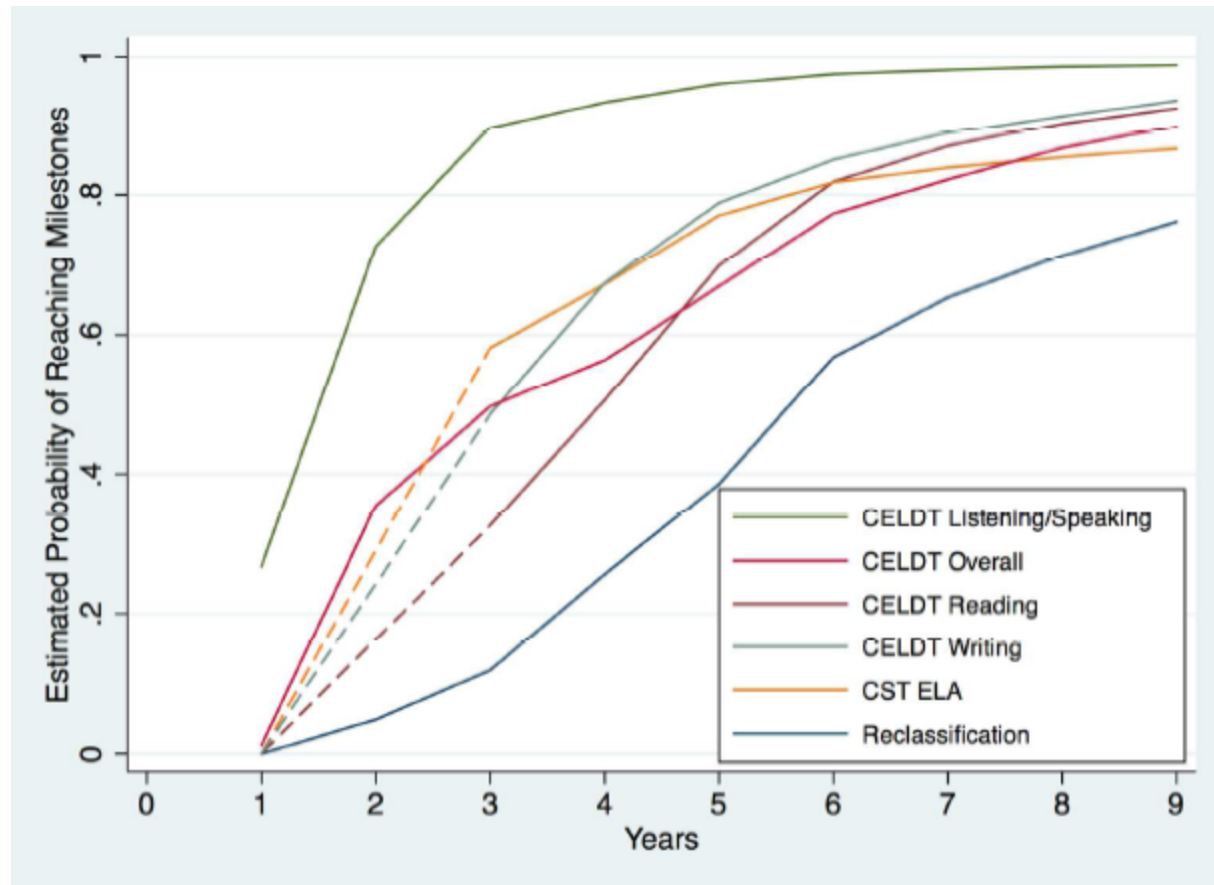


ELLs and CCSS

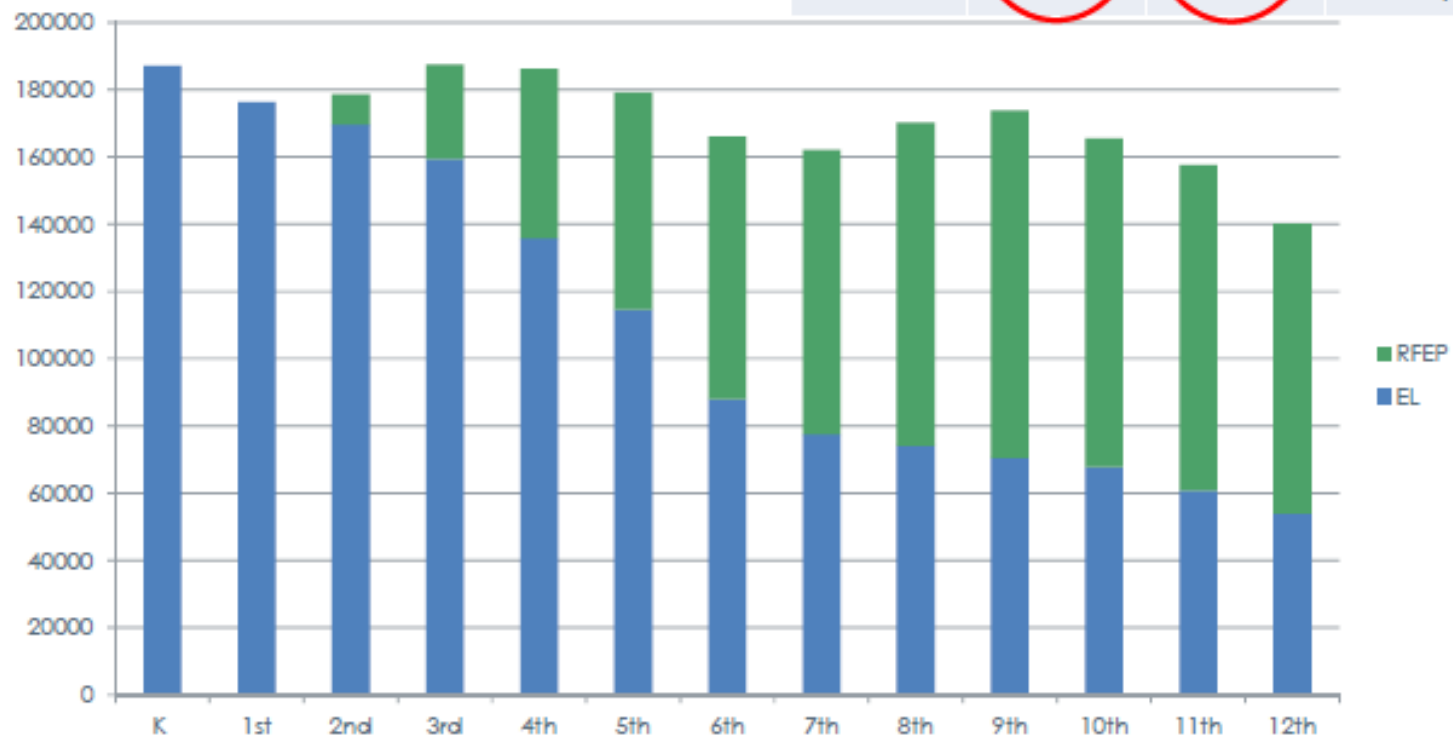
Kenji Hakuta
Stanford University

Longitudinal Attainment of Language and Content Criteria (Thompson, 2012)



