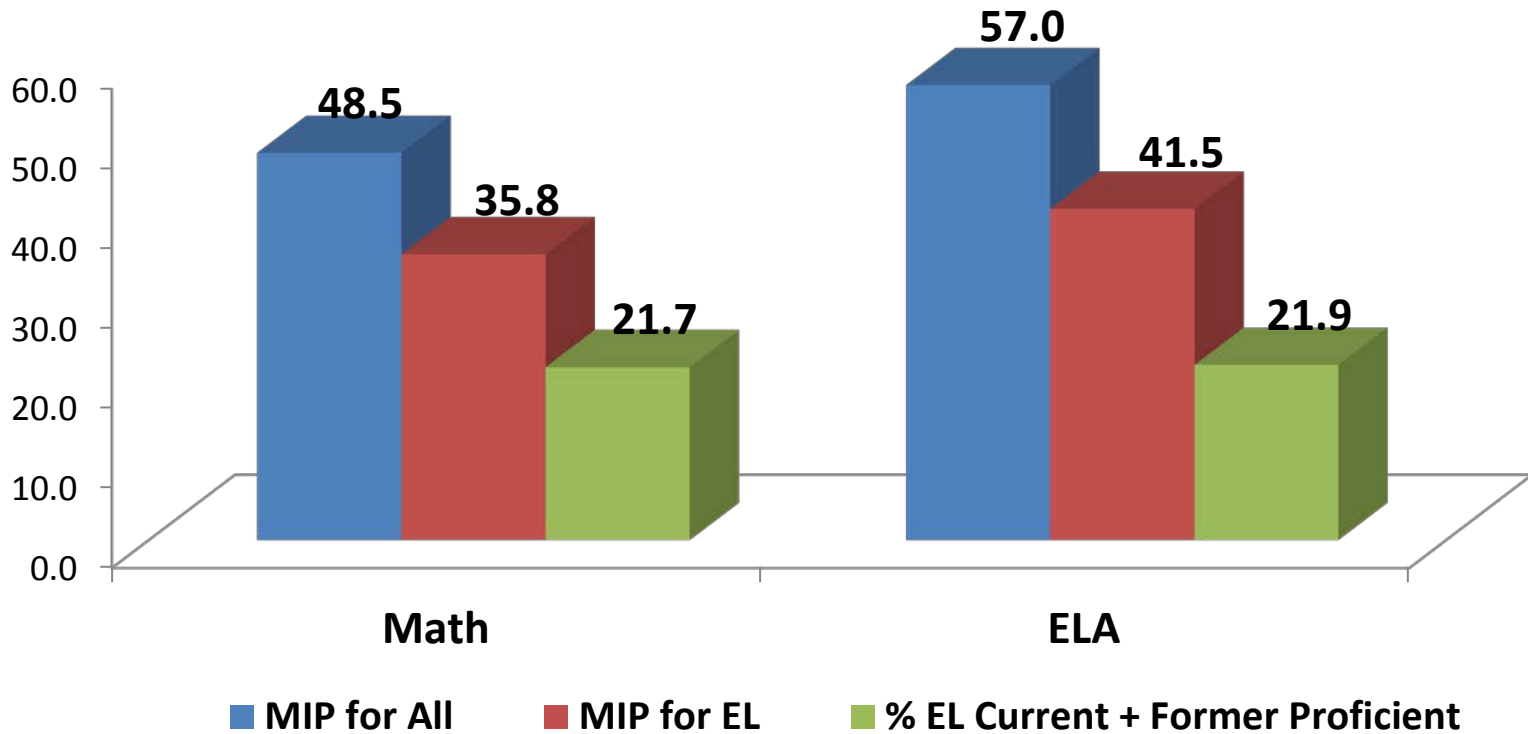 - Focus, process, and content
  - Next Steps

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Nevada ELD Standards Framework Initiative

SBAC and ACT Proficiency Results
Current English Learners and Non-English learners

