



Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting English Learners

Part 4: Use Multiple Data Sources to Support English Learner Students and Programs

Aug. 13, 2020

Welcome and Introductions

OSSE Office of Multilingual Education and English Learner Supports

- Jennifer Norton, manager of English learner supports
- Santiago Sanchez, multilingual specialist
- Anika Harris, professional development specialist, English language acquisition



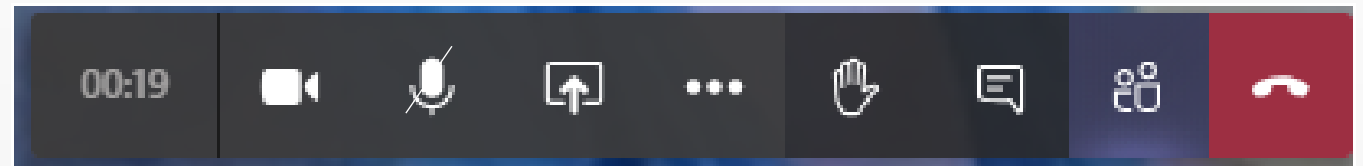
Agreements and Practice

Agreements

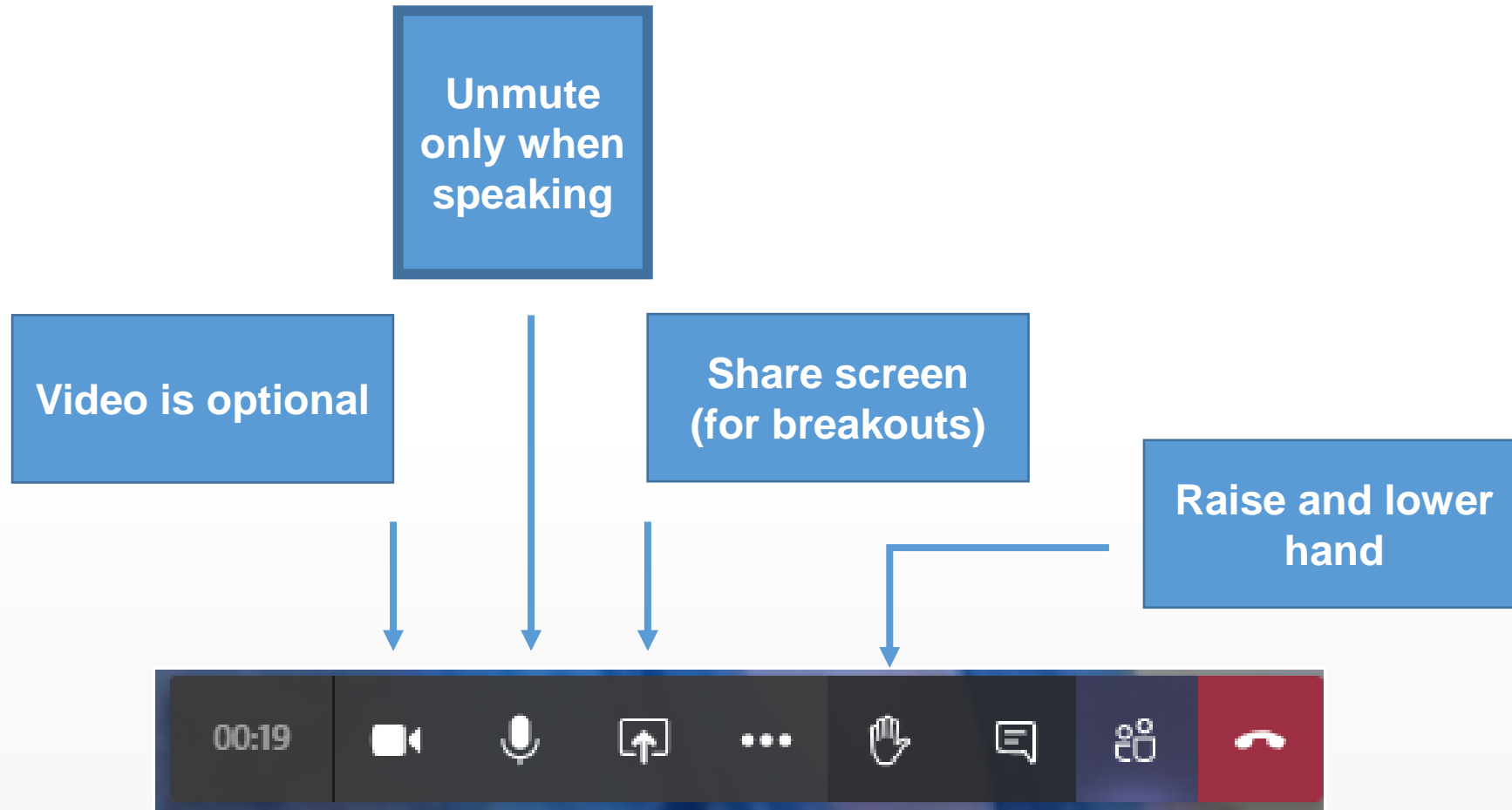
- Remain solutions-oriented and student-focused
- Strive for equity of voice, monitor airtime
- Generate and iterate on as many solutions as possible
- Accept non-closure