CA ELs and former ELs (RFEP) by grade

Ever-EL	K-5	6-12	Total
EL	86%	43%	1,435,734
RFEP	14%	57%	794,467

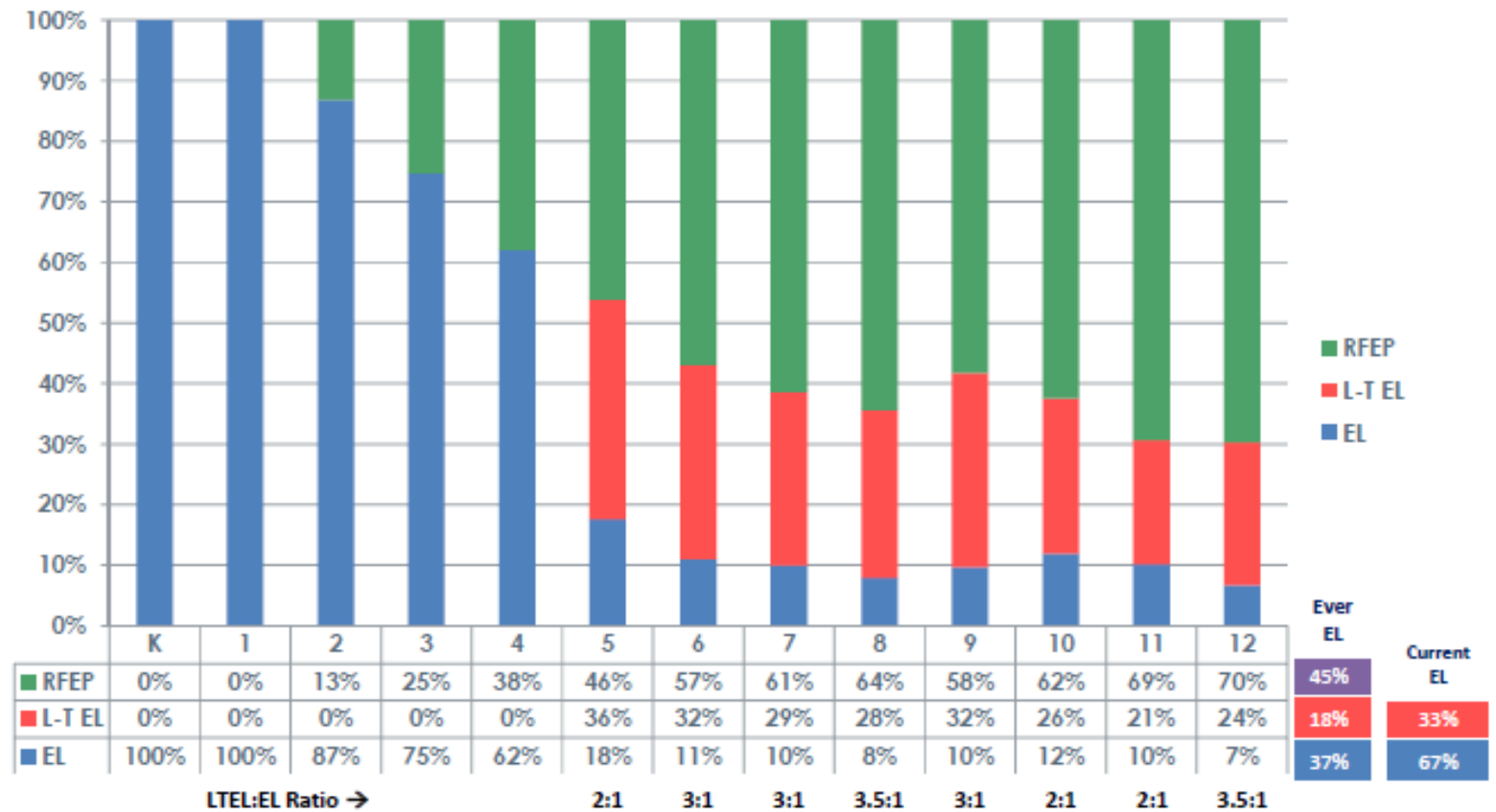


Source: CDE DataQuest, 2010-11 CELDT & CST

Urban District Leadership Networks

Courtesy: Robert Linqunti (WestEd)

District A ELs, Long-Term ELs and Former ELs (RFEP) by grade.



Long-term EL: 6 or more years in LEA

Urban District Leadership Networks

Courtesy: Robert Linquanti (WestEd)

Policy bifurcation of language and content for ELLs.



Civil Rights Act of 1964



Elementary and Secondary Education Act ESEA (1965)



Lau v. Nichols (1974)



A Nation at Risk (1983)... call for standards.