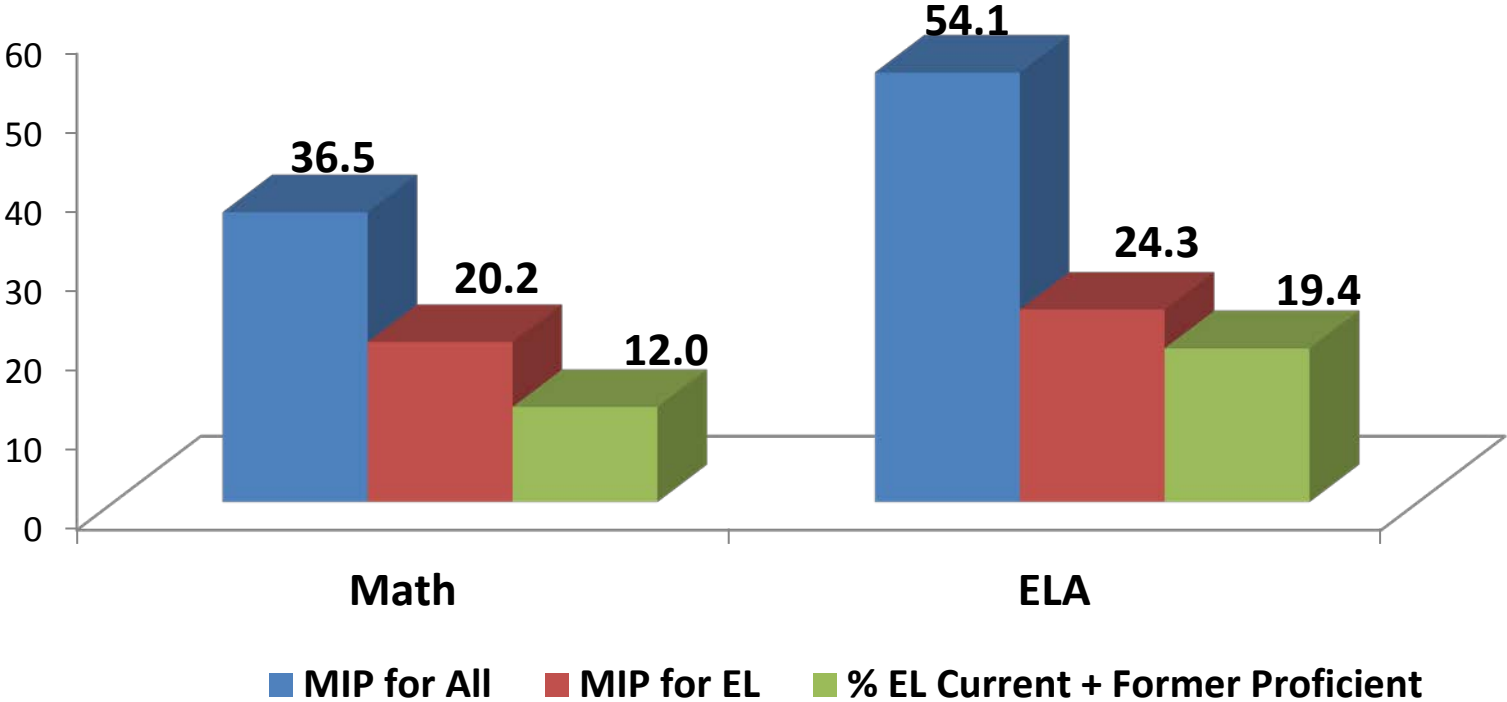Nevada Department of Education