Virtual Engagement

- Participate in chats, polls and discussions
- Keep mic on mute unless speaking to the group



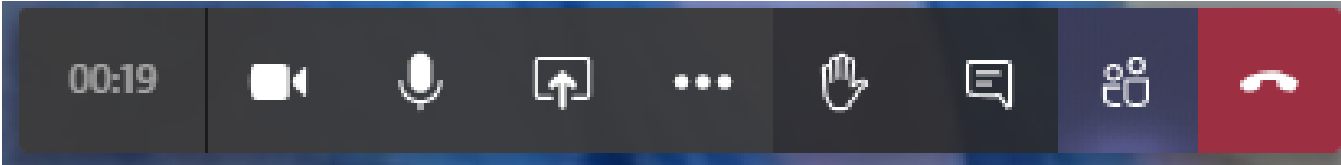
Warm Up



Warm Up and Attendance Using Teams

What is your name and school?

Click to see and write chat messages.
Use the  to agree.



Warm Up Using Nearpod

What data are most useful to you in understanding your EL students' language proficiency and what they need next from you?

Purpose

Content and language objective: to identify and evaluate data sources for developing English language proficiency goals and discuss ways to assess growth during the school year

Sample Tools

- Sample EL plan
- Sample organizer for discussing individual EL student data
- Sample EL progress monitoring tool
- Sample content and language rubric for assessing and monitoring progress with a language lens

Foundational Principles for Serving EL Students



Value the cultural and linguistic backgrounds of ELs.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social and emotional development.



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

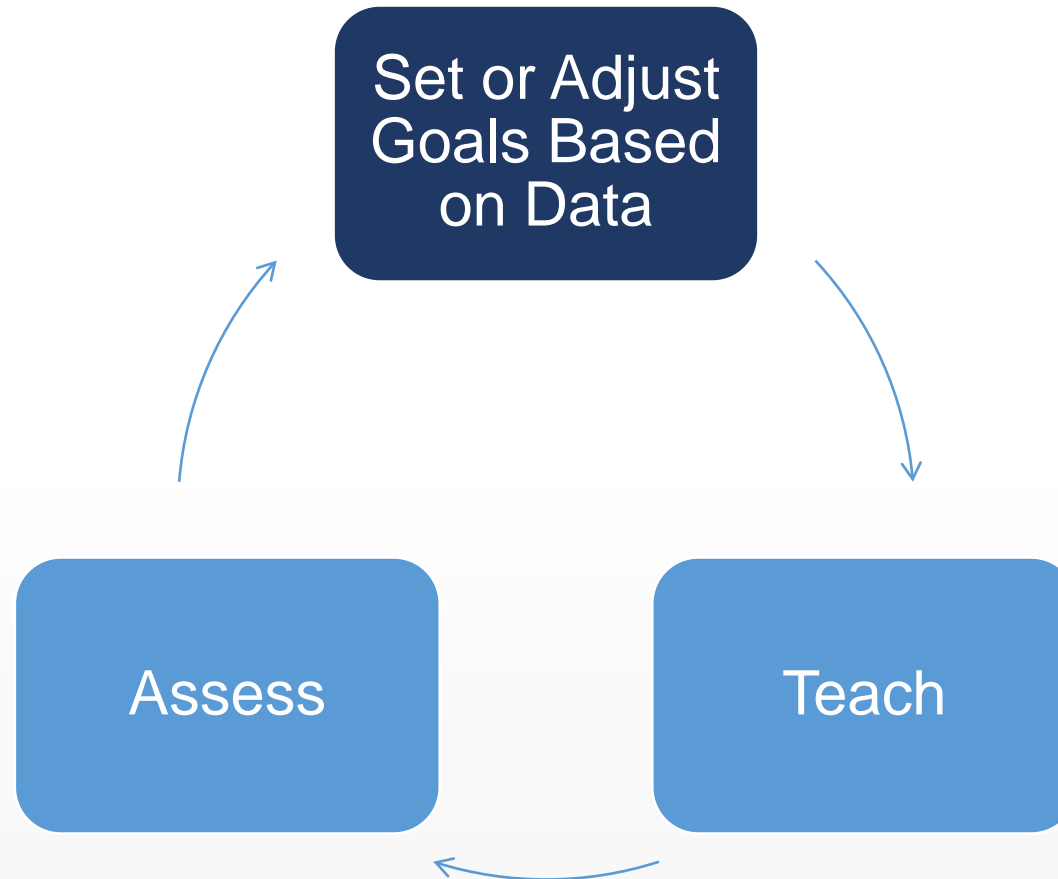
Guiding Principles for Continuous Education

