

# Louisiana Believes

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**Louisiana Connectors for English Learners  
and Aligned English Language Proficiency Test  
September Collaborative Meetings  
2017**

# Session Objectives

By the end of this session, participants will:

- Become better acquainted with Connectors for Els.
- Understand the shifts in teaching ELs.
- Engage in an application activity around instructional considerations and implications.
- Learn about the design of the ELPT and how it is aligned to the Connectors and classroom instruction.

# Vision for English Language Learners

- Louisiana believes that all students, including English learners, deserve an education that prepares them to be independent and successful in life after high school.
- Acknowledging the diverse and rich language experiences they bring to school, English learners can achieve academic success through a clear and concise **alignment of standards, instructional resources, and quality assessments**.
- This Spring, BESE adopted the Louisiana Connectors for English Learners that replace the formerly known English Language Development Standards. In 2017-18 The English Language Proficiency Test (ELPT) will replace the former English Language Development Test (ELDA).

# Louisiana Connectors for English Language Learners

Our academic expectations for all students are articulated in the Louisiana Student Standards, approved by BESE in spring 2016. In winter 2016, BESE approved aligned standards for English Learners known as the Louisiana Connectors for English Learners..

The Louisiana Connectors For English Learners replace the English Language Development Standards. In 2017-18 the ELPT will replace the ELDA.

	Old	New
<b>Standards</b>	English Language Development Standards	Louisiana Connectors for English Learners
<b>Assessment</b>	English Language Development Assessment (ELDA)	English Language Proficiency Test (ELPT)



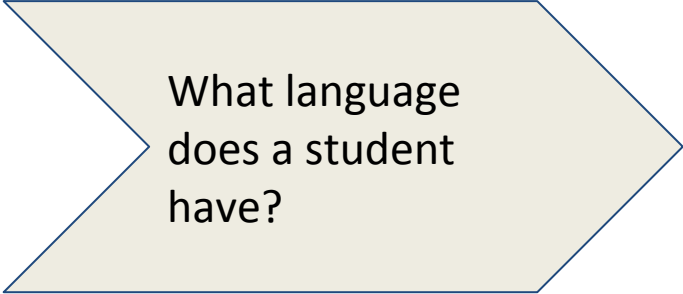
# Development of Connectors for Els: Guiding Principles

- Els have the same potential as native speakers to engage in cognitively complex tasks.
- Els bring to their learning experience valuable “funds of knowledge”.
- ELs at all levels of English language proficiency should be provided with scaffolding.
- Els do not need to wait until their English proficiency is sufficiently developed to participate in content area instruction and assessment.

# Higher Expectations

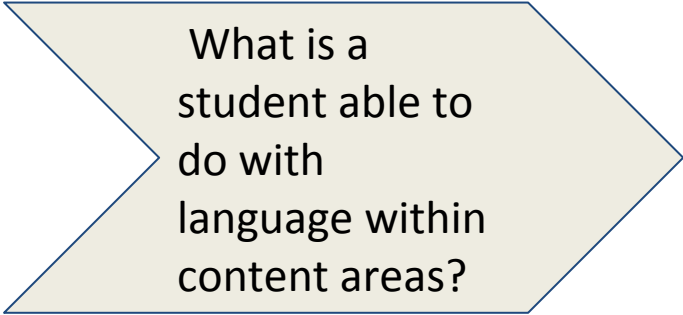
- Increasing the expectations for the academic content that students must master in school requires a parallel increase in expectations for English language learners.
- The standards describe how language is used to meet the rigorous content demands in each grade and how students progress, by grade and grade band, toward English language proficiency.

**FROM**



What language  
does a student  
have?