Figure 1. Members of the National Commission on Excellence in Education with Terrel Bell (Secretary of Education) April 28, 1983.

Back Row: L. to R: Bill Baker, Robert Haderlein, Gerald Holton, Glenn Seaborg, Al Guie, Emeral Crosby, Charles Foster, and Anne Campbell

Front Row: L to R: Norman Francis, Annette Kirk, Margaret Marston, Yvonne Larsen, David Gardner, Terrel Bell, Jay Sommer, Shirley Gordon, and Frank Sanchez



No Child Left Behind



No Child Left Behind:

Three important pieces for ELLs



Sec. **1111**(a)(3)(ix)(III) the **inclusion** of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered ... including, to the extent practicable, assessments in the language and form most likely to yield accurate data...

Sec. 1111(a)(3)(xiii) enable results to be **disaggregated** within each State, local educational agency, and school by...English proficiency status.

Sec **3113**(b)(2) standards and objectives for raising the level of **English proficiency** that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are **aligned with** achievement of the challenging State **academic content** and student academic achievement standards described in section 1111(b)(1).

Here comes the Common Core...



Photo © 2003 Courtesy Jeff Johnson Kenji Hakuta - Michigan State University

patagonia

The New Standards...

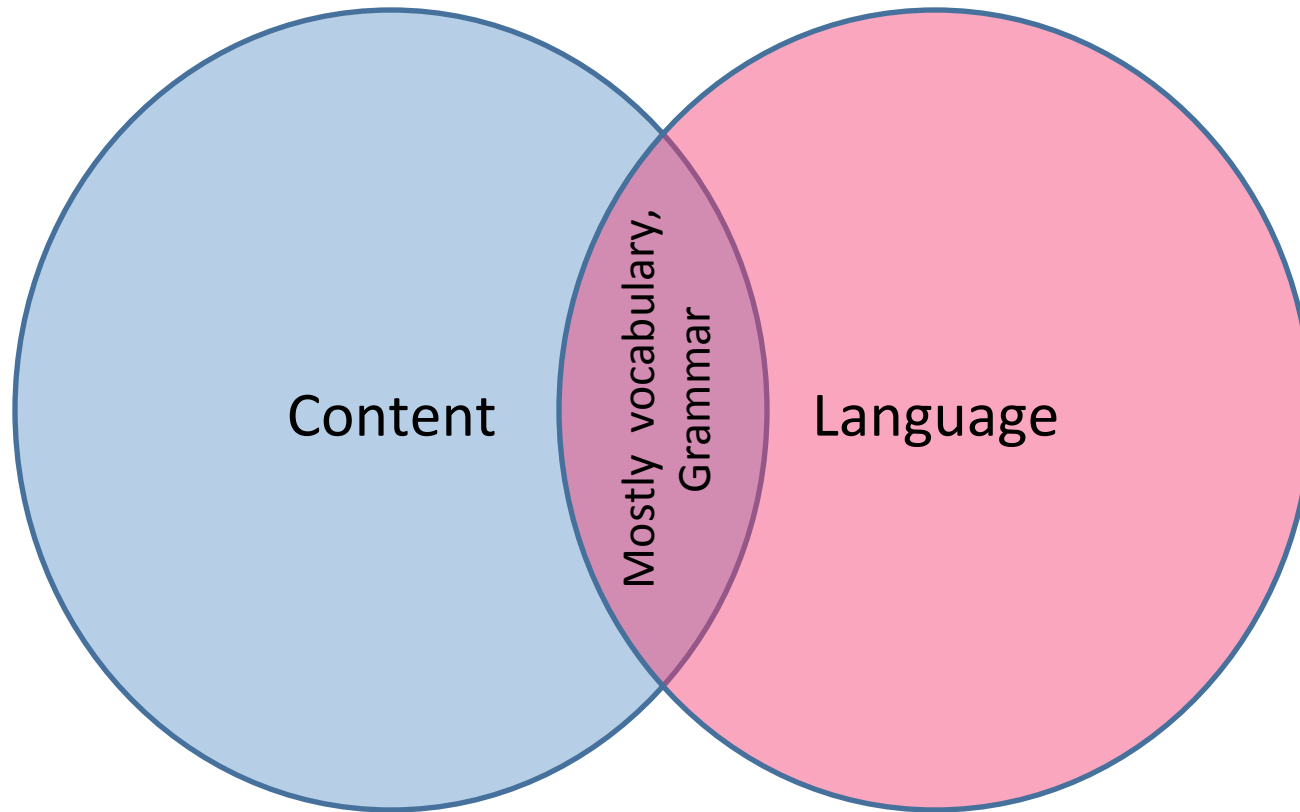
- raise the bar for learning;**
- raise the demand for language;**
- call for a high level of classroom discourse across all subject areas.**