2.C. English Learners

ELs retain all rights consistent with the law and should have their unique instructional and language needs met.



- ❑ Within the first two weeks of the school year, LEAs should plan for and **communicate to families** about how they will shift their resources, policies and practices to identify and support ELs across remote and in-person learning environments while complying with federal civil rights and education law and state policies.
- ❑ LEAs should prepare to **identify ELs** in a timely manner, including re-screening all students who were screened provisionally while in a remote learning environment using state-approved English proficiency screeners as soon as possible once the student is able to attend school in person.
- ❑ LEAs should **implement their EL program plans with fidelity** across both remote and in-person learning environments **to advance the linguistic and academic goals of ELs and have a system in place that draws upon multiple data sources to evaluate and refine their EL program.**
- ❑ LEAs should **communicate with families in a language they understand**, to the extent practicable, in compliance with Title I and the Language Access Act.

Instruction and Assessment Cycle

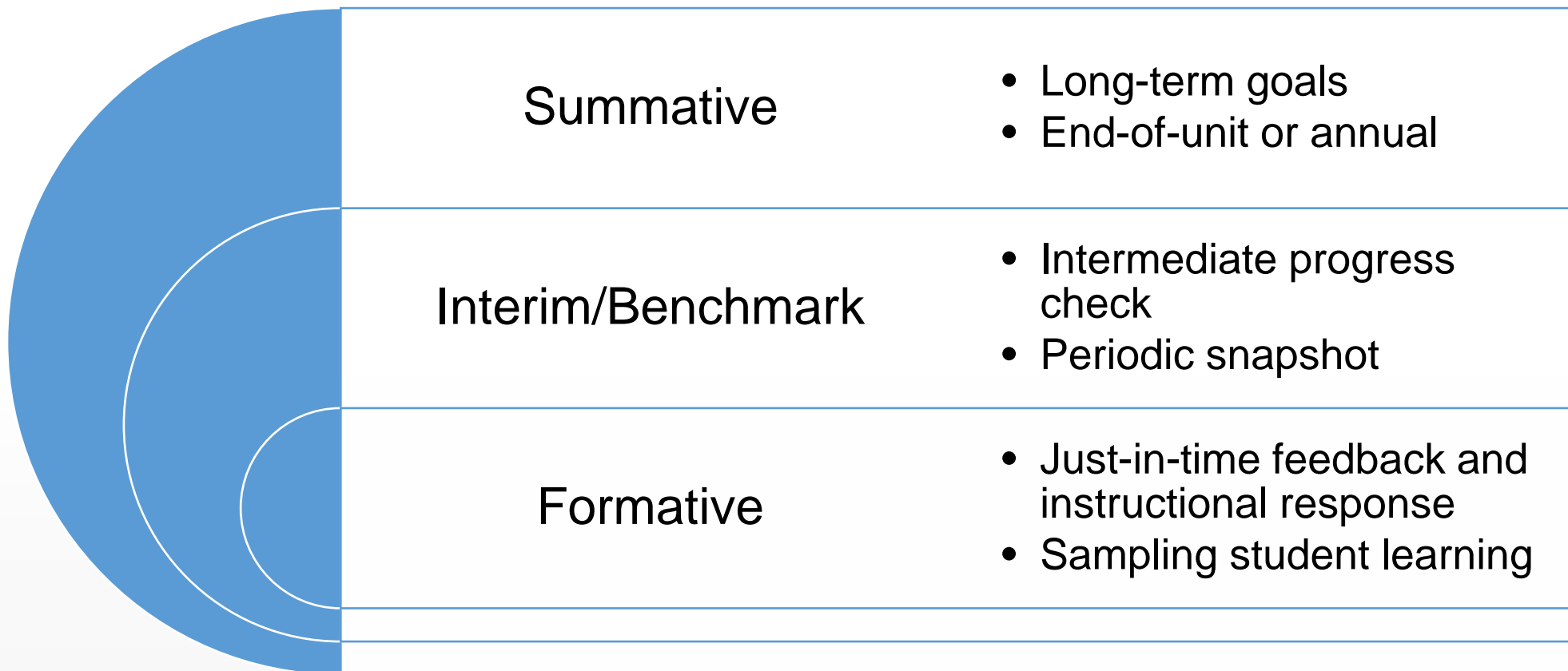


Do you agree or disagree with the statement below? Explain why.

“It will be key for curriculum and instruction to be focused on moving students forward through grade level content and designed to minimize the need for extensive remediation prior to commencing with grade-level instruction.” (CCSSO, 2020)

Agree 	Disagree? 
I agree because_____	I disagree because_____

Assessment Types



CCSSO Assessment Recommendations for Fall 2020

- Integrated with vision and model of curriculum and instruction that moves students to learning essential grade-level content as quickly as possible.
- Thin and lean: focused on the essentials of the grade-level content to be learned in specific instructional units and coordinated with the grade-level curriculum.
- Administered “just in time” within a lesson, section of learning, or unit of study.
- Largely formative in nature, administered by and for the teacher to provide instructional action, ideally informed by high-quality instructional materials.
- Designed to yield information about student knowledge and performance in content-specific ways.
- Coordinated with other assessment-related aspects of the classroom and district assessment systems (e.g., unit-based tasks, interim assessments).