**TO**



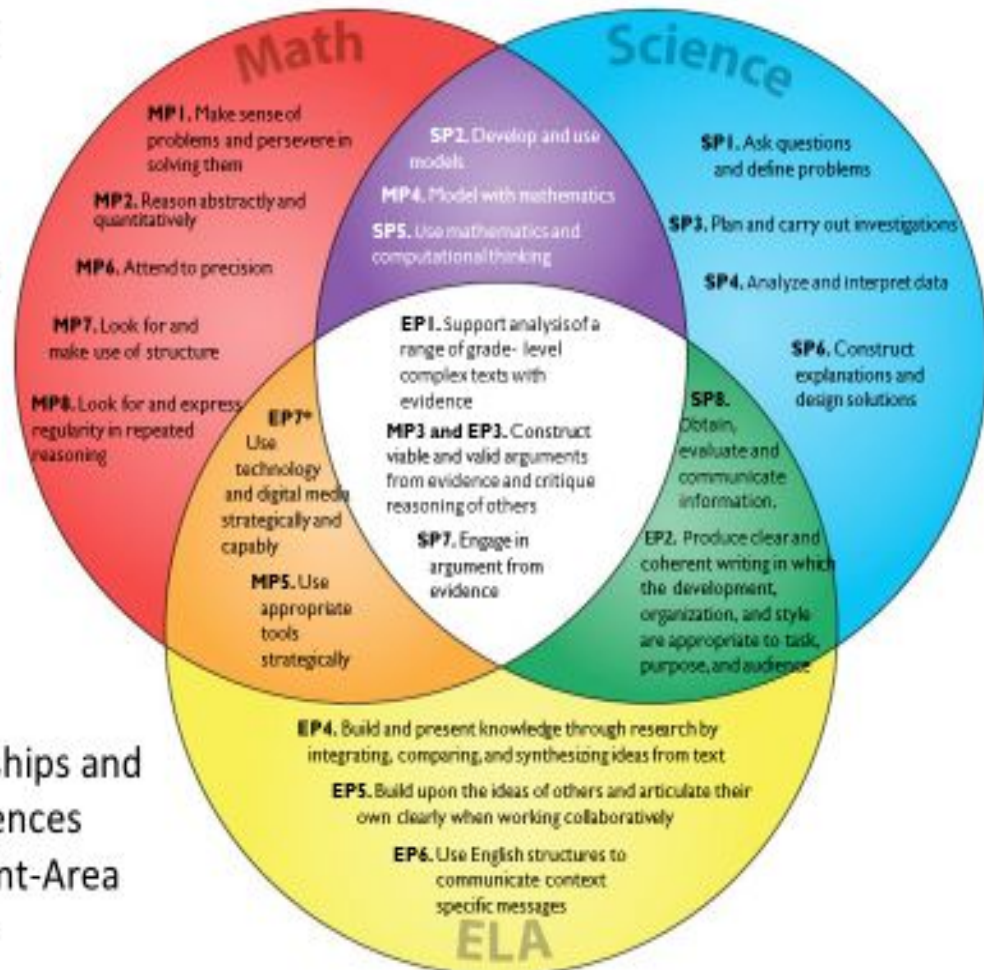
What is a  
student able to  
do with  
language within  
content areas?

# Leveraging Practices to Inform Connectors

Understanding Language  
Stanford | GRADUATE SCHOOL OF  
EDUCATION

Cheuk, T. (2013). Relationships and convergences among the mathematics, science, and ELA practices. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

Relationships and  
Convergences  
of Content-Area  
Practices



# Shifts Due to Higher Expectations

- **Opportunity for Els:** Greater access to rigorous instruction and high expectations
- **New Challenge:** To change how EL instruction has been approached and delivered
  - Emphasis on academic language
  - Amplification instead of simplification
  - Integration of academic language and content
- The 10 EL Connectors are designed to be used in **collaboration** with the ESL/ELD specialist and content area teachers with the explicit recognition that language acquisition takes place across all content areas.