What do the New Standards Imply?

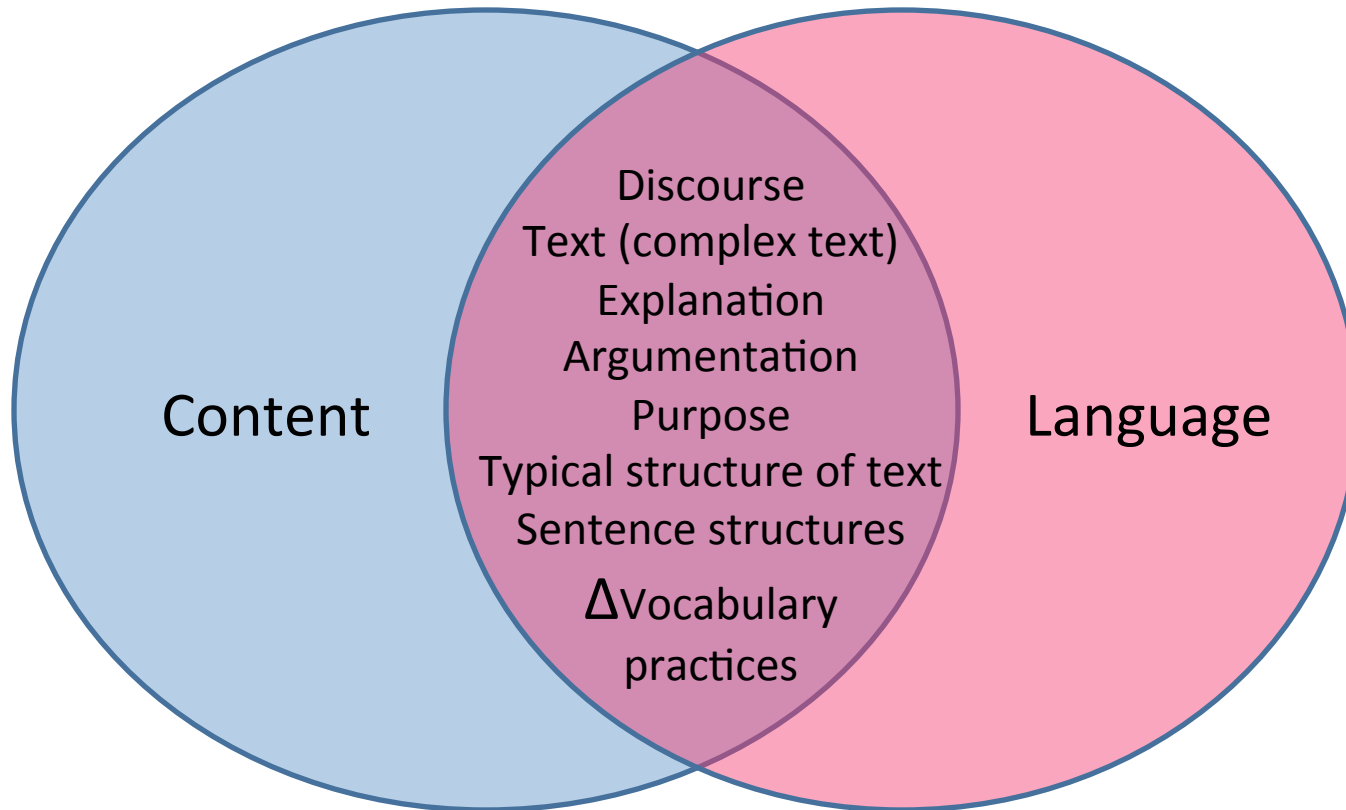
Focus on Language

- **“Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines and they can construct effective arguments and convey intricate and multifaceted information” (ELA student portraits, p. 7)**
- **Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures, and build a logical progression of statements to explore the truth of their conjectures” (Math practices, pp. 6-7)**

