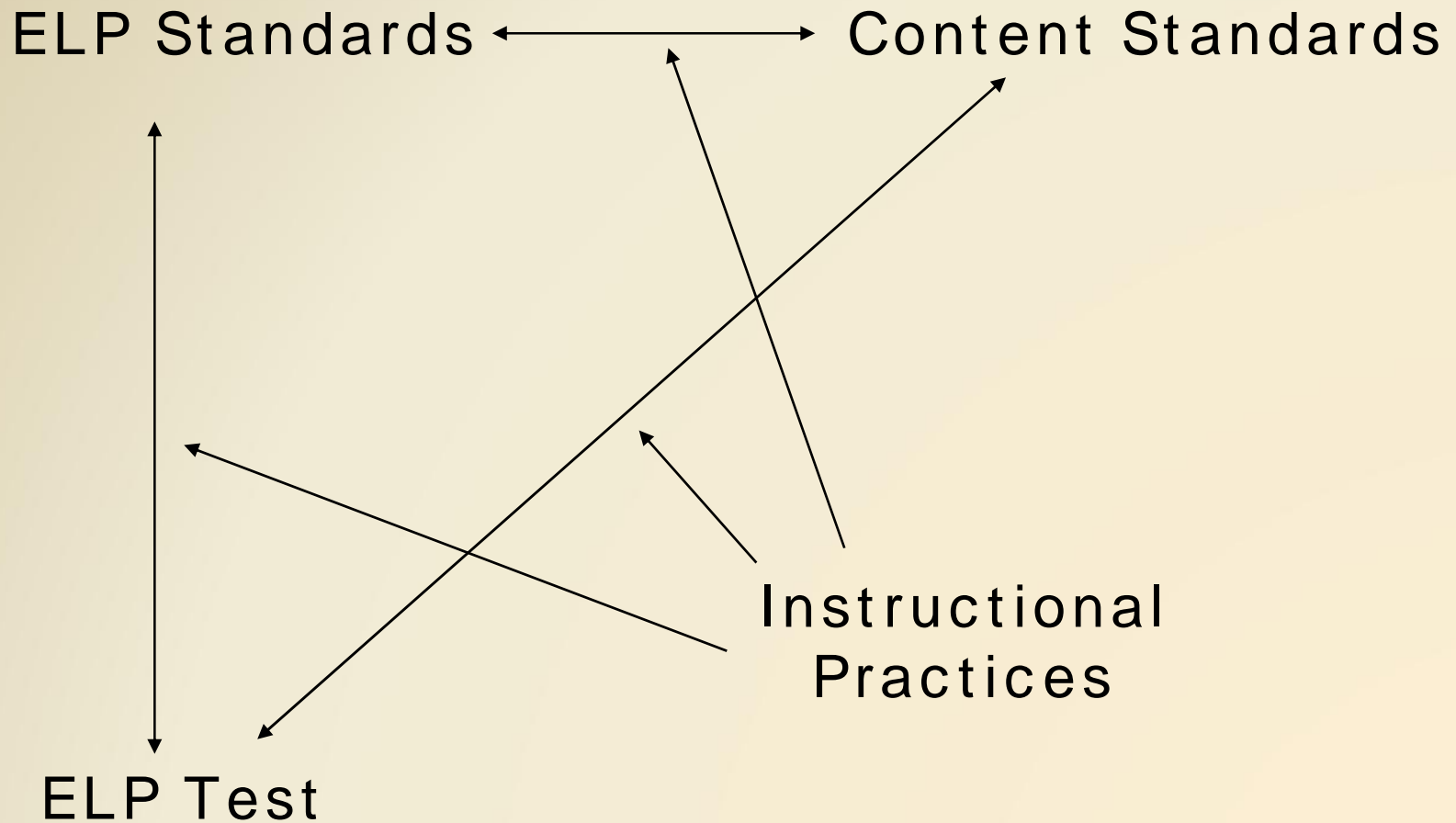


*Language Needed for Academic
Success: Are standards and
assessments for English language
learners aligned?*

*A report from the SEC-ELL Project:
an Enhanced Assessment Grant*

SEC-ELL - Iowa



SEC-ELL - Iowa

- *Purpose: To examine the relationships among Academic Content Standards, English-Language Proficiency Standards, and the English Language Proficiency Test*

AND

- *How those relationships are mediated by Instructional Practices.*

SEC-ELL - Iowa

- *It's ALL about the LANGUAGE.*

The project is about the language of discourse surrounding a content area, and about building the capacity of [all] students to engage in that discourse.