# Organization of Connectors

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, 2 ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

Connectors 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Connectors 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven

# Organization of Connectors

Modalities	Domains	Corresponding ELP Connector	
<b>Receptive modalities:</b> This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not	Listening and Reading	1	construct meaning from oral presentations and literary and informational through grade- appropriate listening, reading and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
<b>Productive Modalities:</b> The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
<b>Interactive modalities:</b> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Listening, Speaking, Reading and Writing	2	participate in grade-appropriate oral and written exchanges of information, 2 ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	Conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

# Instructional Implications

**In light of the new standards, what do teachers need to know and be able to do?**

- Have a clear understanding of the Connectors; specifically the Proficiency Level Descriptors
- Have knowledge of their Els' levels of language domain proficiencies
- Understand how academic language leverages Els ability to meaningfully engage in content
- Know how to apply appropriate scaffolding at each proficiency level
- Monitor progress to adjust scaffolds

# Delving Deeper, Let's Examine:

- What are the Proficiency Level Descriptors?
- How can they be used to plan for instruction, and support language needs?
- Overall, language proficiency develops along a predictable continuum.
- This does not mean that a student's language develops in a perfect linear progression, but instead that there is a general pattern of development in proficiency.

That said, a student's proficiency level should never be thought of as a fixed status. It instead represents a level of proficiency at a certain point in time, based on a particular set of performances.



# Proficiency Level Descriptors

## Grades 6-8: Louisiana Connectors for English Learners: At-a Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: <ul style="list-style-type: none"> <li>identify a few key words and phrases in oral communications and simple written texts.</li> </ul>	use an emerging set of strategies to: <ul style="list-style-type: none"> <li>identify the main topic in oral communications and simple written texts</li> <li>retell a few key details.</li> </ul>	use a developing set of strategies to: <ul style="list-style-type: none"> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	use an increasing range of strategies to: <ul style="list-style-type: none"> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	use a wide range of strategies to: <ul style="list-style-type: none"> <li>determine central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a text.</li> </ul>
6-8.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul style="list-style-type: none"> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul style="list-style-type: none"> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas</li> <li>reflect on the key ideas expressed.</li> </ul>

# Proficiency Level Descriptors

- Proficiency Level Descriptors (PLDs) provide guidance about what a student's performance should look like within a particular proficiency level, with respect to a certain Connector.
- And like the domain-based achievement levels measured by the ELPT, the standards Proficiency Level Descriptors (PLDs) are broken down into 5 levels; levels 1, 2, 3, 4 and 5 – for each of the 10 ELP Connectors.

# Instructional Implications Activity

The following activity is designed to give teachers a deeper understanding of:

- the Connectors
- student's language needs based on their English proficiency levels,
- appropriate scaffolds and
- alignment with summative assessment

**In Partners discuss the following scenario:**

**You are an ESL teacher collaborating with an ELA teacher. She is planning lesson 1 of a Guidebook unit: Hatchet.**

**Using the Connectors' Proficiency Level Descriptors (Connectors found [here](#) ) and instructional tools embedded in lesson, [Hatchet](#), engage in the following tasks:**

# Planning

## Identify the task.

Use the Task Analysis Tool (Handout) to guide your thinking:

- Look at your data to decide what is an appropriate language objective or focus.
- Should you have different objectives?
- Why did you choose that focus?

Identify:

- supports within the lesson that can be used to scaffold lesson.
- possible modifications needed to support resources for proficiency levels 1 & 2.
- other resources or guides that may be helpful.
- additional language supports needed to provide for student engagement in task.

Student	Listening	Speaking	Reading	Writing
A	3	2	3	2
B	4	4	2	1
C	1	1	1	1



# Task Analysis Tool (Handout)

The Task Analysis Tool is a resource to help guide teachers' thinking when planning for and providing standard-based instruction.

