Understanding the 2012 California English Language Development Standards and Implications for English Learners and Educators

Karen Cadiero-Kaplan
California Dept. of Education

Robert Linquanti
CA CC - WestEd

ACCOUNTABILITY LEADERSHIP INSTITUTE
for English Learners and Immigrant Students
Santa Clara, CA  December 3-4, 2012

Presentation Objectives

• Briefly review standards development process and purpose
• Describe key shifts in the CA ELD standards made to ensure full alignment to CA Common Core ELA Standards
• Share overview and discuss Proficiency Level Descriptors (PLDs)
• Walk through and discuss ELD Standards (Grade 5 example)
• Describe next steps for implementation
Understanding the 2012 CA ELD Standards and Implications for English Learners and Educators

Karen Cadiero-Kaplan (CDE)
Robert Linquanti (CA CC – WestEd)

California Department of Education

English Language Development Standards
Development Process

This chart shows the major steps in the development process. Further information can be found on the CDE ELD Web page at http://www.cde.ca.gov/ps/ef/eldstandards.asp.

All meetings are open to the public.

1. Assembly Bill 124 (Chapter 905, Statutes of 2011) mandated revision of the ELD Standards October 2011

2. State Superintendent of Public Instruction (SSPI) held 5 regional focus groups to provide input on the ELD standards February, 2012

3. SSPI Appoints Panel of Experts March 2012

4. 1st Panel of Experts Meeting: Orientation, role definition, and guiding principles (one day), March 19, 2012

5. 2nd Panel of Experts Meeting: Design principles, ELD/ELA correspondence, and draft standards (two days) April 30-May 1, 2012

6. 3rd Panel of Experts Meeting: ELD standards template, language across modalities, and draft standards (two days) May 21-22, 2012

7. 4th Panel of Experts Meeting: Proficiency level descriptors, vertical and horizontal alignment, and draft standards (two days) June 21-22, 2012


9. 30-Day Public Review and Comment Period; Draft ELD standards posted on Internet July-August, 2012

10. 5th Panel of Experts Meeting: Discussion and validity of ELD standards, draft standards, and recap (one day) August 22, 2012

11. SSPI submits the revised ELD standards to the State Board of Education (SBSE) August 2012

12. SBSE adopts ELD Standards September 2012 or November 2012

CA ELD Standards: Purpose

- Align with California’s Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards)

- Highlight and amplify key language knowledge, skills, and abilities in the Common Core State Standards critical for ELs to succeed in school while they are developing English
CA ELD Standards: Purpose

- **Provide opportunities** for ELs to access, engage with, and achieve in grade-level academic content while they are learning English
- **Use in tandem** with the Common Core State Standards and **not in isolation**
- **Strengthen** English Language Development in light of next-generation content standards

Key Shifts in the 2012 CA ELD Standards

**FROM A CONCEPTUALIZATION OF...**

- Language acquisition as an individual and lock-step linear process
- Language development focused on accuracy and grammatical correctness
- Use of simplified texts and activities, often separate from content knowledge

**TO UNDERSTANDING...**

- Language acquisition as a non-linear, spiraling, dynamic, and complex social process
- Language development focused on collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices
- Use of complex texts and intellectually challenging activities with content integral to language learning

(Adapted from Walqui, 2012)
### Key Shifts (continued)

<table>
<thead>
<tr>
<th>FROM A CONCEPTUALIZATION OF…</th>
<th>TO UNDERSTANDING…</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a set of rules</td>
<td>English as a meaning-making resource with different language choices based on audience, task, and purpose</td>
</tr>
<tr>
<td>A traditional notion of grammar with syntax and discrete skills at the center</td>
<td>An expanded notion of grammar with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts</td>
</tr>
<tr>
<td>Literacy foundational skills as one-size-fits-all, neglecting linguistic resources</td>
<td>Literacy foundational skills targeting varying profiles of ELs, tapping linguistic resources and responding to specific needs</td>
</tr>
</tbody>
</table>

(Adapted from Walqui, 2012)

---

### Walk-through of the 2012 Proficiency Level Descriptors
Proficiency Level Descriptors (PLDs) Overview

- **Describe** student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do
- **Provide** three proficiency levels: Emerging, Expanding, and Bridging – at *early* and *exit* stages
- **Guide** targeted instruction in ELD, as well as differentiated instruction in academic content areas

Proficiency Level Descriptors (PLDs) Overview, cont’d.

Include:

- **Overall Proficiency**: A general descriptor of ELs’ abilities at *entry to/progress through*, and *exit from* the level
- **Extent of linguistic support** needed per the linguistic and cognitive demands of tasks, at *early stages* and *as ELs develop*

(see handout)
Proficiency Level Descriptors
What’s New & Different?

Review the Proficiency Level Descriptors in pairs/teams and discuss their potential to inform ELs’ programming, curriculum, instruction and assessment.

Take 5 mins.

Proficiency Level Descriptors (PLDs) Overview, cont’d.

Include:

Descriptors for early stages of and exit from each proficiency level, using ELD standard structure:

• Three Modes of Communication:
  – Collaborative (engagement in dialogue with others)
  – Interpretive (comprehension and analysis of written and spoken texts)
  – Productive (creation of oral presentations and written texts)

• Two dimensions of Knowledge of Language:
  – Metalinguistic Awareness (language awareness & self-monitoring)
  – Accuracy of Production (acknowledging variation) (see handout)
Proficiency Level Descriptors
What’s New & Different?

How do the
- Modes of Communication and
- Knowledge of Language
descriptors link to the Common Core and communicate expectations for English Learner engagement?

Take 5 mins.

Common Core State Standards: Major Shifts

Major Shift 1: Emphasizing Informational Text
Major Shift 2: Literacy Standards for All Content Areas
Major Shift 3: Text Complexity
Major Shift 4: The Special Place of Argument
The Language Demands of the Common Core

- “Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines...can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood.”

(CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 7)

The Language Demands of the Common Core

- “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...They justify their conclusions, communicate them to others, and respond to the arguments of others.”

(CCSS for Mathematics, p. 6)
Language uses also key in creating new science standards

Among essential science practices:
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

The 2012 ELD Standards’ Structure and Components

Include:
- 2-page “At a Glance”
- Part I: Interacting in Meaningful Ways
- Part II: Learning about How English Works
- Part III: Using Foundational Literacy Skills
Walk-Through of the 2012 ELD Standards’ Structure and Components: Grade 5 Example

(see handout)
Appendices

✓ Additional Resources to Support Understanding and Implementation:

- A. Foundational Literacy Skills for ELs
- B. Part II: Learning About How English Works
- C. Theoretical Foundations and Research Base
- D. Context, Development, and Validation

✓ Glossary

Questions?

Karen Cadiero-Kaplan, Ph.D.
Director, English Learner Support Division
California Department of Education
Contact: kcadierokaplan@cde.ca.gov

Robert Linquanti
ELEAS Project Director & Senior Researcher
California Comprehensive Center at WestEd
Contact: rlinqua@wested.org