SEC-ELL - Iowa

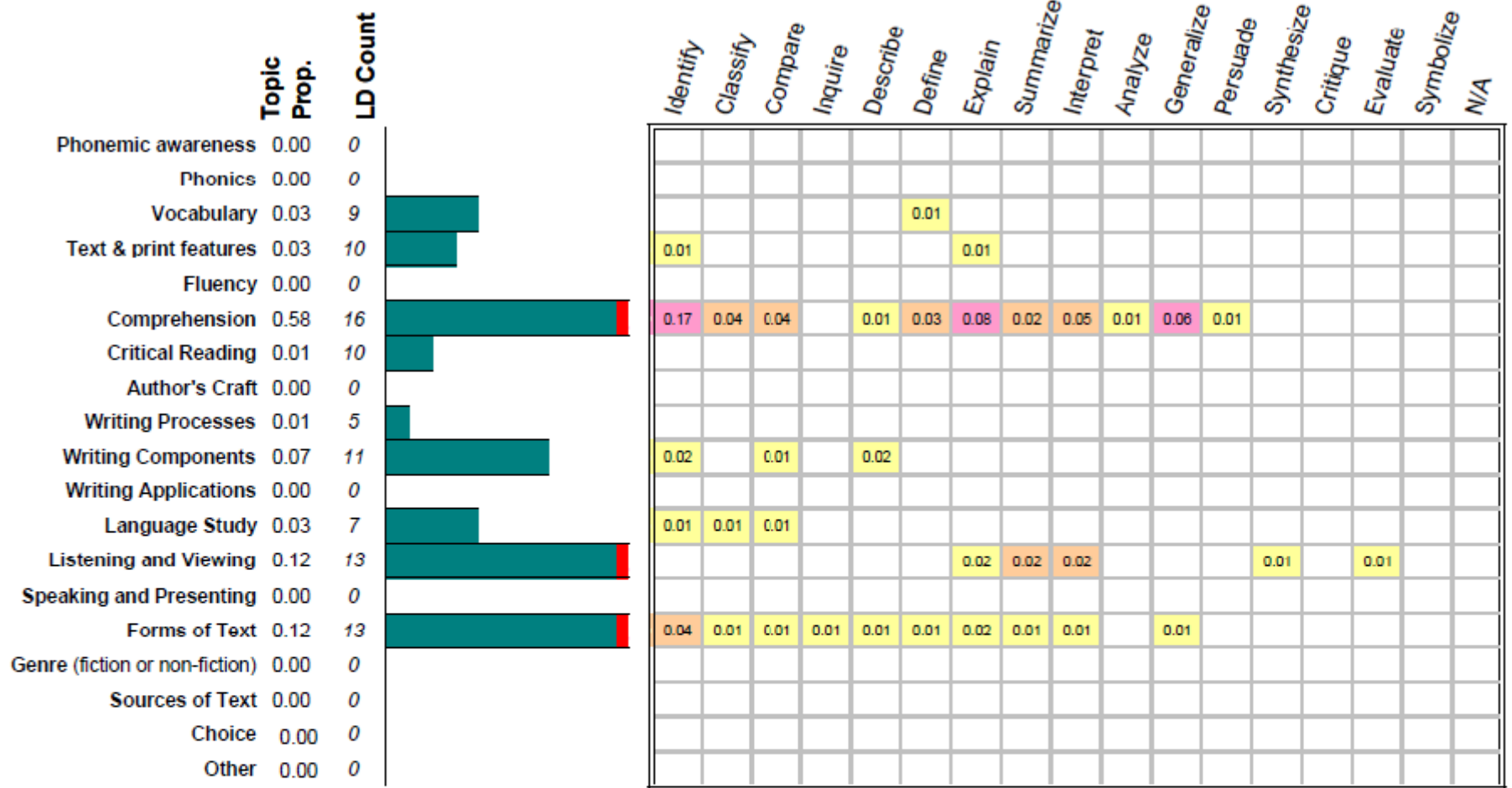
What we hope to do:

- *Validate Instructional Practices*
- *Provide Feedback to Teachers*
- *Plan Professional Development*

SEC-ELL - Iowa

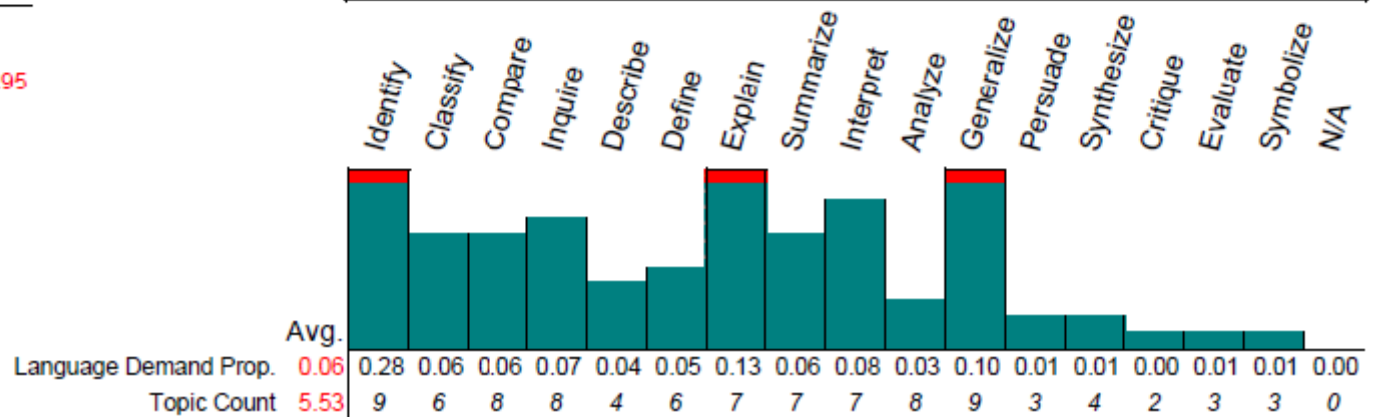
- *Coding has been done for Language Demand, Language Complexity, & Cognitive Demand (performance expectation)*
 - *Academic Content – Reading, Mathematics, Science*
 - *ELP Standards*
 - *ELP Assessment*
- *Round 1 of Surveys – 2008 – 171 responses*
 - *Teachers – ELA, MA, SC, ELD*
- *Round 2 of Surveys – 2009 (118 just completed)*
 - *Teachers – ELA, MA, SC, ELD*

IAELDALSg3-5 (Productive & Receptive Mode)



Average 0.05 4.95

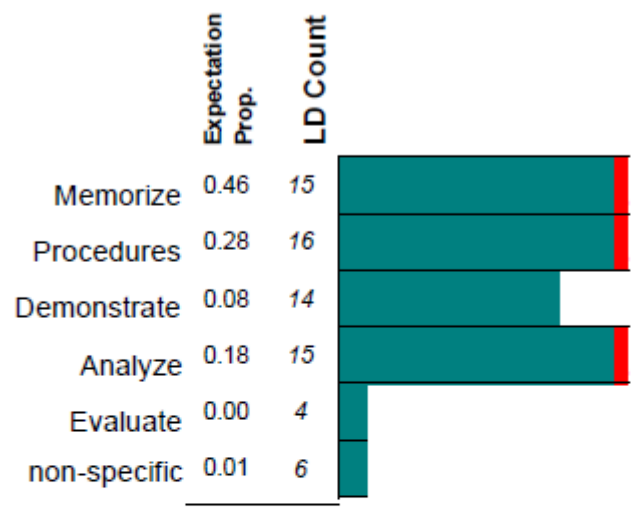
Interaction Density 0.011



Interpretation

- *Depth of Academic Content*
 - *Comprehension*
 - *Listening & Viewing*
 - *Forms of Text*
- *Depth of Language Demand*
 - *Identify*
 - *Explain*
 - *Generalize*