QUESTIONS TO ASK:	
<ul style="list-style-type: none"> <li>What linguistic challenges will the lesson/text present? (Function and/or Form)</li> <li>What vocabulary/language structure (Form) need pre-teaching so students can comprehend and participate?</li> <li>What level of differentiation (scaffolds) must be done so that students can participate independently (listening, speaking, reading, writing)?</li> </ul>	
KEEP IN MIND:	
<ul style="list-style-type: none"> <li>English Learners may appear proficient as they talk about personal topics, but will develop difficulty when they are required to listen, speak, read and write in academic content areas.</li> <li>We can help ELs develop academic proficiency by teaching the language they need to complete a required task.</li> <li>Attempt to <u>increase</u> academic demands while <u>decreasing</u> language demands.</li> </ul>	
LANGUAGE DEMANDS (OBJECTIVE):	
<b>Receptive- language</b> students must understand in order to complete tasks <b>Interactive-productive</b> demands that involves <b>Two-way</b> interactive communication and negotiation of meaning	<b>Productive language</b> students must use to complete tasks
<ol style="list-style-type: none"> <li>What is the content knowledge (objective) being presented in the Lesson?</li> <li>What is the purpose for which the language is being used? (Function)</li> <li>What grammar or language structure (Form) could be addressed in lesson or student will need to complete task?</li> </ol>	
<b>Examples of Language Functions:</b> express needs/likes describe retell predict compare/contrast	<b>Examples of Language Forms:</b> forming questions nouns pronouns adjectives adverbs
<ol style="list-style-type: none"> <li>What vocabulary/concepts are essential for students to engage in the lesson?</li> <li>What is the content-area vocabulary that students need to use, produce, process or understand?</li> <li>What activity/assignment will the student be responsible for?</li> <li>What supports will the student need to independently complete task?</li> </ol>	

# ELA Guidebook Resources and Tools

- The following resources are listed in the [ELA Guidebook Lessons 2.0](#)

[Approach Guides \(Teacher Resources\)](#)

[Hatchet: Lesson 1](#)

[Let's Set the Context Videos](#)

[Reading Journal \(Guiding Questions\)](#)

[Summary Graphic Organizer](#)

[Annotating Texts](#)

