

Opportunity To Learn Standards-based Content For English Language Learners

Presented at the 2009 NCSA Conference, June 2009, Los Angeles, CA
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The Language (Taxonomy)

A two-dimensional framework for describing:

1) WHAT STUDENTS SHOULD KNOW

(Represented by a detailed topic list organized into content areas.)

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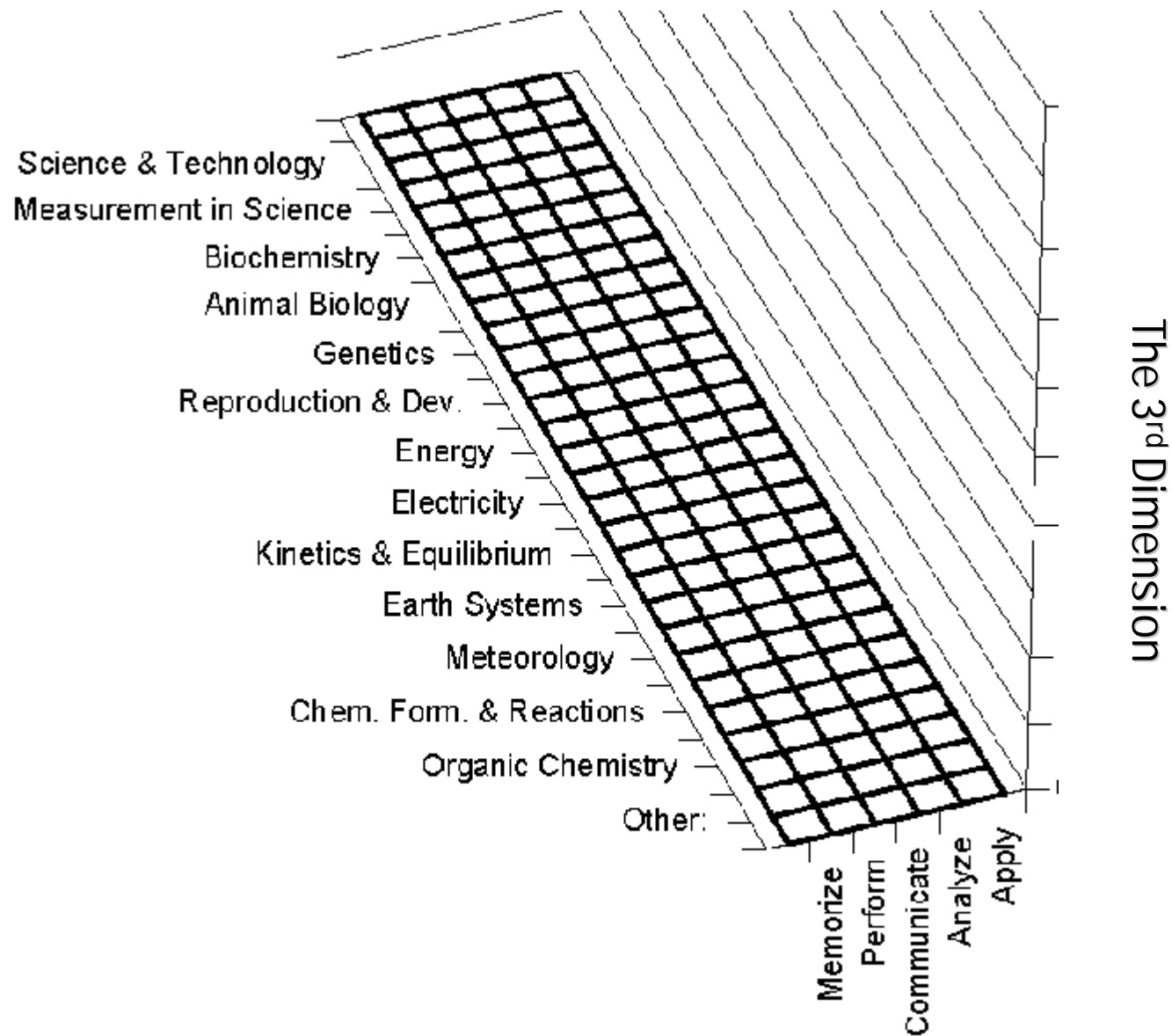
2) BE ABLE TO DO

(Represented by five categories of student performance expectations.)

The Description (Content Analysis)

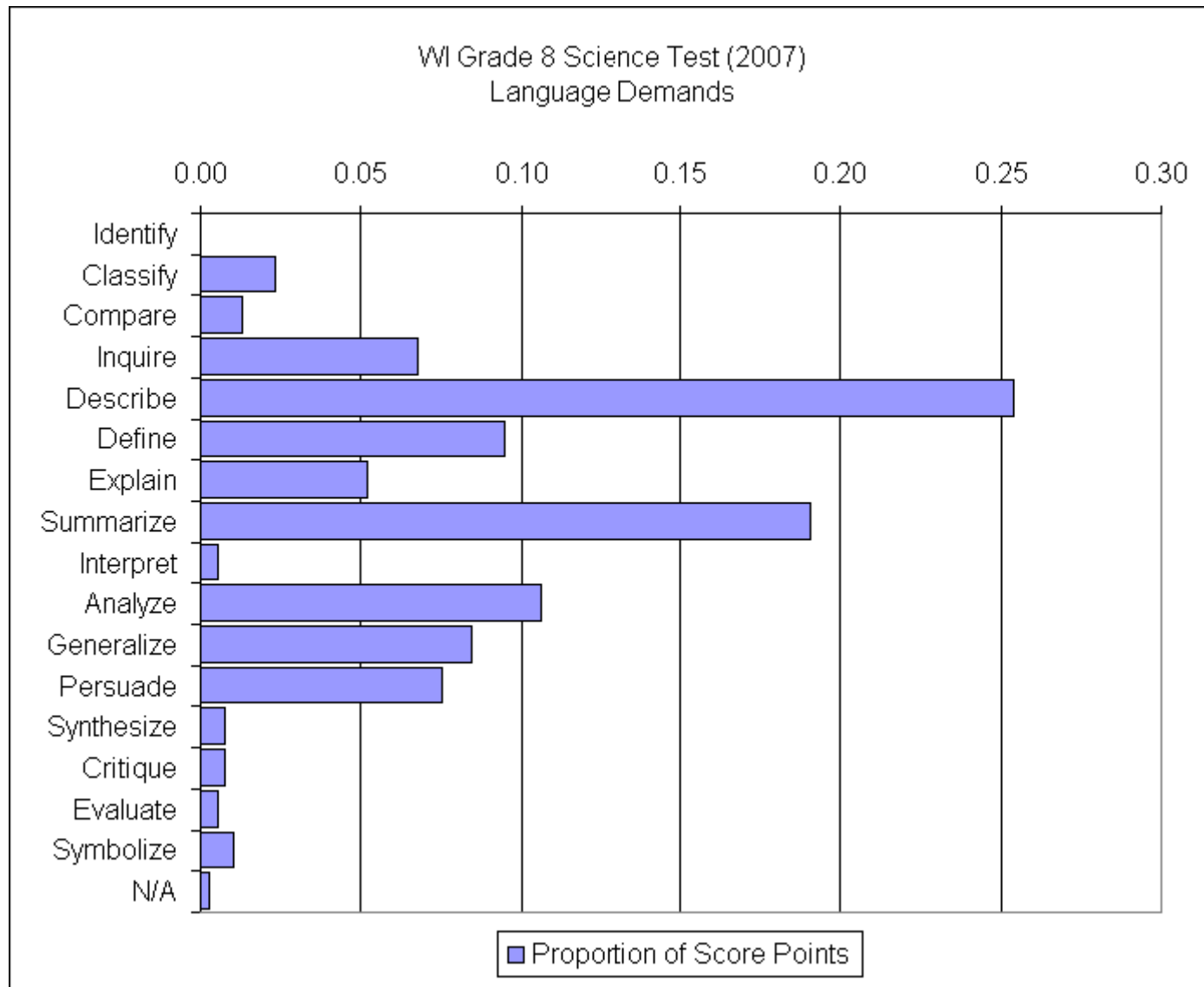
		Categories of Student Performance				
Topics		Memorize	Procedures	Demonstrate Understanding	Conjecture Analyze	Solve non-routine prob.
101	Place Value					
102	Whole Nbrs.					
103	Operations					
104	Fractions				104 E	
105	Decimals					
106	Percents					
		B	C	D	E	F

The Results (Content Description)