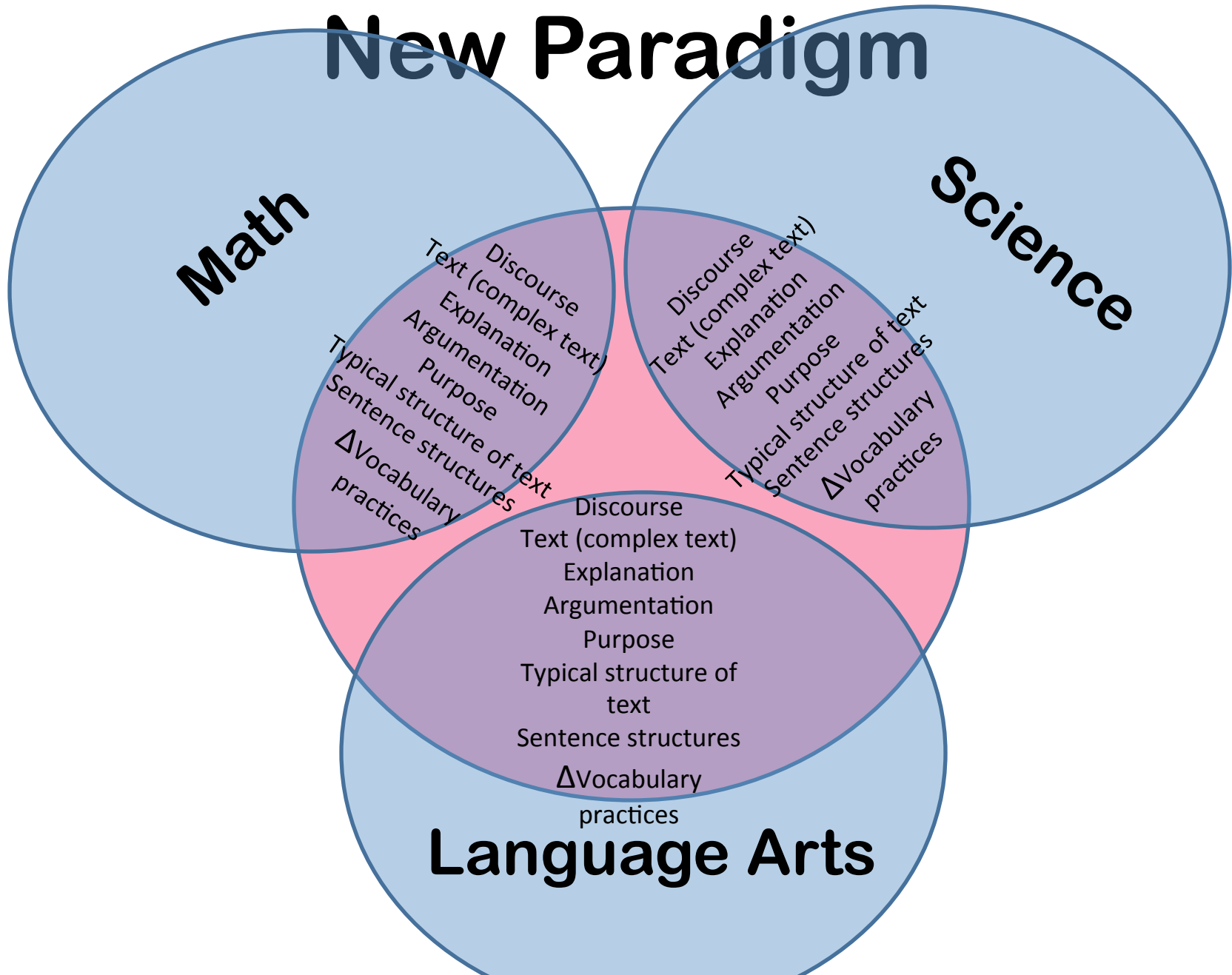
Old Paradigm



New Paradigm



New Paradigm