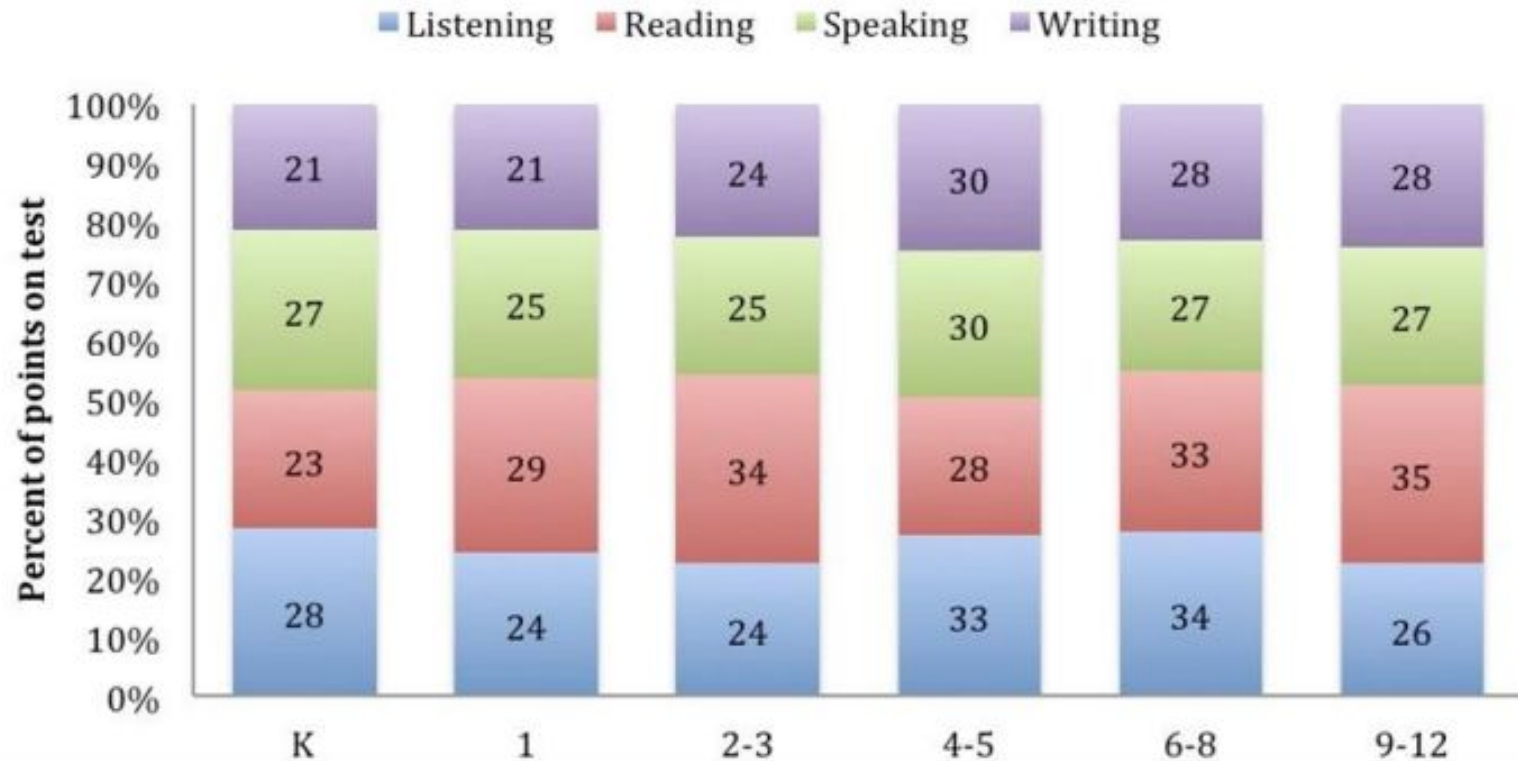
[Conversation Stems](#)

# Measuring Results: ELPT Overview

Feature	English Language Proficiency Test
Student Population	English Language Learners
Administration	February 6 - March 16, 2018
Subjects	English: listening, speaking, speaking and writing
Grades Assessed	K-12
Assessment Platform	Online Testing Platform; Headset w/mic required
Administrative Support	Administrative portal for test coordinators to complete setup
Further Information	<a href="mailto:assessment@la.gov">assessment@la.gov</a>

# Test Design: Domains

ELPT measures and reports English language proficiency using these domains, the number of score points and items are relatively evenly distributed across domain and grade band





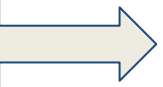
# Performance

## Performance Targets

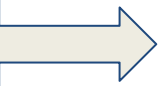
**Listening**



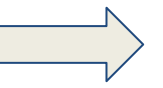
**Speaking**



**Reading**



**Writing**



**Proficiency Requires  
meeting a combination  
of expectations across  
all four domains.**

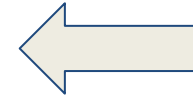
**Proficient-** combination of  
levels 4s and 5s only

**Progressing-** combination of  
levels 1s, 2s, and 3s

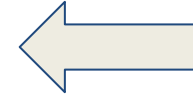
**Emerging-** combination of  
levels 1s and 2s only