SY 2019-20 ACCESS Score Key Dates

Materials Returned to DRC	ACCESS Scores in AMS	ACCESS Scores in Qlik
July 2	Aug. 7	Aug. 31
Aug. 17	Sept. 22	Oct. 15

Early Access to EL Data Qlik App

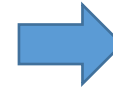
Use the app to access:

- Current EL status
- Historic EL status
- Screener date ***new***
- ACCESS composite score
- ACCESS domain scores
- ACCESS growth target
- Re-identification of a student as EL
- If the student was ever EL
- All historic ACCESS scores ***new***
- PARCC ELA and Math scores ***new***

<https://analysis.osse.dc.gov>

Consider Language Growth Over Time

Previous Scores (2018-19 school year)		Last Year's Scores (2019-20 school year)	
Listening		Listening	
Reading		Reading	
Speaking		Speaking	
Writing		Writing	
Oral Language		Oral Language	
Literacy		Literacy	
Comprehension		Comprehension	
Overall		Overall	



Goals for This Year (2020-21 school year)	
Listening	
Reading	
Speaking	
Writing	
Overall	

Keep it simple: aim for one level higher than last year

Sample Tools

Beginning of the Year

- EL Goals and Plan
- Teacher and Family Discussion Preparation

During the Year

- EL Goals and Plan
- Progress Report
- Language and Content Rubrics

From Score Report to Can Do Descriptors

Domain	Proficiency Level	Students at this level generally can...
Listening	3	<p>understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, order information from oral descriptions • Identify the causes and effects of events or situations discussed orally • Classify pros and cons of issues in discussions
Speaking	2	<p>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> • Share about what, when, or where something happened • Describe steps in cycles or processes • Compare objects, people, pictures, events • Express opinions
Reading	2	<p>understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main ideas in written information • Sequence pictures, events or steps in processes • Identify main actors and events in stories and simple texts with pictures or graphs • Distinguish between claim and evidence statements
Writing	2	<p>communicate in writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> • Describe ideas or concepts using phrases or short sentences • State steps in processes or procedures • Label illustrations describing what, when, or where something happened • Express opinions about specific topics or situations