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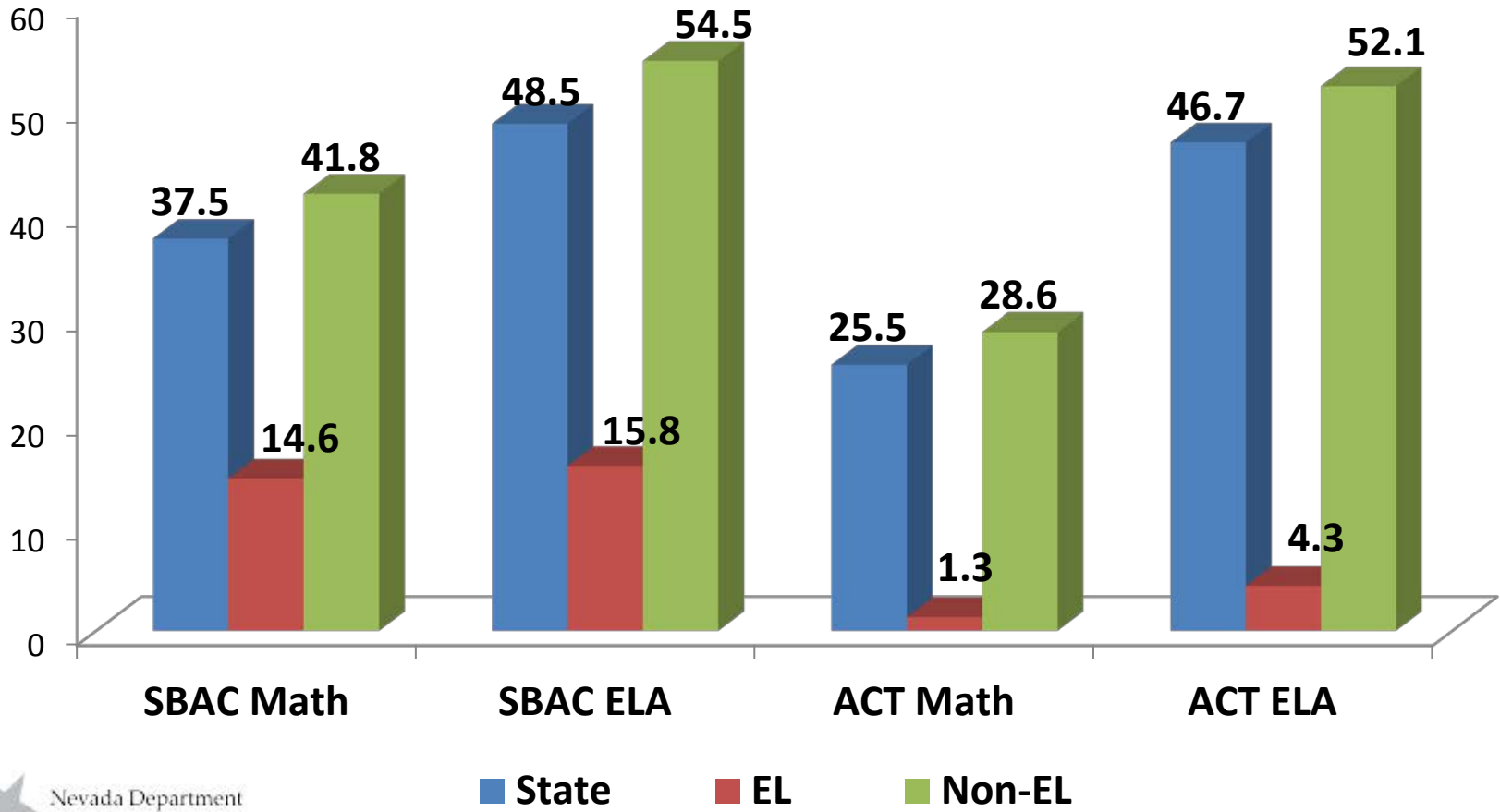
Elementary SBAC Comparison