## Performance Levels

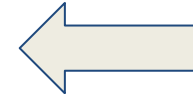
**Level 1  
Beginning**



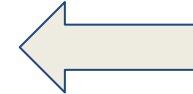
**Level 2  
Early  
Intermediate**



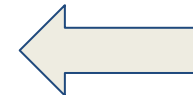
**Level 3  
Intermediate**



**Level 4  
Early Advanced**



**Level 5  
Advanced**



# Sample Task Types

## Sample Task Types by Domain

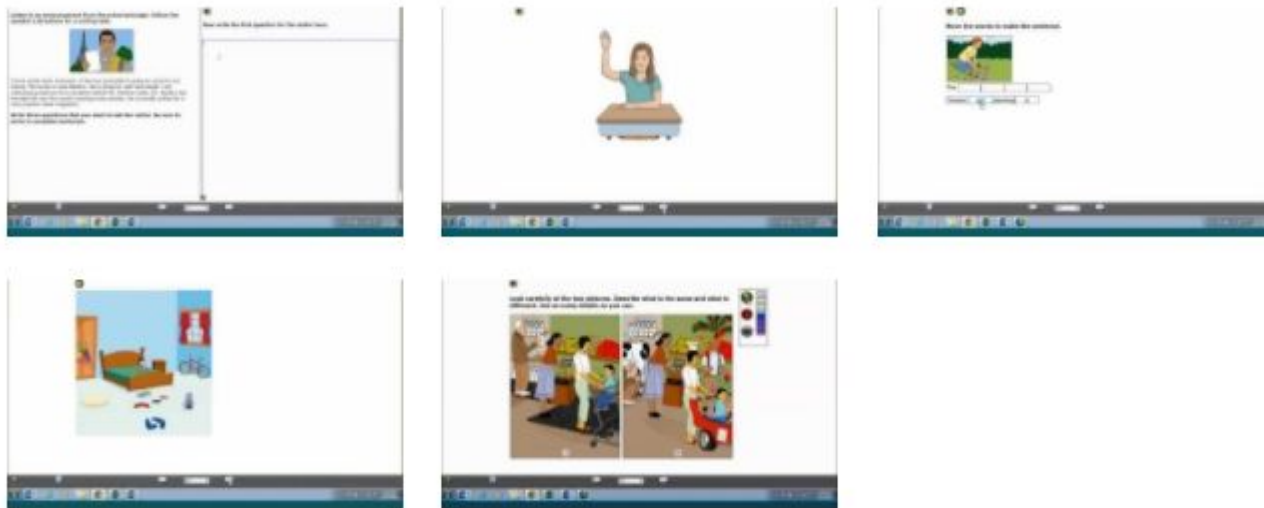
Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"><li>• Read-Aloud Story</li><li>• Short Conversations</li><li>• Student Discussion</li><li>• Listen for Information</li><li>• Academic Debate</li><li>• Academic Lecture and Discussion</li></ul>	<ul style="list-style-type: none"><li>• Argument and Support Essay Set</li><li>• Discrete Items</li><li>• Informational Set</li><li>• Extended Informational Set</li><li>• Literary Set</li><li>• Read for Details</li><li>• Procedural Text</li></ul>	<ul style="list-style-type: none"><li>• Academic Debate</li><li>• Analyze a Visual and a Claim</li><li>• Classroom Tableau</li><li>• Conversation</li><li>• Language Arts Presentation</li><li>• Observe and Report</li><li>• Opinion • Picture Description/Compare</li></ul>	<ul style="list-style-type: none"><li>• Complete a Word</li><li>• Construct a Claim</li><li>• Opinion</li><li>• Picture Caption</li><li>• Respond to Peer Email</li><li>• Storyboard</li></ul>