LEA Example: From ACCESS Scores to Can Do Descriptors

English Learner Plan [ELP] 19-20

Grade 4-5

STUDENT NAME: SAMPLE

GRADE: 4

LISTENING

ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5-6
Match oral words and phrases to content-based visuals	Classify time-related (past, present, future) language in oral statements	Identify the beginning, middle and end in oral discourse	Sequence events or steps based on oral reading of informational text	Differentiate similarities and differences of information presented
Sequence oral procedures with images	Organize steps of a process or procedure described orally	Recognize cause and effect relationships in information described orally	Identify precise details and descriptions that support an explanation	Identify how variables contribute to an event or outcome
Match illustrations with oral points of view	Distinguish between facts and opinions in oral statements	Identify different perspectives or points of view in oral discourse	Identify evidence that supports predictions in oral discourse	Evaluate the strength/quality of oral evidence that supports a claim

SPEAKING

ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5-6
Communicate personal experiences orally	Retell short stories or content related events	Present detailed content-related information	Sequence steps to solve a problem	Use technical and specific vocabulary when sharing content information
Demonstrate a procedure using realia	Give reasons why or how something works using visuals	State clear, sequential procedures to peers	Present detailed information in small groups	Explain how variables contribute to an event or outcome
Answer yes/no questions regarding personal preferences	State opinions based on experiences	Present content-based facts that support a position	State relevant evidence for claims	Counter a different point of view with supporting evidence

READING

ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5-6
Identify vocabulary words in context in short, illustrated text	Identify the "who," "what," "where" and "why" in a text	Sequence events in stories or content-related processes	Identify conclusions in multi-paragraph text	Summarize information from multiple related sources
Sequence sentence strips to show content-area processes	Identify key words and phrases that describe a topic or event	Match causes with effects	Organize information on how or why phenomena occur	Identify paraphrased text that summarizes a topic
Identify a claim or opinion	Differentiate between claims and evidence	Identify evidence from multiple places within a text	Make predictions based on evidence	Connect personal experiences with textual evidence to interpret meaning of text

WRITING

ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5-6
Reproduce a series of events through illustrated text	List positive and negative effects in informational and narrative text	Convey details using academic words and phrases	Relate a sequence of events using a variety of transitional words and phrases	Produce content-related reports
Produce short-answer responses to questions using word/phrase banks	Order sequences of a phenomena	Connect related ideas or concepts using linking words and phrases	Elaborate topics with facts, definitions, quotations and examples	Present information supported by facts and details in essays and reports
Use key words and phrases related to a topic	List pros and cons of issues	Connect reasons to opinions supported by facts and details	Provide reasons and evidence which support particular points	Integrate information from multiple sources to provide evidence for claims



 = Current Progress  = Goal

English Learner Progress Report

Grades 1-8

Student Name: SAMPLE

Campus: Center City

Grade: 4

Parent Preferred Language: Spanish

LEA Example: From EL Plan to Progress Report

Listening	Listening Goal Level: 4	Q1	Q2	Q3	Q4
	Sequence events or steps based on oral reading of informational text Secuencia los eventos o los pasos basados en el texto informativo leído oralmente				
	Identify precise details and descriptions that support an explanation Identifica los detalles precisos y las descripciones que apoyan una explicación				
	Identify evidence that supports predictions in oral discourse Identifica la evidencia que apoya las predicciones en un discurso oral				
Speaking	Speaking Goal Level: 3	Q1	Q2	Q3	Q4
	Present detailed content-related information Presenta la información con detalles relacionados con el contenido				
	State clear, sequential procedures to peers Declara los claros, procedimientos secuenciales a los compañeros				
	Present content-based facts that support a position Presenta los hechos basados en el contenido que apoyan una posición				
Reading	Reading Goal Level: 3	Q1	Q2	Q3	Q4
	Identify the "who," "what," "where" and "why" in a text Identifica el "quien," "como," "donde" y "por qué" en un texto				
	Identify key words and phrases that describe a topic or event Identifica las palabras claves y las frases que describen un tema o evento				
	Differentiate between claims and evidence Diferencia entre los argumentos y la evidencia				
Writing	Writing Goal Level: 3	Q1	Q2	Q3	Q4
	Convey details using academic words and phrases Comunica los detalles usando las frases y palabras académicas				
	Connect related ideas or concepts using linking words and phrases conectadas Conecta las ideas o conceptos relacionados usando las palabras y frases				
	Connect reasons to opinions supported by facts and details Conecta las razones a las opiniones apoyadas por los hechos y los detalles				