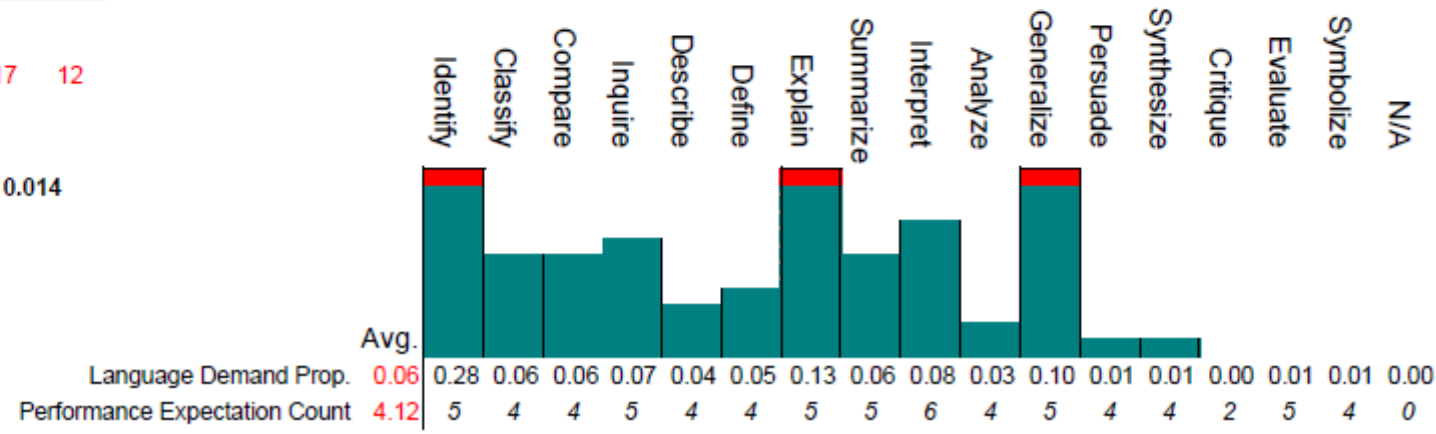
IAELDALSg3-5 (Productive & Receptive Mode)



	Identify	Classify	Compare	Inquire	Describe	Define	Explain	Summarize	Interpret	Analyze	Generalize	Persuade	Synthesize	Critique	Evaluate	Symbolize	N/A
Memorize	0.17	0.02	0.02	0.04	0.01	0.03	0.07	0.02		0.01	0.03						
Procedures	0.05	0.03	0.03	0.01	0.02	0.01	0.03	0.02	0.03	0.01	0.02	0.01					
Demonstrate	0.02	0.01	0.01		0.01					0.01	0.01						
Analyze	0.03			0.01		0.01	0.03	0.02	0.02	0.01	0.03						
Evaluate																	
non-specific																	

Average **0.17** **12**

Interaction Density **0.014**



Interpretation

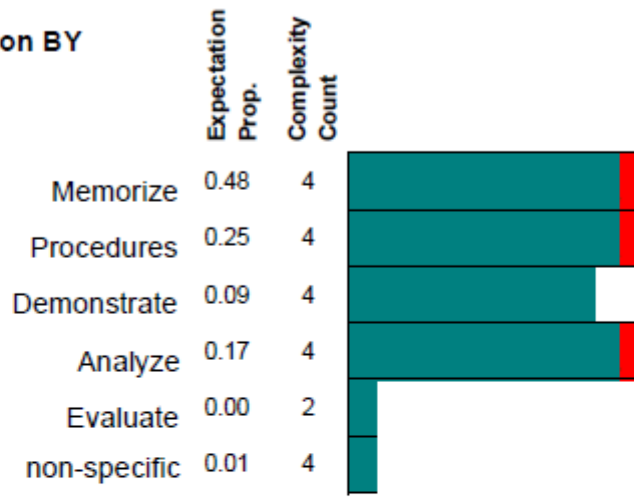
- *Depth of Cognitive Demand*
 - *Memorize*
 - *Procedures*
 - *Analyze*
- *Depth of Language Demand*
 - *Identify*
 - *Explain*
 - *Generalize*

Interpretation

- *Depth of Academic Content*
 - *Comprehension*
 - *Writing Components*
 - *Forms of Text*
 - *Depth of Language Complexity*
 - *Simple Construction*