# Sample Items

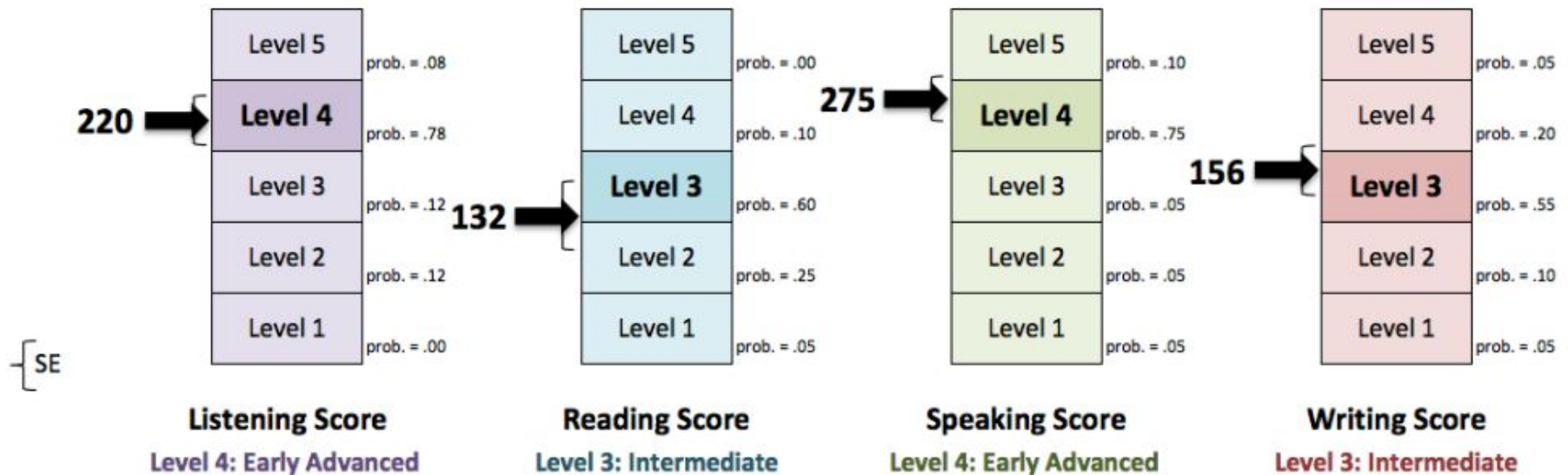
Sample items are available to show some of the presentation, interaction, and response actions that will appear on the English Language Proficiency test.

The domain and grade level are indicated in the blue strip at the bottom of the screen.

Sample Items found [here](#).



# Example of Domain Scores and Performance Levels



*Note. Level 4 represents the assessment target for each domain.*



# Proficiency Determined by Domain Profiles

- Overall proficiency is determined through the pattern and level of performance across the four domains.

PROFICIENT	Any combination of 4s and 5s
PROGRESSING	Any combination of 1s, 2s, & 3s
EMERGING	Any combination of 1s & 2s

- The Connectors for Els maintain that proficiency can be achieved in multiple ways, and may look different for individual students.
- Students develop skill in each domain at different rates and may exhibit some skills of a domain at higher levels and still struggle with other skills at a lower level.
- Proficiency is a function of the domains, not of the overall scores with domains combined.

# Tools and Resources

- The LDOE has developed a set of [tools to support](#) instruction and professional development to ensure that English learners engage in the academic learning process while learning a new language and are prepared for post-secondary opportunities.

	Available Now	Coming Soon
<b>Standards</b>	<ul style="list-style-type: none"><li>• <a href="#">Connectors for Els</a></li></ul>	<ul style="list-style-type: none"><li>• EL Guidebook (November)</li></ul>
<b>Assessment</b>		<ul style="list-style-type: none"><li>• <b>Assessment Guide</b> (available late September) provides in-depth information about the test design.</li><li>• <b>Online Tools Training (OTT)</b></li></ul>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>• 2016-17 <a href="#">Teacher Leader Sessions &amp; Summit</a></li></ul>	<ul style="list-style-type: none"><li>• 2017-18 Collaborative Sessions</li><li>• Follow up TLS Cohorts trainings (Fall 2017 and Spring 2018; TBD)</li></ul>

# Next Steps

- Visit the [Louisiana Believes](#) website to download instructional materials for classroom support.
  - Assessment Guide for ELPT - late September 2017
- Consider the Connectors and how this will impact teaching and learning in your classroom.
- Talk with other educators to share what you learned.
- Implement sound instructional practices that support the Louisiana Connectors for English Learners.
- Email [assessment@la.gov](mailto:assessment@la.gov) with questions about the English Language Proficiency Test.