Breakout Groups: Preparing for Individual EL Students

Data Discussion and Plans

Breakout Groups: Preparing for Individual EL Students

Data Discussion and Plans

Conversation starter will lead off each question:

- What must continue to be discussed with families and teachers when meeting about ELs' language proficiency, growth, and goals?
- How must the conversation change due to distance learning?
- What does your EL goals template or plan look like?
- If you do not have one, how can you use or adapt the sample provided?

Note taker:

- Share screen and type notes/changes your group deems useful so you can use the updated template after this session.

Timekeeper:

- Pace 20 minutes in all, give 10-, 5-, and 2-minute warnings.

All:

- Read the sample Discuss the questions above. Determine talking points and/or data points to add or change to be responsive to the current situation. (Focus on language development here)
- Download a copy to use at your LEA or school.

Breakout Groups

1. Introduce yourselves, your school, and your role.

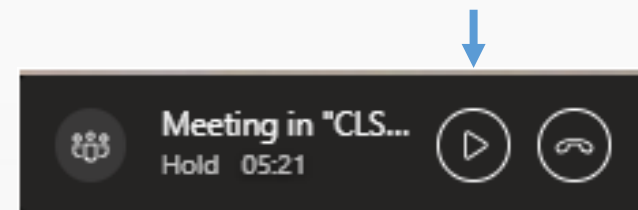
“Hi, my name is ____, I work at ____ as ____.”

1. Choose one note taker, one timekeeper and one conversation starter.

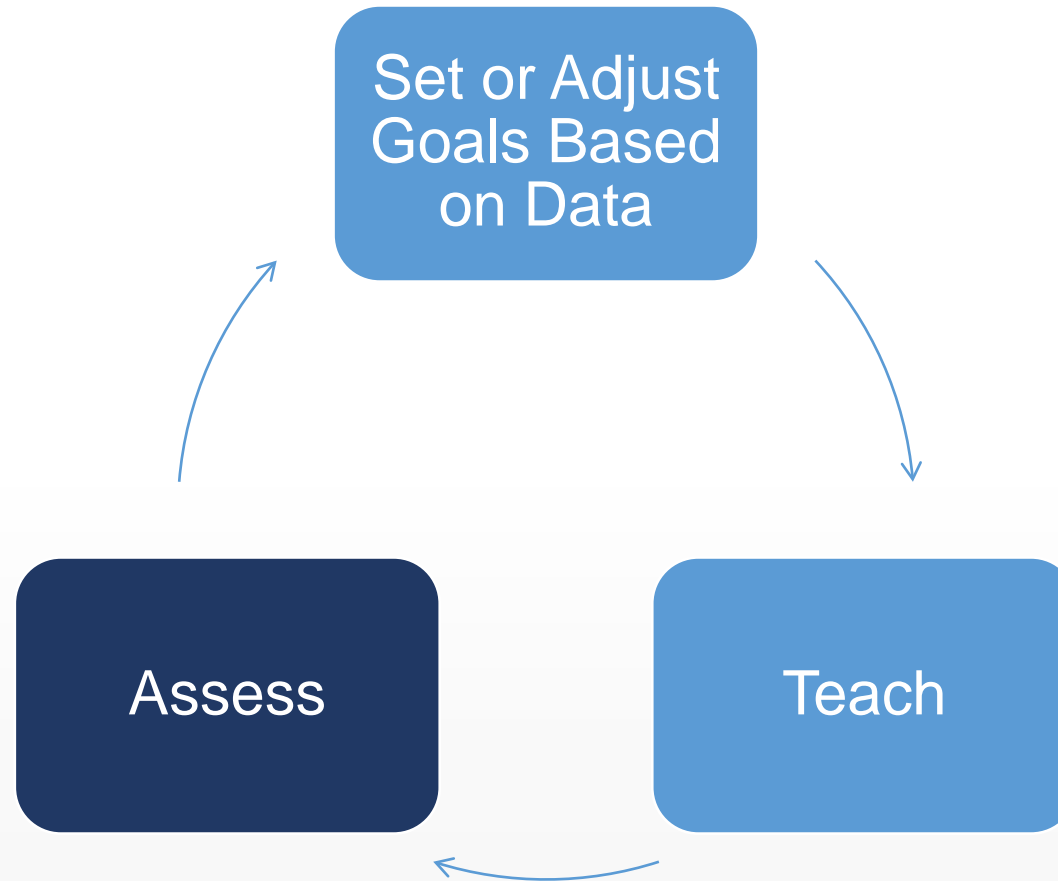
“I can _____”