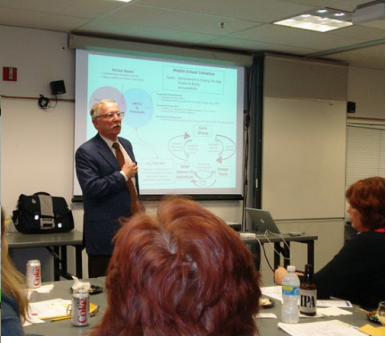
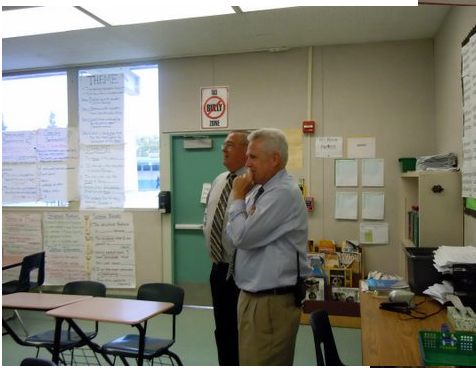
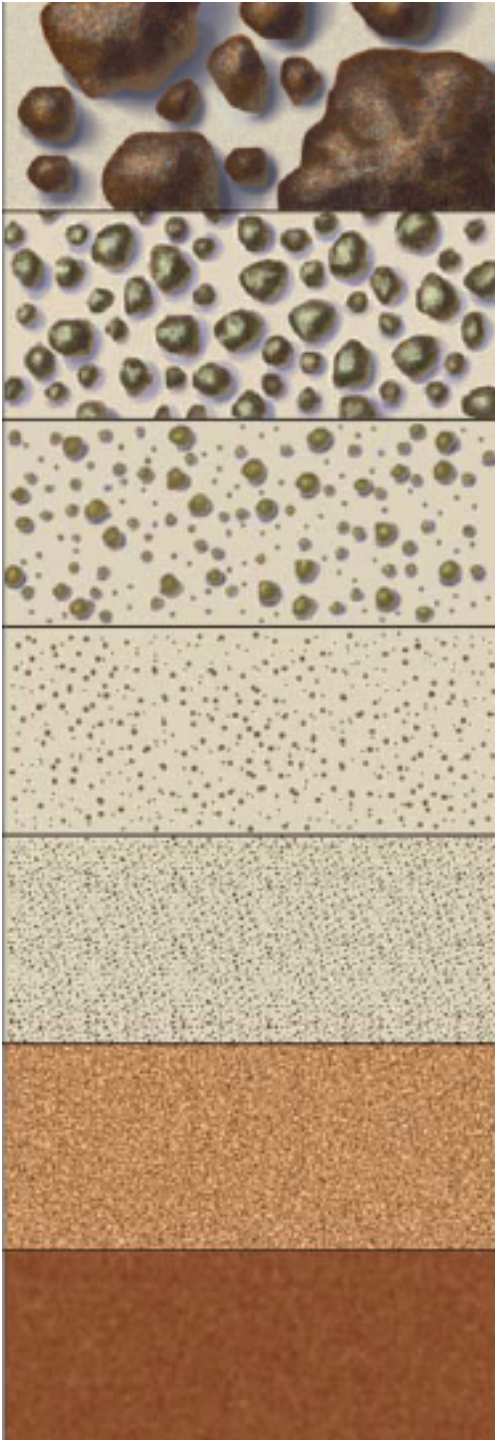