IAELDAL&Sg3-5 (Productive & Receptive Mode)

Performance Expectation BY Language Complexity



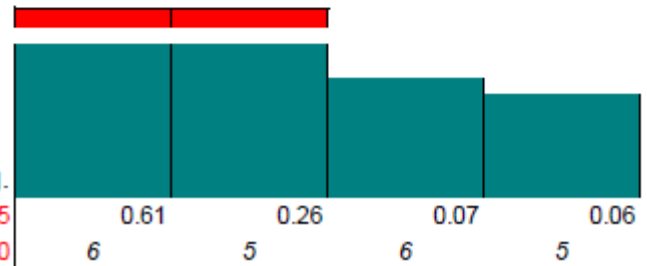
Low Density / Simple Construction High Density / Simple Construction Low Density / Complex Construction High Density / Complex Construction

0.30	0.14	0.02	0.02
0.17	0.04	0.03	0.02
0.07	0.02		
0.08	0.06	0.02	0.02

Average 0.17 3.67

Low Density / Simple Construction High Density / Simple Construction Low Density / Complex Construction High Density / Complex Construction

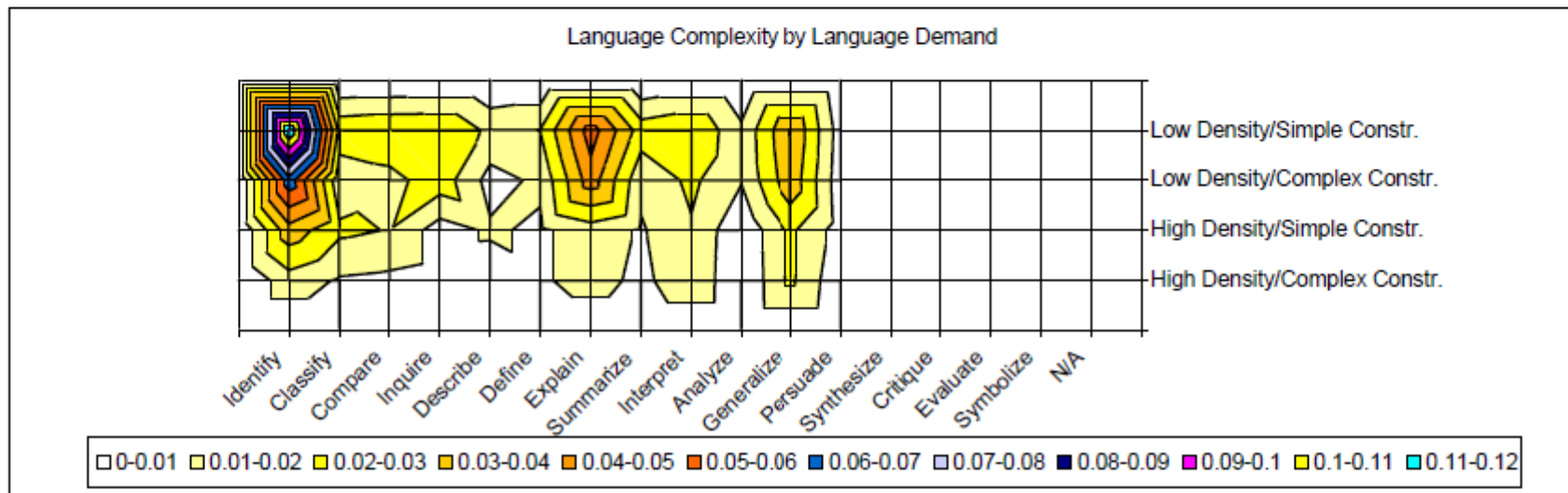
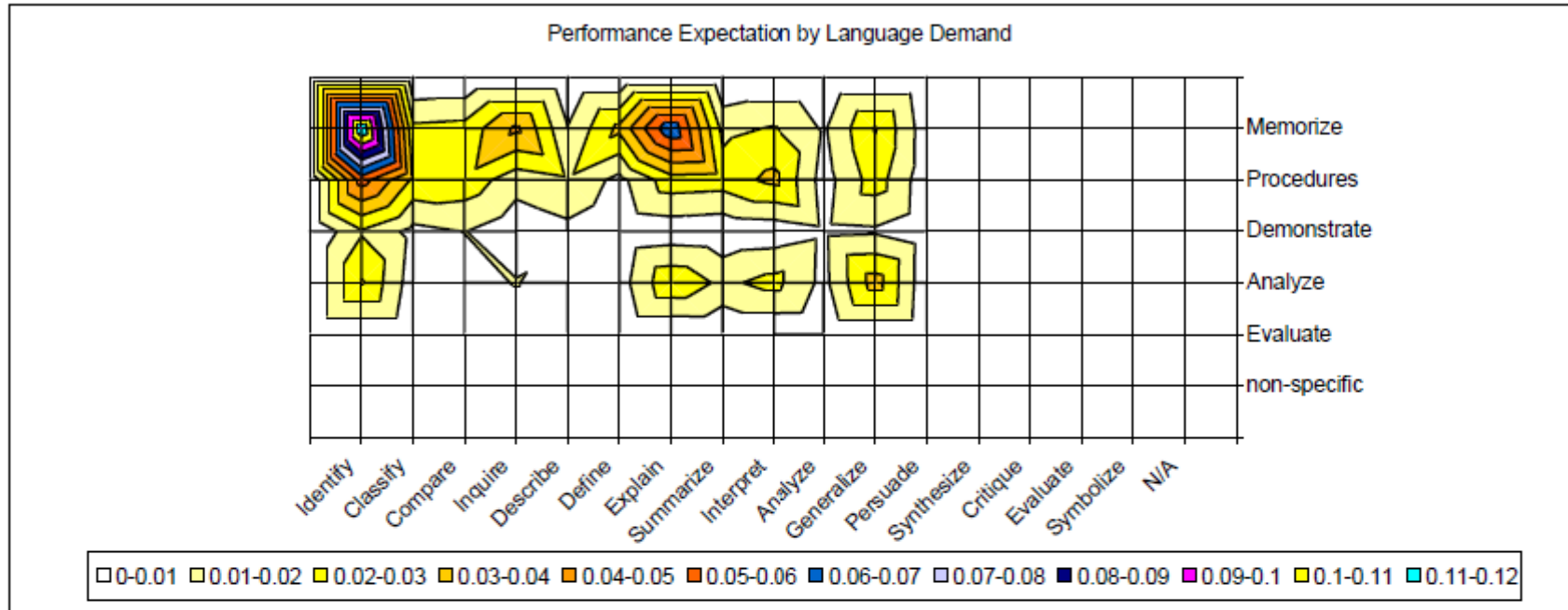
Interaction Density 0.045