1. Read and discuss.
2. Return in 20 minutes.

- [Main Room/Group 1 Last Name A – C](#)
 - [Group 2 Last Name D – L](#)
 - [Group 3 Last Name M – R](#)
 - [Group 4 Last Name S – Z](#)
- Click the link in the chat box to go to your group’s Google doc and breakout session links.
 - When in your breakout group, the main group will appear “on hold”
 - Press the triangle to return to the main room



Instruction and Assessment Cycle



Ways to Assess the Four Domains Within Learning Activities Related to Content and Language Objectives

Listening -Oral input, then mark/move/select...	Reading -Highlight text that represents a given idea
Speaking -FlipGrid response taking a stance on the lesson's topic	Writing -Use response from FlipGrid to get started on written response taking a stance

LEA Example: Using Content and Language Rubrics to Assess Writing

- Bobbie Verdegaal, Cardozo Education Campus

PARCC Scoring Rubric

- Not student friendly language
- Does not take into account ELL
- Criteria:
 - Reading comprehension and Written Expression
 - Knowledge of Language and Conventions

GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension of ideas stated explicitly and inferentially by providing a accurate analysis; • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; • uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the claim or topic; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; • is undeveloped and/or inappropriate to task, purpose, and audience; • includes little to no text-based evidence • lacks organization and coherence; • has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>






Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

	Advanced 	Proficient 	Approaches 	Does not Meet 	Does not Meet 
Points	5	4	3	2	1
WIDA Discourse Level Linguistic Complexity	Extended connected text* that is organized Cohesive and coherent expression of ideas Clear evidence of appropriate language for task/prompt.	Connected text* that shows an organized expression of ideas with <u>emerging cohesion</u> Some evidence of appropriate language for task/prompt.	Text that shows <u>developing organization</u> in the expression of an expanded idea or multiple related ideas Evidence of a <u>developing sense</u> of appropriate language for task/prompt.	Text that shows <u>emerging expression of an idea</u> or ideas Might demonstrate some attempt at organization Some amount of text that may be copied or adapted	Language that represents an idea(s) Varying amounts of text that may be copied May contain some original language
WIDA Sentence Level Language Conventions	Uses a <u>broad range</u> of sentence patterns and grammatical structures matched to the content Nearly <u>consistent</u> use of appropriate conventions to convey meaning, including for effect	Uses a <u>range</u> of sentence patterns and grammatical structures of the content area Generally <u>consistent</u> use of appropriate conventions to convey meaning	a <u>developing range</u> of sentence patterns and grammatical structures common to content area <u>developing use of conventions</u> to convey meaning	Uses <u>repetitive</u> sentence and phrasal patterns and formulaic grammatical structures Variable use of conventions	Uses <u>words, chunks</u> of language, or <u>simple phrasal</u> patterns. Possible use of some conventions
WIDA Word/Phrase Level Vocabulary Usage	Uses <u>technical</u> and abstract content-area words and expressions Uses words and expressions with <u>precise meaning</u> , related to content Vocabulary use <u>fulfills the writing purpose</u>	Uses <u>specific</u> and some <u>technical</u> content words and expressions as appropriate to task Uses words and expressions with <u>multiple meanings</u> if appropriate Vocabulary use <u>generally fulfills</u> the writing purpose	Uses <u>some specific</u> content words and expressions as appropriate Uses <u>common cognates</u> , words, or expressions related to content areas as appropriate Vocabulary use <u>attempts to fulfill</u> the writing purpose	Uses <u>general</u> content words and expressions Possibly uses <u>general vocabulary</u> where more specific language is needed	Uses <u>highest frequency</u> general content related words Uses <u>everyday social</u> and instructional words and expressions
PARCC Comprehension of Text & Analysis	Shows <u>full</u> comprehension of ideas by providing an <u>accurate analysis</u>	Comprehension of ideas stated by providing a <u>mostly accurate analysis</u>	Basic comprehension of ideas stated by providing a <u>generally accurate analysis</u>	Limited comprehension of ideas stated by providing a <u>minimally accurate analysis</u>	Provides <u>inaccurate, or no analysis</u>
PARCC Evidence	Appropriately responds to prompt Uses <u>relevant text-based evidence</u> in development of the claim	Mostly responds to prompt Uses <u>relevant text-based evidence</u> in the development of the claim	Attempts to respond to prompt Uses <u>text-based evidence</u> in the development of the claim	Attempts to respond to prompt Uses <u>random text-based evidence</u>	Does not respond to prompt Includes little to no text-based evidence