**2019 SBAC Comparison of EL Current and
Former to State EL Measures of Interim Progress (MIP)**

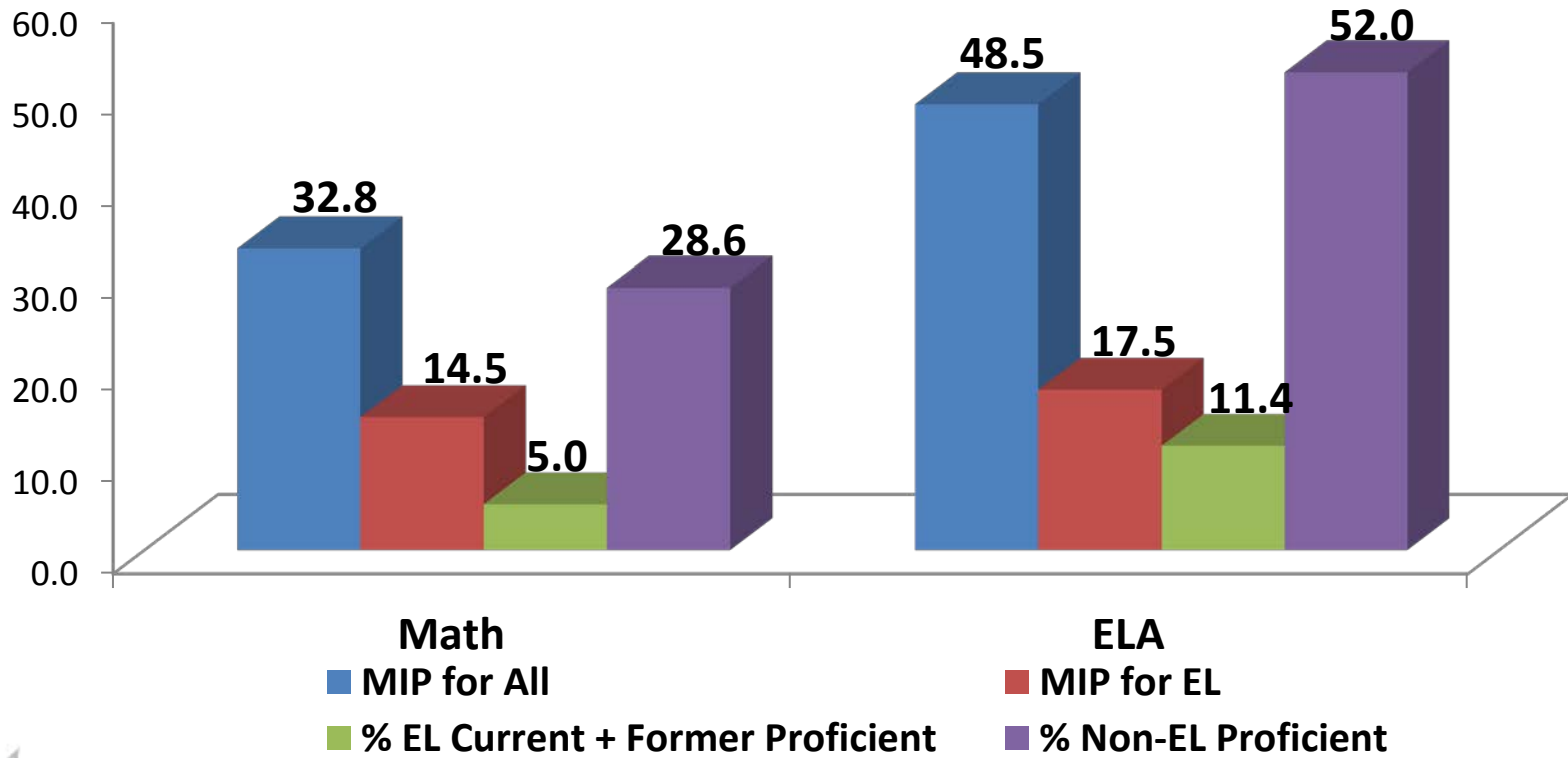Legend: ■ MIP for All   ■ MIP for EL   ■ % EL Current + Former Proficient

	Math	ELA
MIP for All	48.5	57.0
MIP for EL	35.8	41.5
% EL Current + Former Proficient	21.7	21.9

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Middle School SBAC Comparison