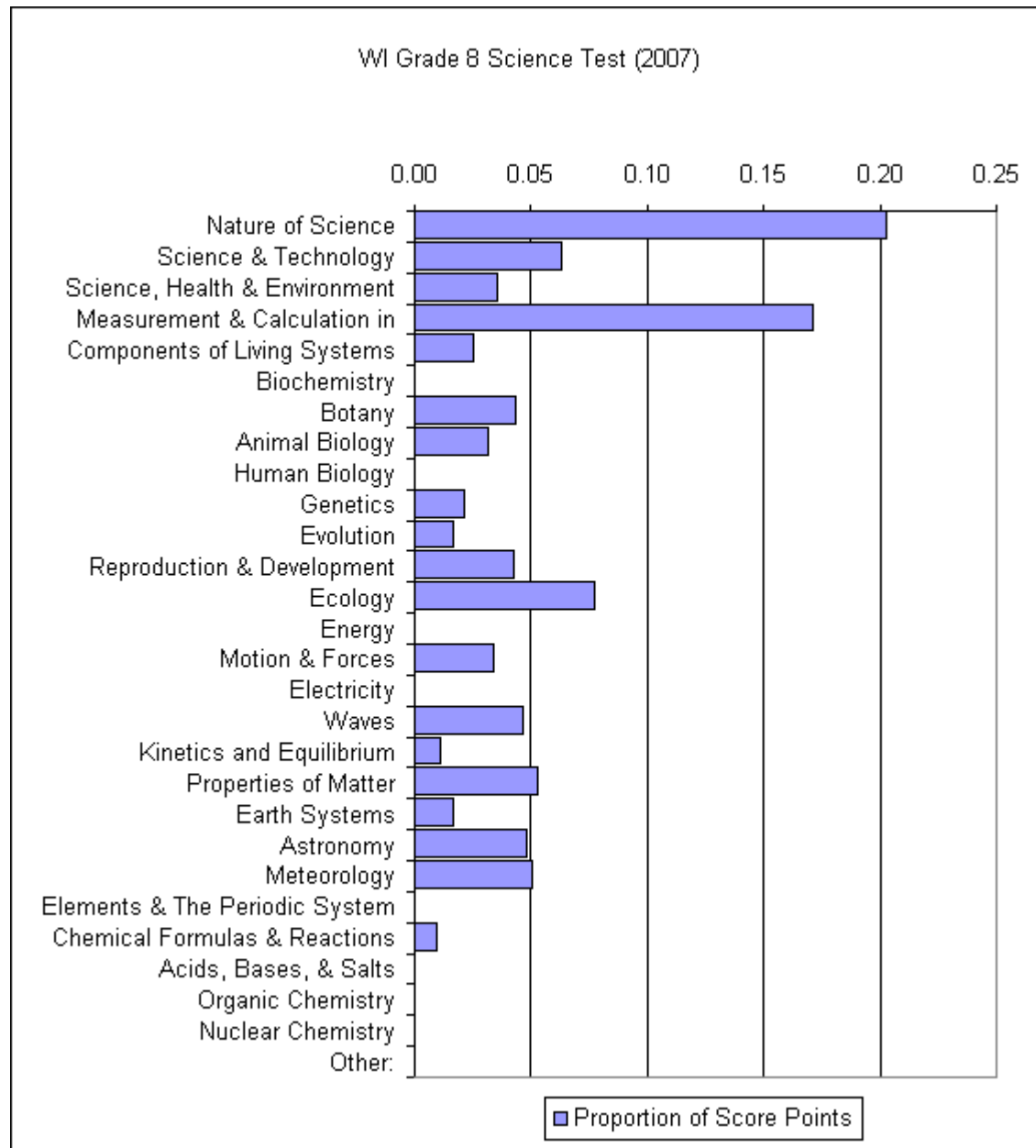


Combining Linguistic Analyses & Content Analyses

What is the language needed for ELLs to access the content of instruction in classrooms?

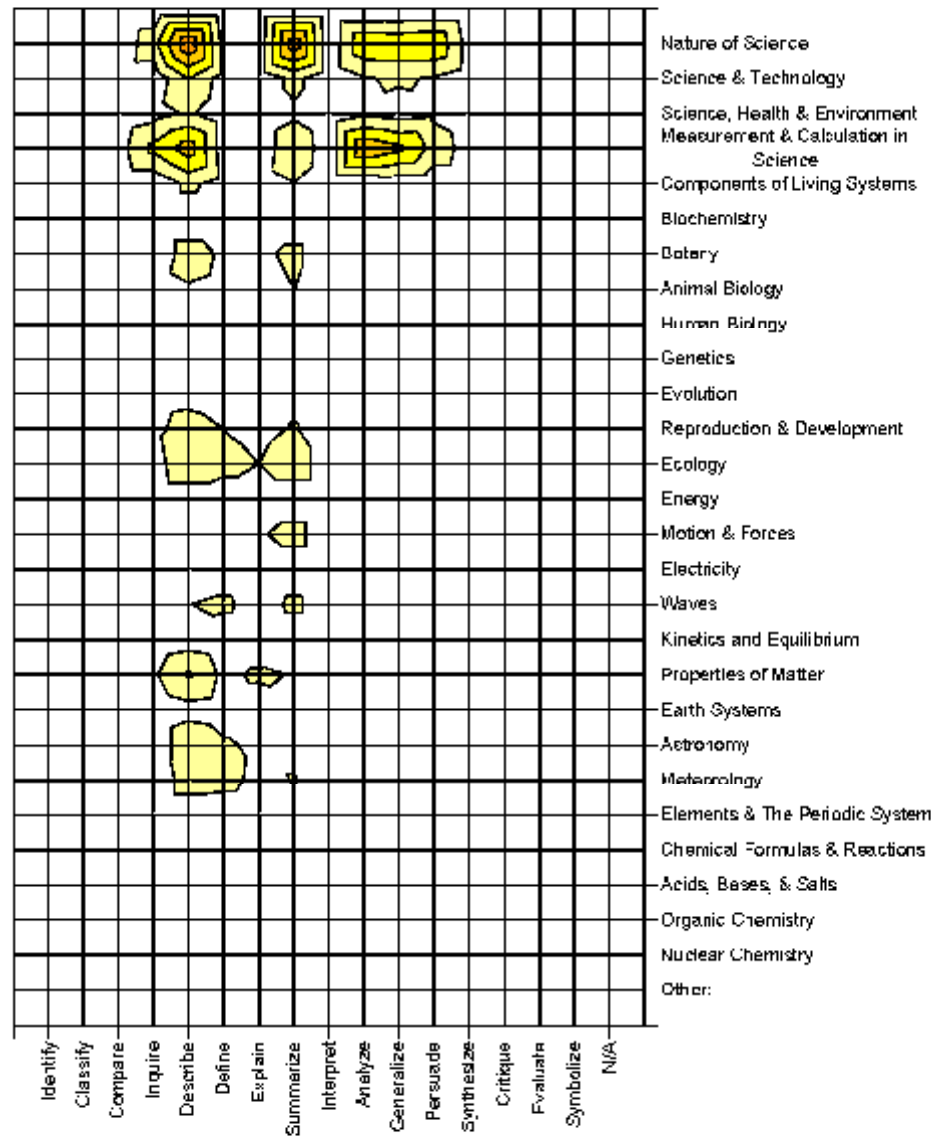


What is the content needed for ELLs to succeed on State Assessments?



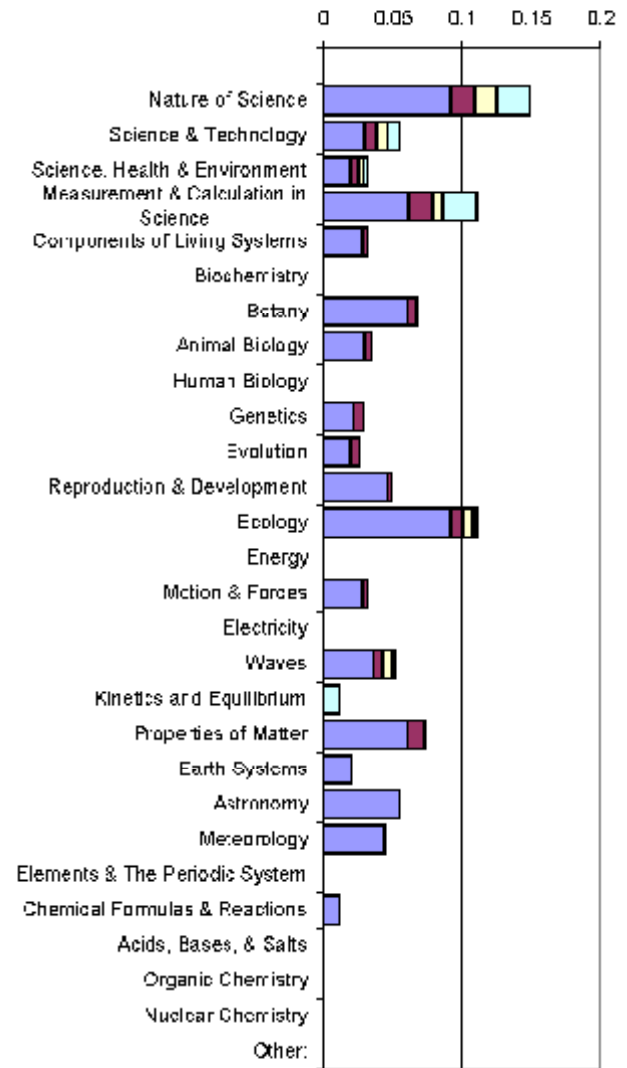
WI_gr8SciTst (Productive & Receptive Mode)