Cardozo Adapted PARCC & WIDA Writing Rubric



How we used the rubric

- Each content area administered a writing prompt once per month
 - Students practiced writing once per week, all teachers entered score into shared excel spreadsheet
 - Norming with Rubric
 - PARCC style writing prompts
 - Newsela
 - Readworks
-

Exit Ticket

- Based on this session, what are your next steps for preparing for the school year?
- What new questions do you have as a result of today's session?

*"Don't go where
the path may lead,
go instead where
there is no path
and leave a trail."*

*– Ralph Waldo
Emerson*

Coming this Fall

- **Monthly Sheltered Instruction Observation Protocol (SIOP) PD** featuring “hands-on” simulations of activities to use in distance learning instruction with ELs
- **Aug. 28:** [STEM Talks for Early Learners](#)
- **Sept. 9:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 1](#)
- **Aug. 24:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 2 for ELA](#)
- **Aug. 25:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 2 for Math](#)
- **Aug. 26:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 2 for Science](#)
- **Sept. 22:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 3 for ELA](#)
- **Sept. 23:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 3 for Math](#)
- **Sept. 24:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 3 for Science](#)

eWorkshops from WIDA

On-demand eWorkshops available starting Sept. 1:

- WIDA Writing Rubric
- Leading for Equity: Classroom Walkthrough
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Doing and Talking STEM
- Social Studies: Engaging Multilingual Learners through Inquiry



On-demand eWorkshops available starting winter 2021:

- Engaging with the WIDA Standards: A Collaborative Approach
- School Improvement Planning for the Equitable Education of Multilingual Learners

Relevant content for you and your colleagues:

School
Leaders

ESL Teachers and
Specialists

Coaches and
Facilitators

K-12 Classroom
Teachers

Professional
Learning
Communities



Log into your WIDA Secure Portal Account for access!

GUIDING PRINCIPLES FOR CONTINUOUS EDUCATION



THE THREE PILLARS OF CONTINUOUS EDUCATION

**High
Expectations**

**Equity and
Access**

**Family
Engagement**

Resources on OSSE Website

[Guiding Principles for Continuous Education Overview](#)

[Continuous Education Resources for LEAs](#)

[Continuous Education Resources for Educators and Families](#)

OSSE Resources

- Subscribe to the monthly [Teaching and Learning PD Bulletin](#)
- [OSSE English Learner Policy and Programs](#)
- [OSSE English Learner Instructional Resources](#)
- [OSSE Dual Language](#)
- Reach out for support; we are here to help:
 - EL policy and programs: Jennifer Norton Jennifer.Norton@dc.gov
 - EL instruction and PD: Anika Harris Anika.Harris@dc.gov
 - Dual language programs: Santiago Sanchez Santiago.Sanchez@dc.gov