Major Shifts in New Standards

ELA	Math	Science
• Regular practice with complex text and its vocabulary • Building knowledge through content-rich informational texts • Emphasis on reading, writing, and speaking that is grounded in evidence from the text	• Provide opportunities for student access to the different mathematical (discourse) practices described in the CCSS • Support mathematical discussions and use a variety of participation structures • Focus on students' mathematical reasoning, NOT on students' flawed or developing language	• Developing and using models • Constructing explanations (for science) and developing solutions (for engineering) • Engaging in argument from evidence • Obtaining, evaluating, and communicating information

Systemic Challenges that Require Collaboration

- **Student**
- **Teacher**
- **Site and district leaders**
- **State leaders**
- **Preservice and inservice providers**
- **Testmakers**
- **Publishers**
- **Federal leaders**



Students are challenged to...

- engage in productive oral and written group work with peers,
- engage in effective oral and written interactions with teachers,
- explain and demonstrate their knowledge using emerging complex language and other communicative strategies in different settings, and
- extract meaning from complex written texts.

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Elementary & Secondary Education

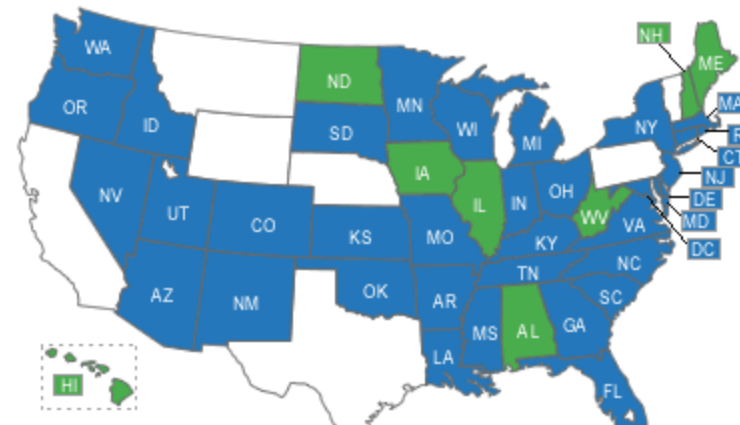
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» GO

■ States with ESEA flexibility requests under review





ESEA Flexibility

Updated June 7, 2012

To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure **student growth** in at least grades 3-8 and at least once in high school. **An SEA must also support English Learners in reaching such standards by committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, and committing to develop and administer aligned ELP assessments.** To ensure that its college- and career-ready standards are truly aligned with postsecondary expectations, and to provide information to parents and students about the college-readiness rates of local schools, an SEA must annually report to the public on college-going and college credit-accumulation rates for all students and student subgroups in each LEA and each high school in the State.



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Framework for English Language Proficiency Development Standards corresponding to the **Common Core State Standards** and the **Next Generation Science Standards**

Developed by the Council of Chief State School Officers and the English Language Proficiency Development Framework Committee in collaboration with the Council of Great City Schools, the Understanding Language Initiative at Stanford University, and World-Class Instructional Design and Assessment, with funding support from the Carnegie Corporation of New York



Challenges / Opportunities

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- Formative assessment practices aligned to language demands for new standards
- Massive coordination required across multiple levels of system

Common Definition of ELL

Academic/ELP	ASSETS	ELPA21	Stand-Alone
Smarter Balanced	AL*, DE, HI, ME, MO, MT, NV, NH, NC, ND*, PA*, SD, VT, WI, WY	IA, KS, OR, SC, WA, WV	CA, CT, ID, MI
PARCC	AL*, CO, DC, IL, MA, MD, MS, NJ, NM, ND*, OK, PA*, RI	AR, FL, LA, OH	AZ, GA, IN, KY, NY, TN
Stand-Alone	MN, VA	NE	AK, TX , UT

*Currently advisory states in both Smarter Balanced and PARCC

Sources: Smarter Balanced; Achieve, Inc.; WIDA; and CCSSO. (Consortia participation as of January 2013)