Topic By Language Demand



0.002-0.008 0.008-0.018 0.018-0.028 0.028-0.038 0.038-0.048

Topics By Language Complexity



Low Density Simple Construction
 High Density Simple Construction
 Low Density Complex Construction
 High Density Complex Construction
 Other

The Sample

English, Language Arts & Reading		Grade Band			Total	
		Elem	HS	Middle		
State	Florida	7	55	28	21	111
	Iowa	2	22	11	9	44
	Minnesota	7	0	27	11	45
	Ohio	0	3	0	8	11
	Utah	10	98	0	34	142
	Virginia	6	0	24	47	77
	Wisconsin	0	2	0	14	16
Total		33	180	90	144	447

Science		Grade Band			Total	
		Elem	HS	Middle		
State	Florida	0	1	0	1	2
	Iowa	1	11	12	12	36
	Minnesota	0	0	2	2	4
	Ohio	0	0	0	1	1
	Utah	0	0	0	1	1
	Virginia	1	0	18	21	40
	Wisconsin	1	6	0	24	31
Total		3	18	32	62	115

Distribution of ELL Program Types across Sample

1 Describe the type(s) of program provided to English Language Learners (ELLs) in your school

(Check all that apply)

Submersion Program (No ESL/ELD support)	<input type="checkbox"/>	ELLs are taught in English only and receive no ELD support.	3%
Non-structured Immersion Program	<input type="checkbox"/>	ELLs are taught in English only and receive language development support, but the way this support is provided is not structured.	12%
Structured Immersion Programs	<input type="checkbox"/>	ELLs are taught in English only and receive language development support, but the way this support is provided is carefully planned by ELD teachers/staff and school administrators e.g., by relying initially on simplification and vocabulary building strategies according to ELLs' development.	76%
Paired Bilingual/ Alternative Immersion	<input type="checkbox"/>	ELLs receive instruction in both English and their native language at different time periods each day until they develop their language skills in English.	2%
Bilingual Program	<input type="checkbox"/>	ELLs receive significant amount of instruction in their native language for some years, and then are transitioned into English only classrooms.	6%
Two-Way Bilingual/ Dual Language Program	<input type="checkbox"/>	ELLs and English native speakers receive instruction in both English and Spanish or another foreign language.	2%

Elementary ELAR Instruction by Language Proficiency

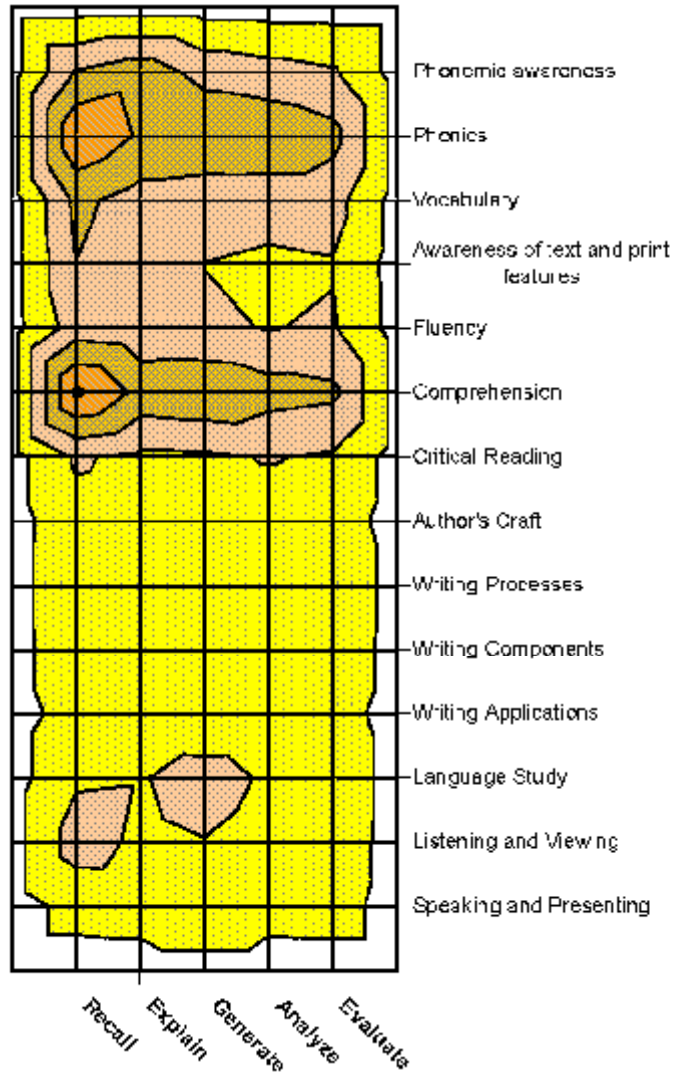
Alignment Index: **0.83**

Coarse Grain: **0.89**

Beginning (Elem) [16]

Count: 16

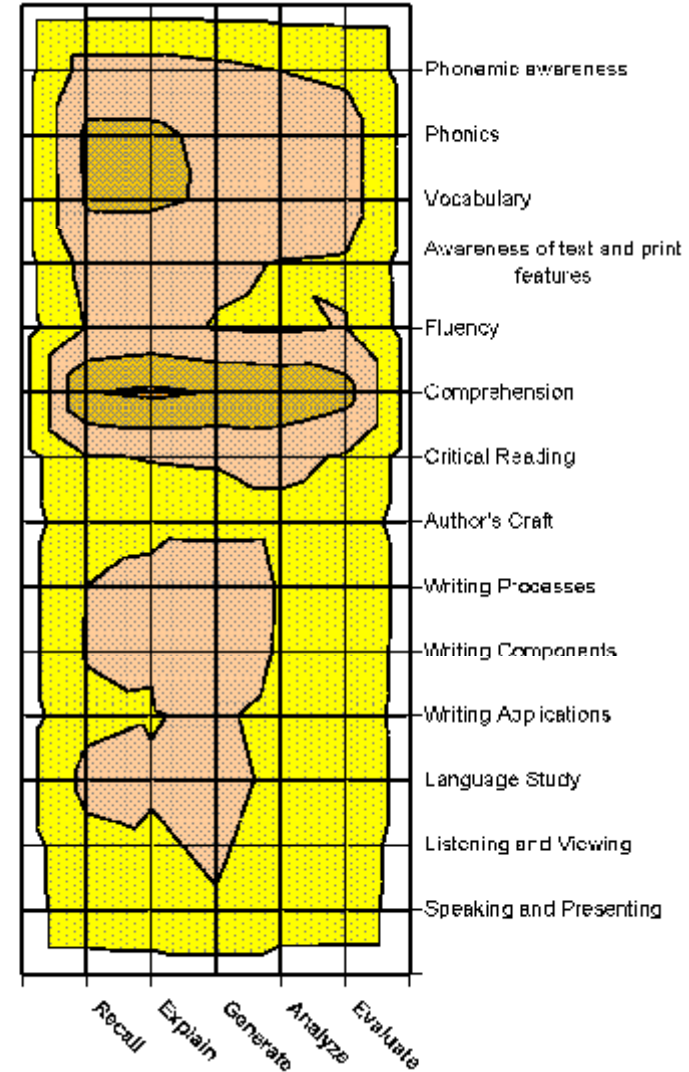
All Content Areas



Proficient (Elem) [101]