2019 SBAC Comparison of EL Current and Former to State EL MIP

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High School ACT Comparison

2019 ACT Comparison of EL Current and Former to State MIP

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Foundation of the Framework
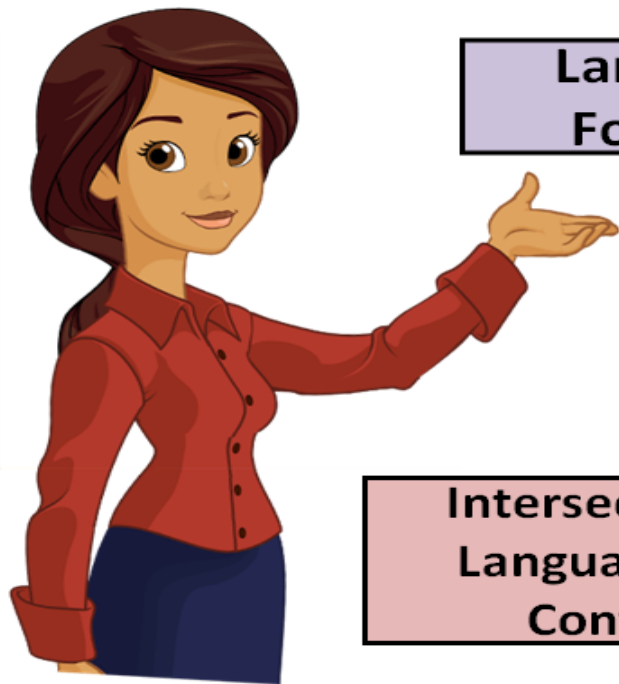
Purpose

Focus

Content

Foundation of the Framework

- **Purpose**: Make instructional **connections** for teachers between the **Nevada ELD standards** and **Nevada Academic Content Standards** (NVACS) to support best practices for developing academic language through content

- **Focus**: **Disciplinary practices** of ELA, Math, Social Studies, and Science

- **Content**: For each disciplinary practice, provide examples of…
    - **Instructional scaffolds and supports**
    - **Content-specific academic language** at each proficiency level
    - **Differentiated assessment**

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ELD Standards Framework
Four Guiding Questions

Language Focused

What general supports can teachers provide to students at different PLs **to process or produce** academic language in all language domains?

How will teachers provide ongoing **opportunities for students to collaborate** using academic language?

Intersection of Language and Content

What supports can be provided to assist students in **using language to interpret or make meaning of the content** at different proficiency levels?

How will students **communicate or demonstrate their learning** of language and content?

Essential Question

How can we support content teachers in explicitly teaching and developing academic language through their **disciplinary practices**?

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The ELD Standards Framework

Section 1: Narrative Overview

Section 2: ELD Standards Framework

    2A: Student Language Expectations

    2B: General Teacher Supports

    2C: General Teacher Supports for Student Collaboration

Section 3: ELD Instructional Guidance Documents

Section 1: ELD Narrative Overview

- Purpose of the Framework
- Focus of the Framework
- Content of the Framework
- Using the ELD Standards Framework and Instructional Guidance Documents

Section 2:
ELD Standards Framework

Section 2A: Language Use Expectations

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Receptive Listening & Reading	With appropriate visual, graphic or interactive support students can… • **Mark** position/location of numbers or illustrated objects from oral commands. • **Identify** comparative quantities of numbers or illustrated objects from oral commands or questions. • **Identify** large whole numbers from pictures or models and phrases or short sentences. • **Match** words or phrases related to estimation to estimate word banks of varying quantities.	With appropriate visual, graphic or interactive support, as necessary, student can… • **Match** general and some specific language associated with descriptive statistics to illustrated oral examples. • **Discriminate** between different meanings of language associated with descriptive statistics from illustrated oral discourse. • **Sort** examples of large whole numbers from pictures or models and text (e.g., those more than or less than one thousand).	• **Distinguish** between language of estimation sentences (e.g., "I have almost one dollar.") and language of precision ("I have one dollar.") in illustrated sentences. • **Apply** technical language related to descriptive statistics to grade-level oral scenarios (e.g., "mean," "mode," "median," "range"). • **Match** situations to use of large whole numbers from grade-level text.