Interpretation

- *Depth of Cognitive Demand*
 - *Memorize*
 - *Procedures*
 - *Analyze*
- *Depth of Language Complexity*
 - *Simple Construction*

IAELDAL&Sg3-5 (Productive & Receptive Mode)



SEC-ELL – Iowa Instructional Practice

- *Teachers DO*
 - *Guided Reading*
 - *Small Group Work*
 - *Hands-on activities*
 - *Reading AND Social Language Development*
 - *Oral Responses - ELA*

SEC-ELL – Iowa Instructional Practice

- *Students DON'T*
 - *Learn to use Resources*
 - *Listen to teachers explain something*
 - *Read/Write about Science*
 - *Watch Science teacher demonstrations*
 - *Build Portfolios of work*

SEC-ELL – Iowa Teacher Beliefs

- *Students need to read and write meaningful tasks*
- *Reading is an integral part of learning*
- *Teachers enjoy teaching*
- *Teachers have the same expectations for ALL Students*
- *Teachers are NOT always supported with innovation*
- *Teachers don't observe each other.*

SEC-ELL – Iowa Professional Development

- *Negative:*
 - *Limited Workshops, Conferences, Coursework*
- *Positive:*
 - *Use Networks*
 - *Were Self-directed*
 - *Studied Student Work*
 - *Learned teaching methods*

SEC-ELL – Iowa Next Steps

- *Professional Development*
 - *Language Dimensions*
 - *Language Demand*
(*Academic English Language Functions*)
 - *Language Complexity*
 - *Focused, Widespread*

(for CONTENT-area teachers too!)