Count: 101

All Content Areas

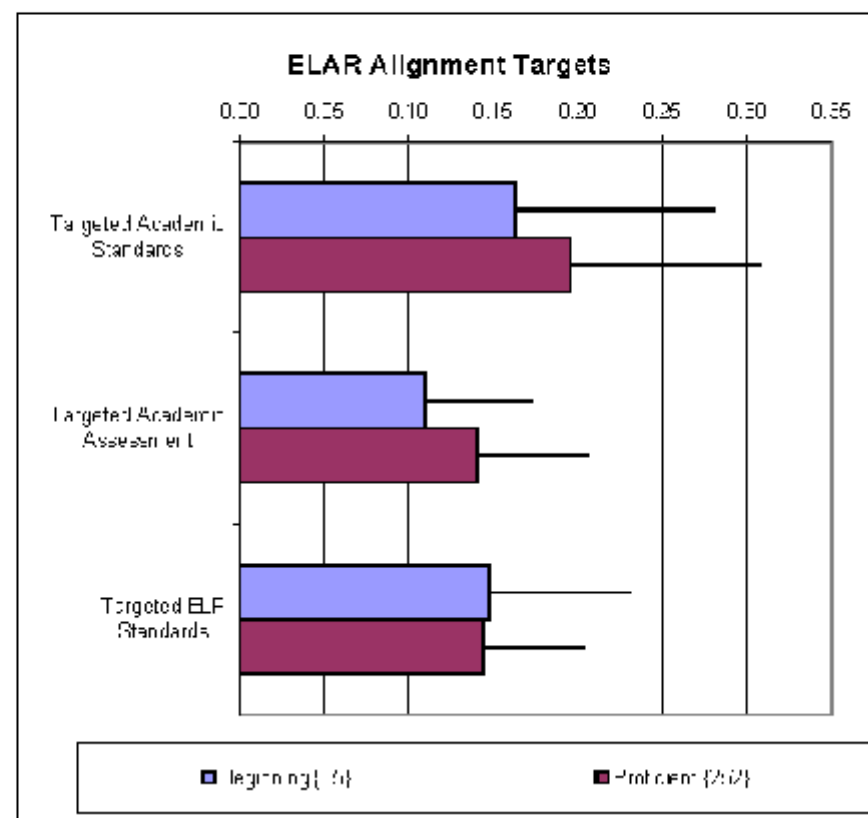
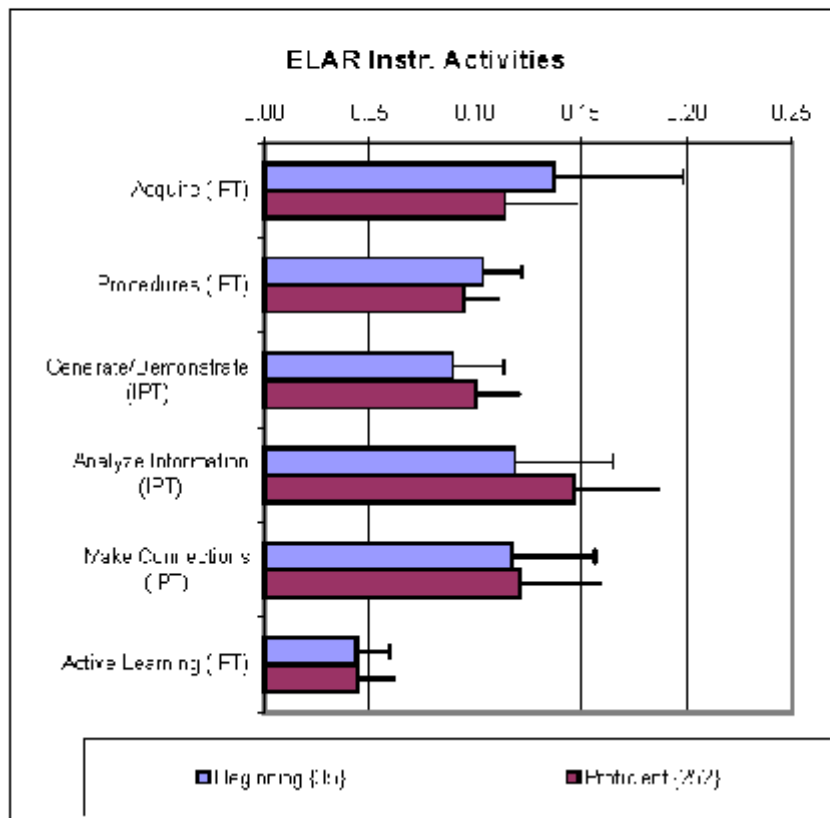


Do ELL students have the opportunity to learn standards-based content?

English, Language Arts & Reading by Language Proficiency

Group	COUNT
Beginning (35)	35
Proficient (252)	252

Group	COUNT
Beginning (35)	35
Proficient (252)	252



Elementary ELAR Instruction by Percent of ELL students in the classroom

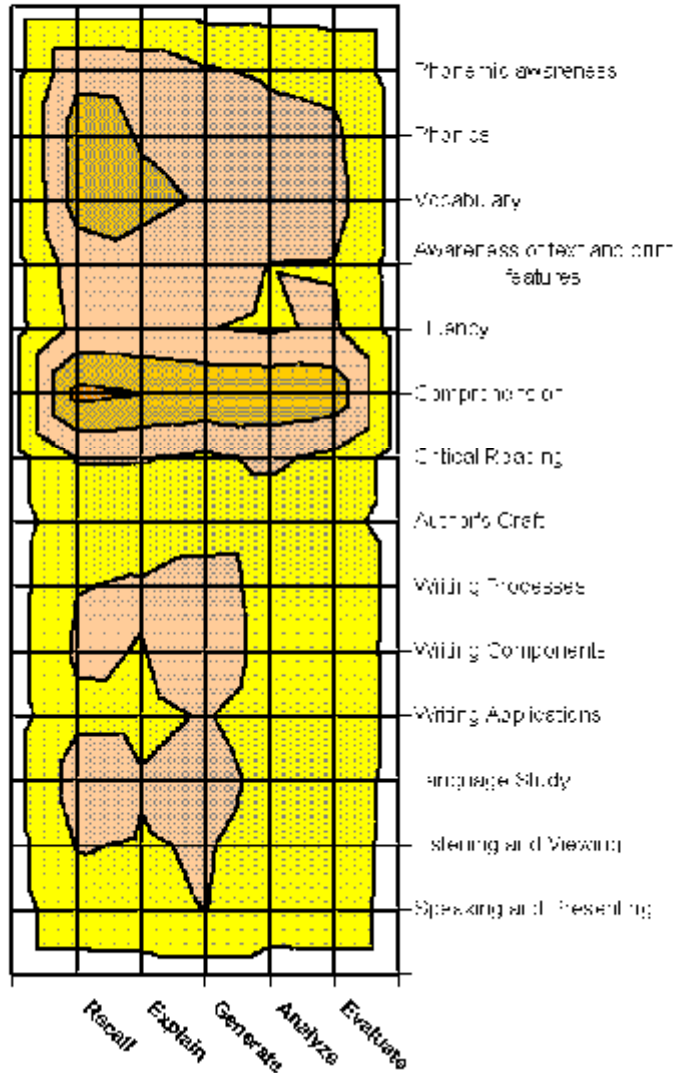
Alignment Index: 0.92

Coarse Grain: 0.96

10% or less (Elem) [86]

Count: 86

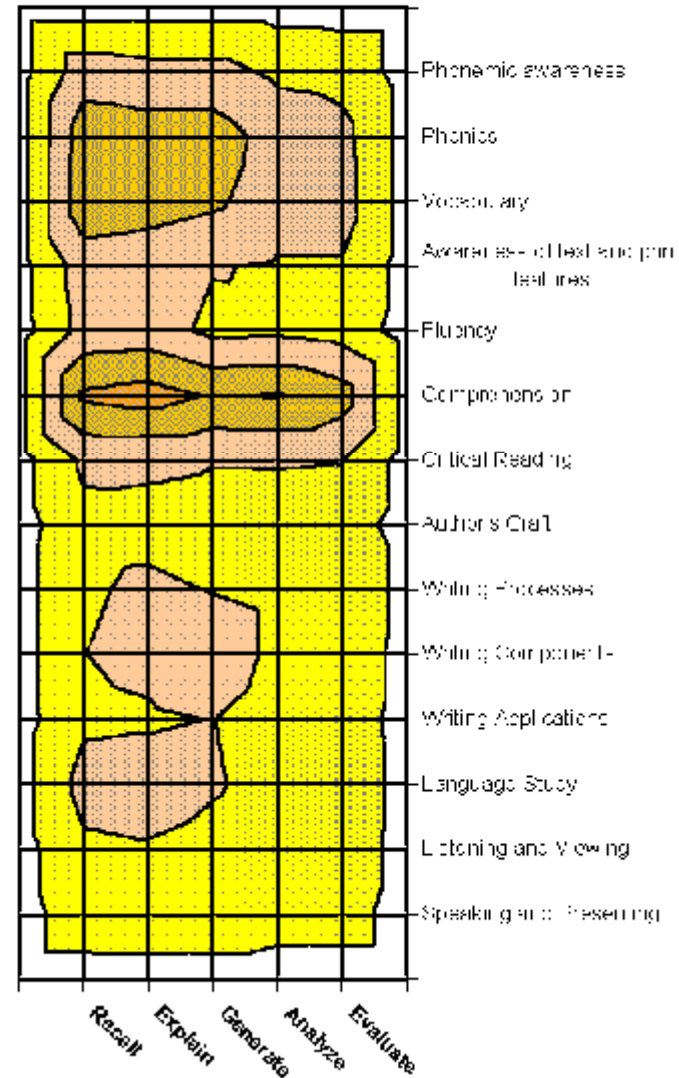
All Content Areas



more than 50% (Elem) [45]