Section 2B: General Supports

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
• Build background in key language and concepts. • Provide explicit instruction and practice in key social and instructional vocabulary. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Restate/rephrase and use Patterned Oral Language routines. • Provide vocabulary Word Bank with non-linguistic representations.	• Build background in key language and concepts. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Require full sentence responses by asking open ended questions. • Scaffold oral reports with note cards and provide time for prior practice. • Require the use of academic language. • Require oral reporting for summarizing group work. • Provide a content vocabulary Word Bank with non-linguistic representations. • Use Jigsaw Reading to scaffold independent reading.	• Build background in key language and concepts. • Use complex sentence and discourse starters. • Model orally the academic language and specific vocabulary. • Use Video Observation Guides. • Confirm students' prior knowledge of content topics. • Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. • Extend content vocabulary with multiple examples and non-examples.

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Section 2C: General Teacher Supports
(for Student Collaboration)

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to… • **Engage in pair work (in L1 if possible)** to prepare questions for discussion using graphic, interactive, and/or language supports • **Participate in pair/triad/small group** discussions using graphic, interactive, and/or language supports (including L1 as appropriate) • **Use** key sentence frames for pair interactions • **Participate with Strategic Partners** at a higher English proficiency level and/or with same primary language peer(s)	**Prior to reading, writing, and discussion**, Teacher prepares collaborative discourse structures for students to… • **Engage pair work** to prepare questions for discussion using graphic, interactive, and/or language supports as needed • **Use** Graphic Organizers or notes to scaffold oral retelling • **Use** Think-Pair-Share • **Repeat and expand** their responses and other students' responses in a Collaborative Dialogue	**Prior to reading, writing, and discussion**, Teacher prepares collaborative discourse structures for students to… • **Engage in structured pair work** to process • **Engage with whole/large group discussions** by generating original questions and/or building on the ideas of others using graphic, interactive, and/or language supports as needed • **Use** oral reporting for summarizing group work • **Use dialogue structures** (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups

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Section 3: ELD Instructional Guidance Documents

SAMPLE ELD STANDARDS FRAMEWORK MATH GRADES 4-5

❑ Summary of Disciplinary Practices with Tasks
❑ Practice Specific Teacher Moves
❑ Practice Specific Success Criteria

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Section 3A: Summary of Disciplinary Practices

Math Practices	Example Tasks	Recount	Explain	Argue	Discuss
1. **Make sense** of problems and persevere in solving them.	Roger Rabbit	Proficient math students make sense of problems by **describing** and **summarizing** their strategies.	Proficient math students **explain** their mathematical thinking.	See Mathematical Practice 3	Proficient math students **recount, elaborate**, and extend the mathematical reasoning of others.
2. **Reason** abstractly and quantitatively.	Barnyard	Proficient math students **restate** the mathematical reasoning of others.	Proficient math students **explain** their mathematical thinking.	See Mathematical Practice 3	Proficient math students **elaborate,** and extend the mathematical reasoning of others.
3. **Construct** viable arguments and critique the reasoning of others.	Roger Rabbit	Proficient math students **convey** clear and precise arguments.	Proficient math students **explain** their mathematical thinking.	Proficient math students **justify, persuade,** and **rationalize** their use of strategies and communicate them to others using evidence. They also **respond** and **evaluate** the mathematical reasoning of others using evidence.	Proficient math students **recount, elaborate**, and **extend** the mathematical reasoning of others.
4. **Model** with mathematics.	Tiling Pool	Proficient math students **restate** the mathematical reasoning of others.	Proficient math students **explain** their mathematical thinking.	See MP3.	Proficient math students **recount, elaborate on**, and **extend** the mathematical reasoning of others.

Section 3B: Teacher Moves
Math Practice 1a: Make Sense of Problems and Persevere in Solving Them