Count: 45

All Content Areas

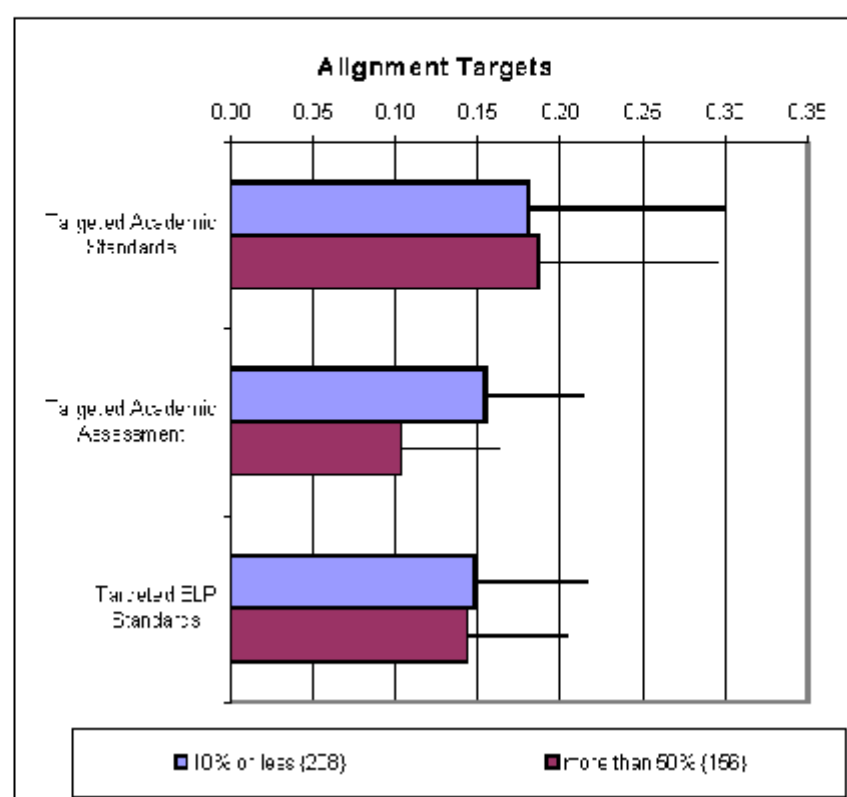
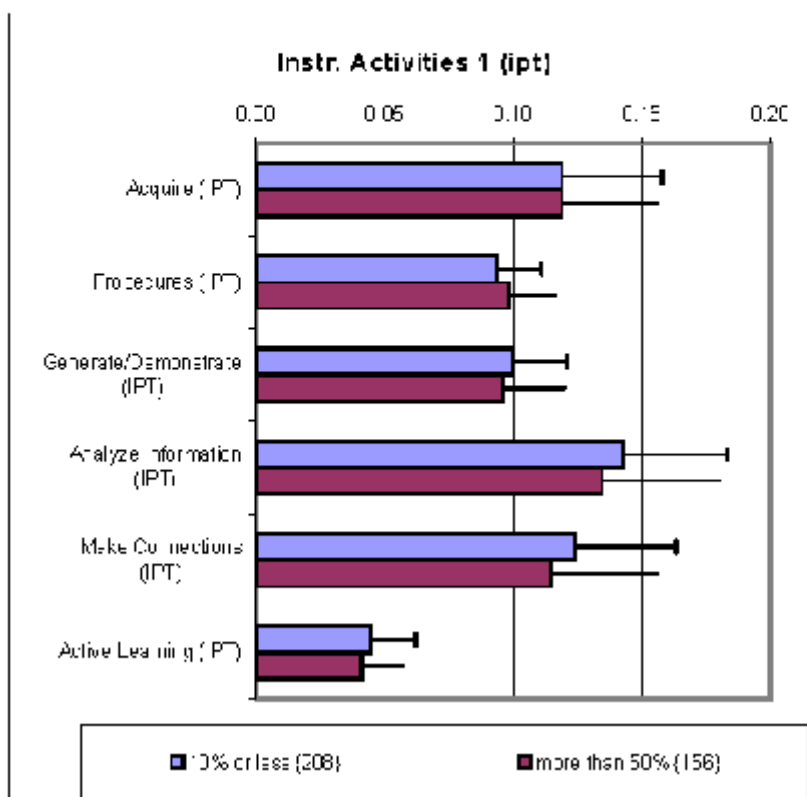


Do ELL students have the opportunity to learn standards-based content?

English, Language Arts & Reading by percent of ELL students in the classroom

Group	COUNT
10% or less (208)	208
more than 50% (156)	156

Group	COUNT
10% or less (208)	208
more than 50% (156)	156



Alignment Index: 0.59

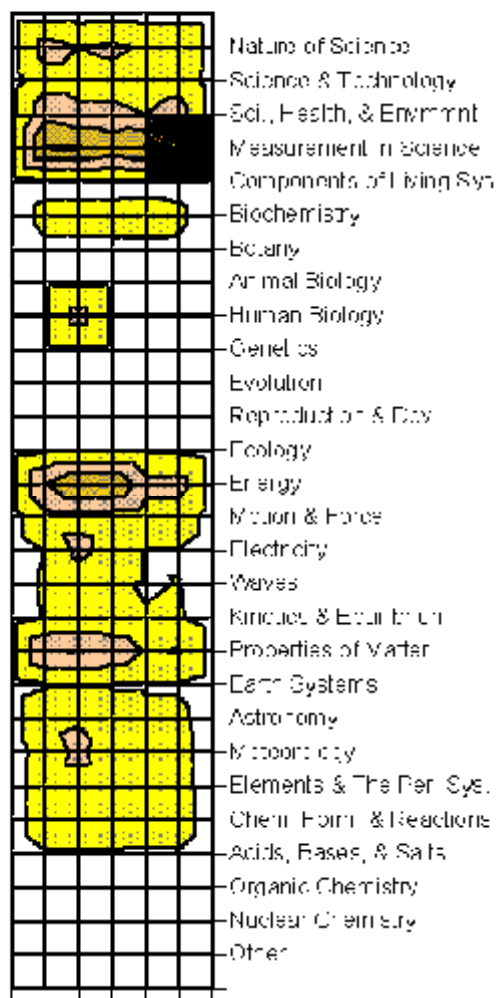
Middle School Science

Coarse Grain: 0.63

more than 50% (Middle) [6]

Count: 6

All Content Areas



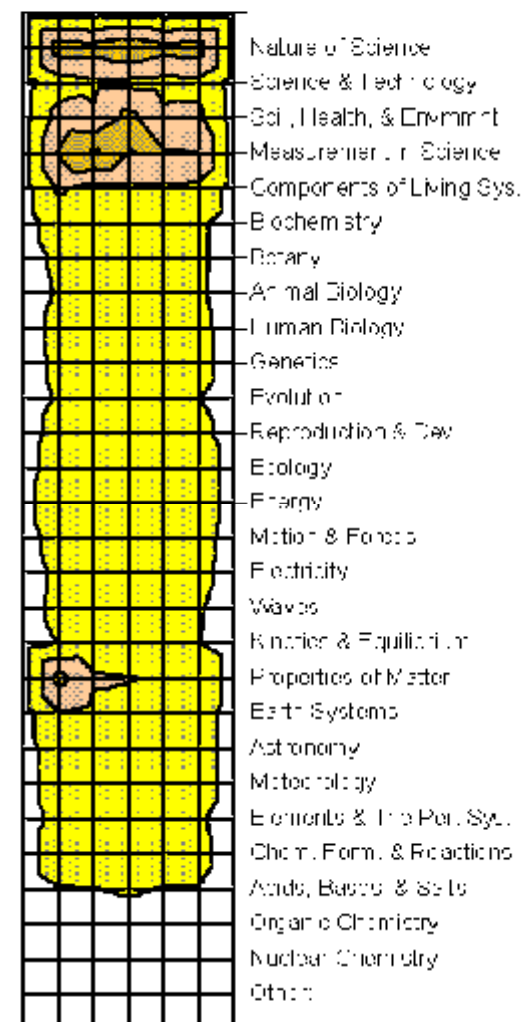
Apply
Communicate
Perform
Memorize

Instruction by Percent of ELL students in the classroom

10% or less (Middle) [27]

Count: 27

All Content Areas

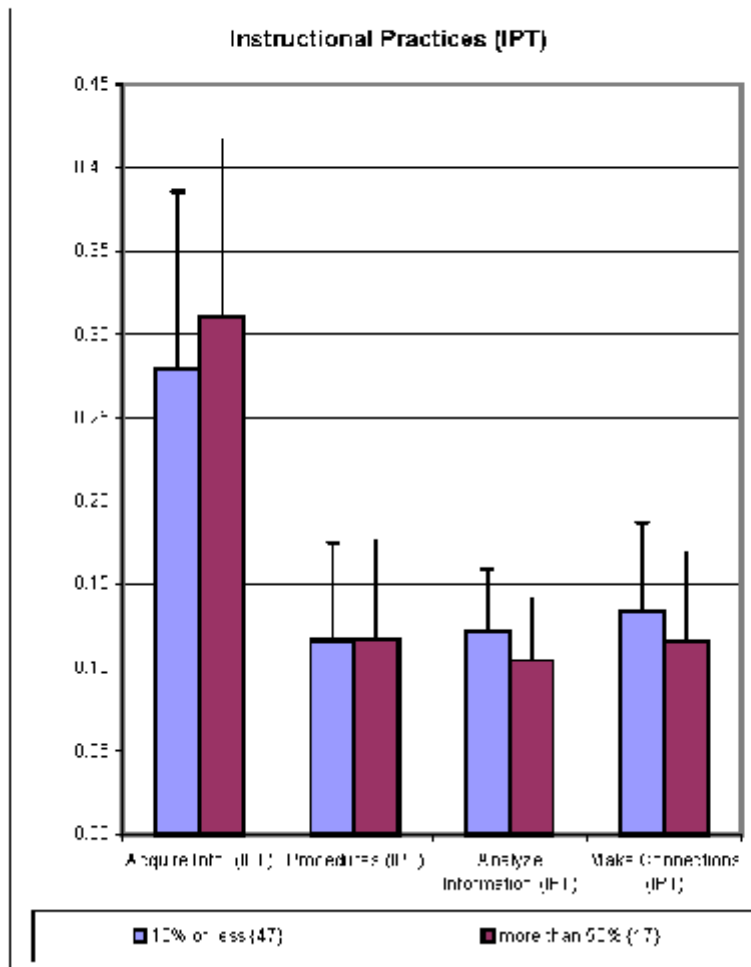


Apply
Communicate
Perform
Memorize

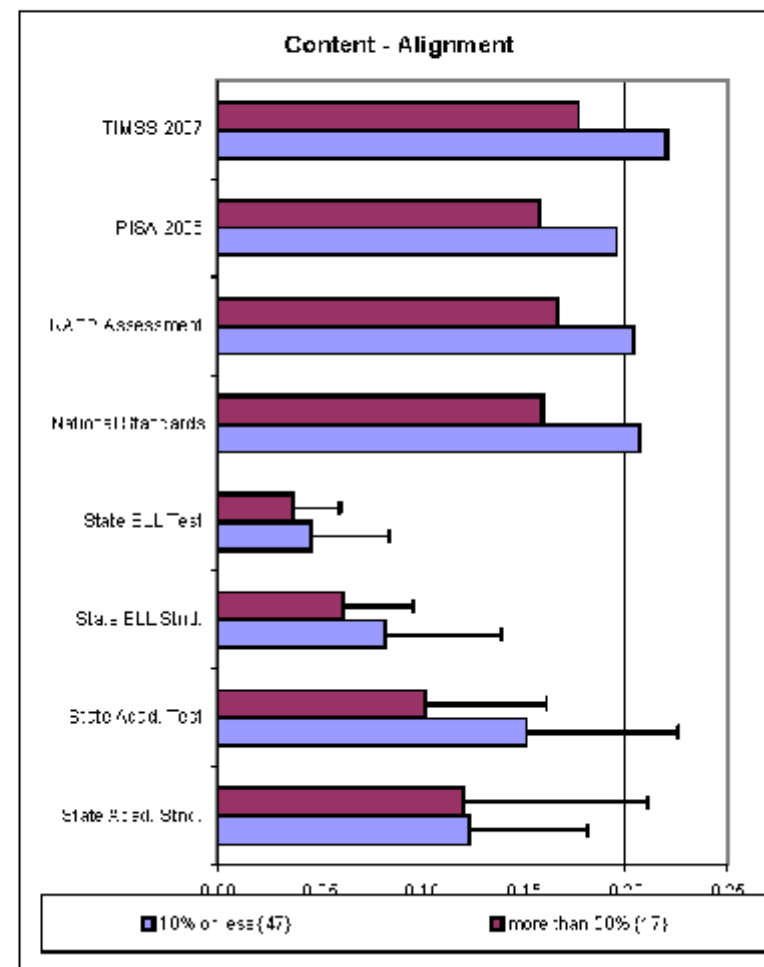
Do ELL students have the opportunity to learn standards-based content?

Science Instruction by Percent of ELL students in the classroom

Group	COUNT
10% or less (47)	47
more than 50% (17)	17



Group	COUNT
10% or less (47)	47
more than 50% (17)	17

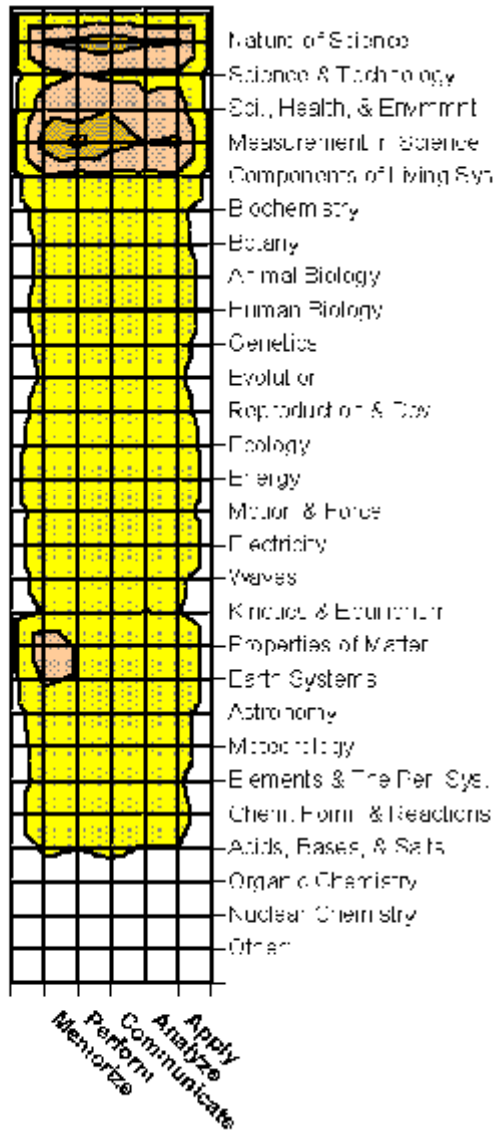


Alignment Index: 0.68

10% or less [47]