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
• **Provide** scaffolded tasks for students to draw a picture of their solution and to label it. • **Model** the language of mathematical expression examples, and then **provide** the task for students to **label** the mathematical expressions; have students **state** the academic vocabulary associated with the number or illustrated expression with a predetermined learning partner. • **Provide** simple sentence. **For example**: I used _____ to solve the problem. My first step was _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	• **Provide** learning tasks in which students can **use illustrations or numbers** to **explain** their understandings. • **Model** consistently a predetermined dialogue structures for students to **state** and **clarify** their reasoning to a partner or small group and **listen** to the ideas of others to **agree** or **disagree** with reasons to ensure the participation of all students. • **Provide** students with **sentence starters** **For example**: I solved the problem by _____. I first _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	• **Provide** learning tasks in which students can **use illustrations or numbers** to **explain** their understandings. • **Model** consistently predetermined dialogue structures for students to **state** and **clarify** their reasoning to a partner or small group • **Provide** students with **sentence starters** from a leveled list of scaffolding statements. **For example**, In order to solve the problem, I _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Success Criteria
Math Practice 1b: Make Sense of Problems and Persevere in Solving Them

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria Students will… • **Solve problems** and **identify** the associated **academic vocabulary** on Exit Slips and other formal or informal assessments. • **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** Students will… • Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. • **State** some **specific and technical academic vocabulary** in their **explanation** and **justification** of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** Students will… • Orally **explain, justify**, and **defend** their problem solving strategies. • **Use specific** and **technical academic vocabulary** in their **explanation, justification,** and **defense** of one of the preferred student strategies. **Assessment Tool:** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

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ELD Standards Framework Implementation Timeline

| January 2020 Present to State BOE | February 2020 Present to NDE Staffs | March 2020 Title Mtg. Directors Training | April 2020 Present to Supts. & RPDP | April - October 2020 NDE Regional Framework PD | October - December 2020 LEA & State Framework PD |

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Appreciation

NDE extends a great appreciation for the dedication of the 23 ELD Workgroup participants who volunteered their time, knowledge, and expertise and guidance in the area of English language acquisition and in academic content disciplines.

ELD Standards Framework Participants
(ELA & Social Studies)

English Language Arts

- **Maria Soledad Avalos**, EL Director, Mater Academy of Nevada
- **Dr. Kulwadee Axtell**, Education Programs Professional, NDE
- **Stephanie Cobin**, Elementary Learner Project Facilitator, Washoe County School District
- **Lisa Ford**, Education Programs Professional, NDE
- **Barbara Hasting**, District EL Coordinator, Elko County School District
- **Mendy Henry**, Elementary Literacy/Teacher Leadership Facilitator, SNRPDP
- **Janeen Kelly**, District Director, ELD Department, Washoe County School District
- **Dr. Nicole Kilmow**, ELL District Coordinator, Clark County School District

English Language Arts

- **Armelita Lawrence**, EL Coordinator, Mater Academy of Nevada
- **Dr. Sharolyn Pollard-Durodola**, Professor, Early Childhood, Multilingual, and Special Education,
- University of Nevada, Las Vegas
- **Dr. Vanessa Zoe Mari**, Assist. Professor of English as a Second Language, Nevada State College

Social Studies

- **Maria Cieslak**, District ELL Project Facilitator, Clark County School District
- **Michelle Heneghen**, District ELL Project Facilitator, Clark County School District

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ELD Standards Framework Participants
(Science & Math)

Science

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- **Ellen Dunn**, District Curriculum and PD Project Facilitator, Clark County School District
- **Michelle Heneghen**, District ELL Project Facilitator, Clark County School District
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- **Ciara Owens**, District ELL Project Facilitator, Clark County School District
- **Bret Sibley**, Science Staff Development Trainer, SRPDP
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- **Lorna James-Cervantes**, School Associate Superintendent, Clark County School District
- **Laura Spencer**, Elementary Classroom Teacher, Nye County School District
- **Dr. Diana Walker**, K-12 Literacy and EL Professional Learning Facilitator, NWRPDP

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Questions

Appendix

Acronyms

- American College Testing (ACT)
- English Language Arts (ELA)
- English Language Development (ELD)
- English Language Proficiency (ELP)
- English Learner (EL)
- Measure of Interim Progress (MIP)
- Nevada Academic Content Standards (NVACS)
- Nevada Department of Education (NDE)
- Nevada Educator Performance Framework (NEPF)
- Smarter Balanced Assessment Consortium (SBAC)
- World-Class Instructional Design and Assessment (WIDA)

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