Count: 47

All Content Areas



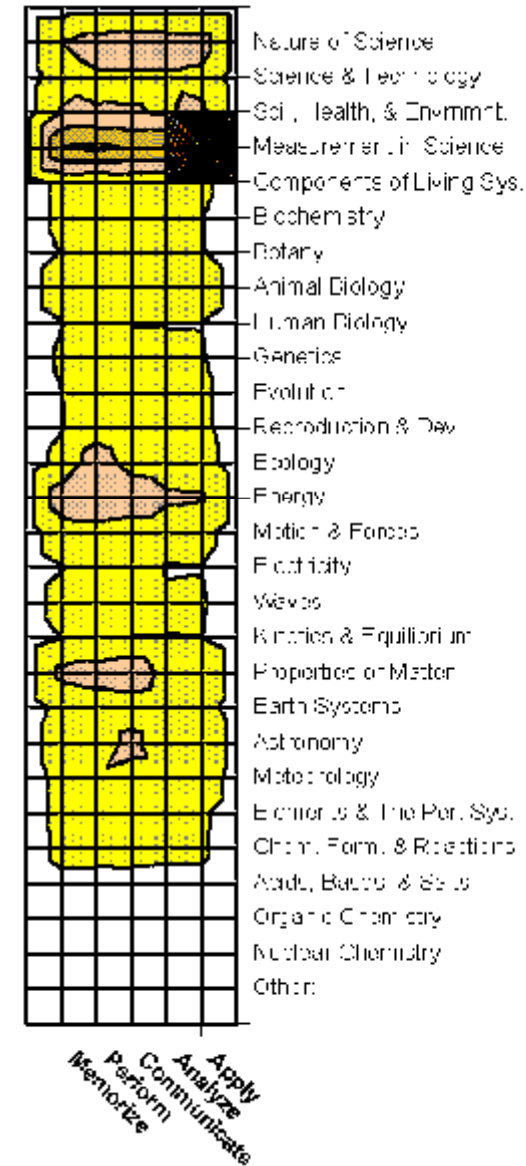
Science Instruction by Percent of ELL students in the classroom

Coarse Grain: 0.77

more than 50% [17]

Count: 17

All Content Areas

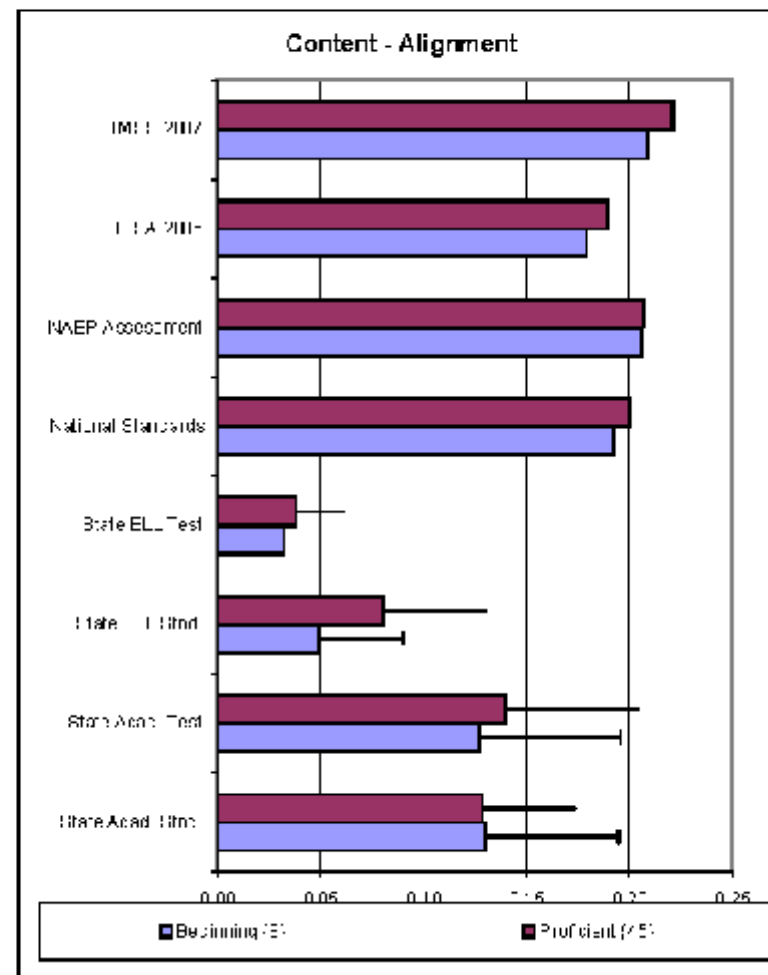
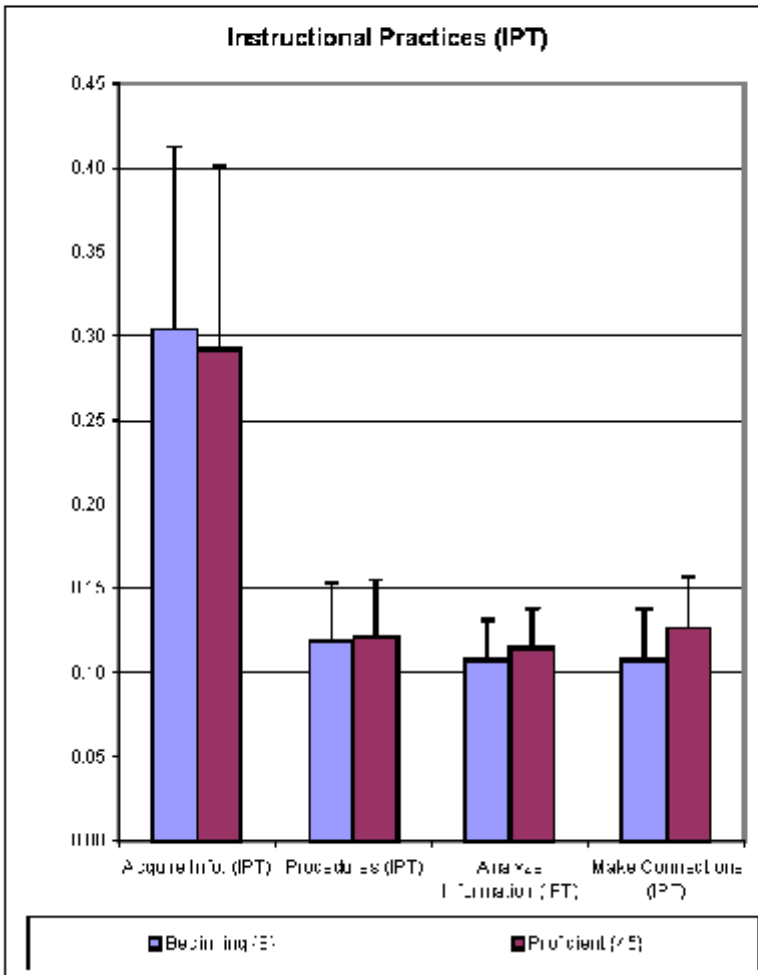


Do ELL students have the opportunity to learn standards-based content?

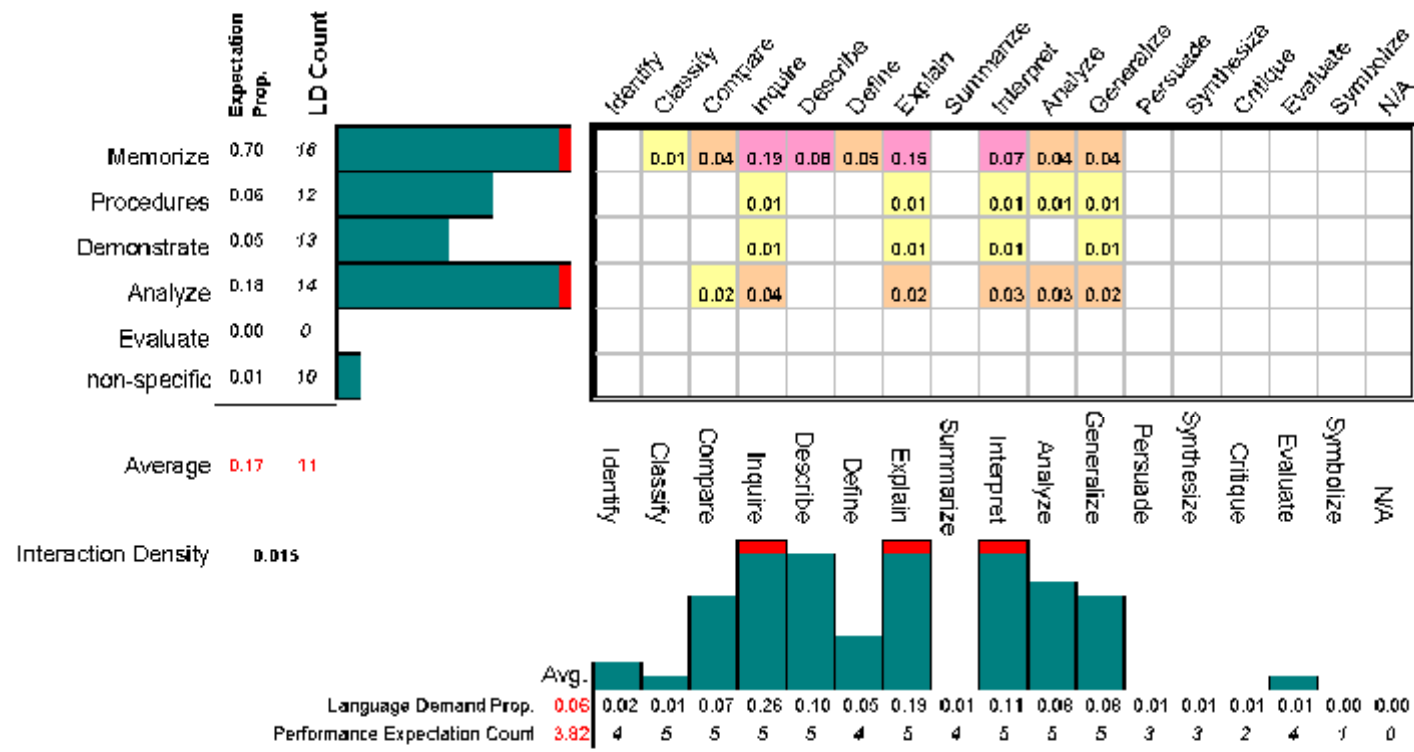
Science Instruction by Language Proficiency

Group	COUNT
Beginning (8)	8
Proficient (45)	45

Group	COUNT
Beginning (8)	8
Proficient (45)	45

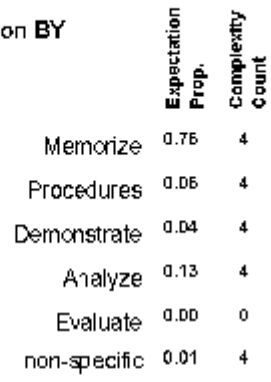


Wl_gr8SciTst (Productive & Receptive Mode)



Wl_grB5ciTst (Productive & Receptive Mode)

Performance Expectation BY Language Complexity



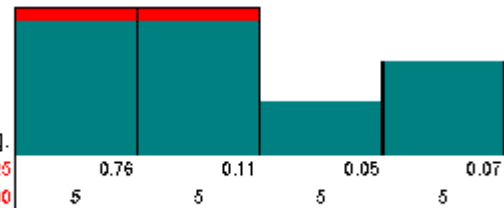
Low Density / Simple Construction High Density / Simple Construction Low Density / Complex Construction High Density / Complex Construction

0.62	0.09	0.03	0.02
0.04	0.01	0.01	0.01
0.03	0.01		
0.07	0.02		0.04
0.01			

Average 0.17 3.33

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

Interaction Density 0.050



Language Complexity Prop. 0.25
Performance Expectation Count 5.00

What is the language needed for ELLs to access the content of instruction in classrooms?

What is the degree of alignment between ELP assessments and state content standards and regular state assessments?

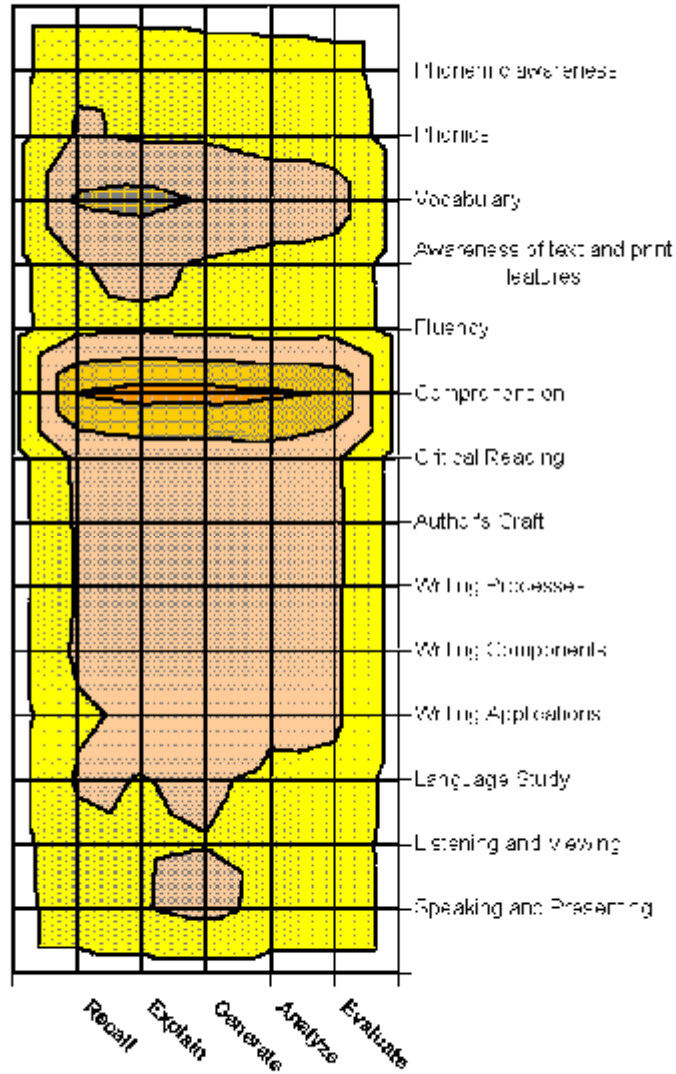
What instructional practices are being used with ELLs and what practices are effective in “bridging the gap” to learning academic content outlined in state standards?.

Alignment Index: 0.90

10% or less [195]

Count: 195

All Content Areas

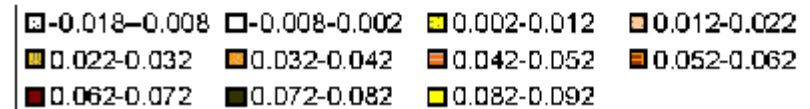
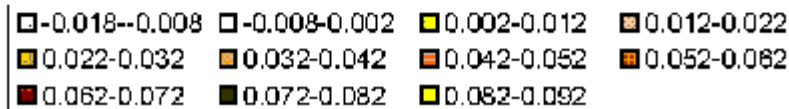
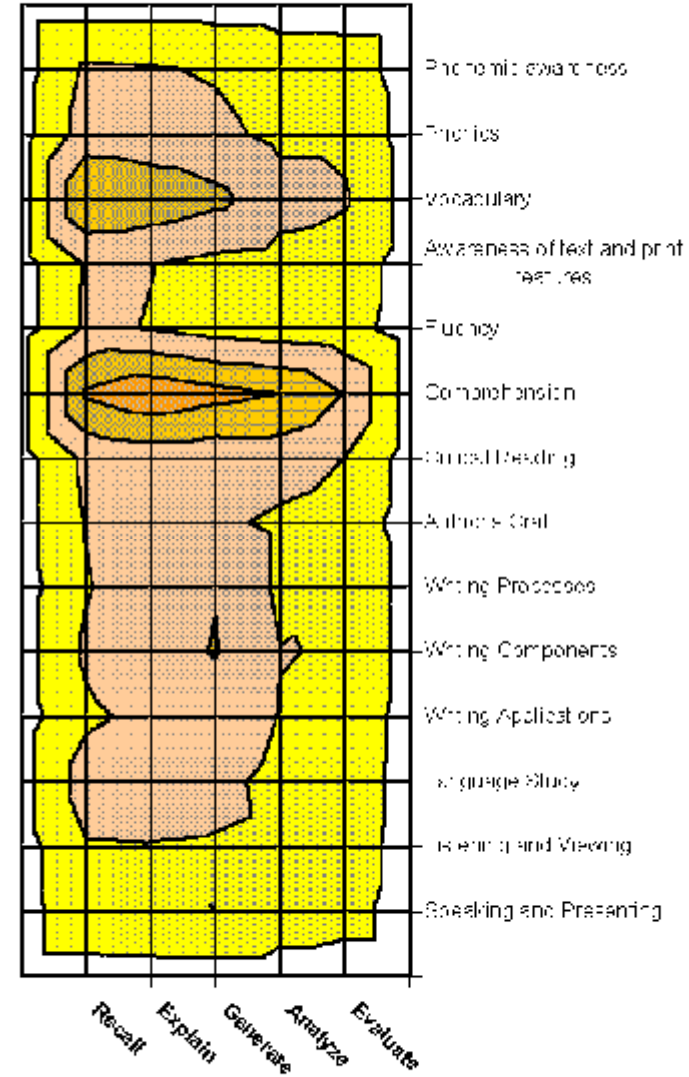


Coarse Grain: 0.94

more than 50% [140]

Count: 140

All Content Areas

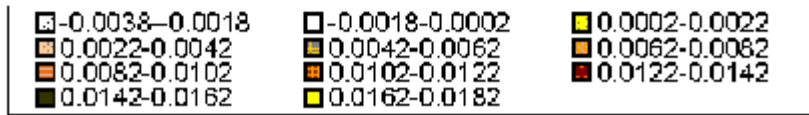
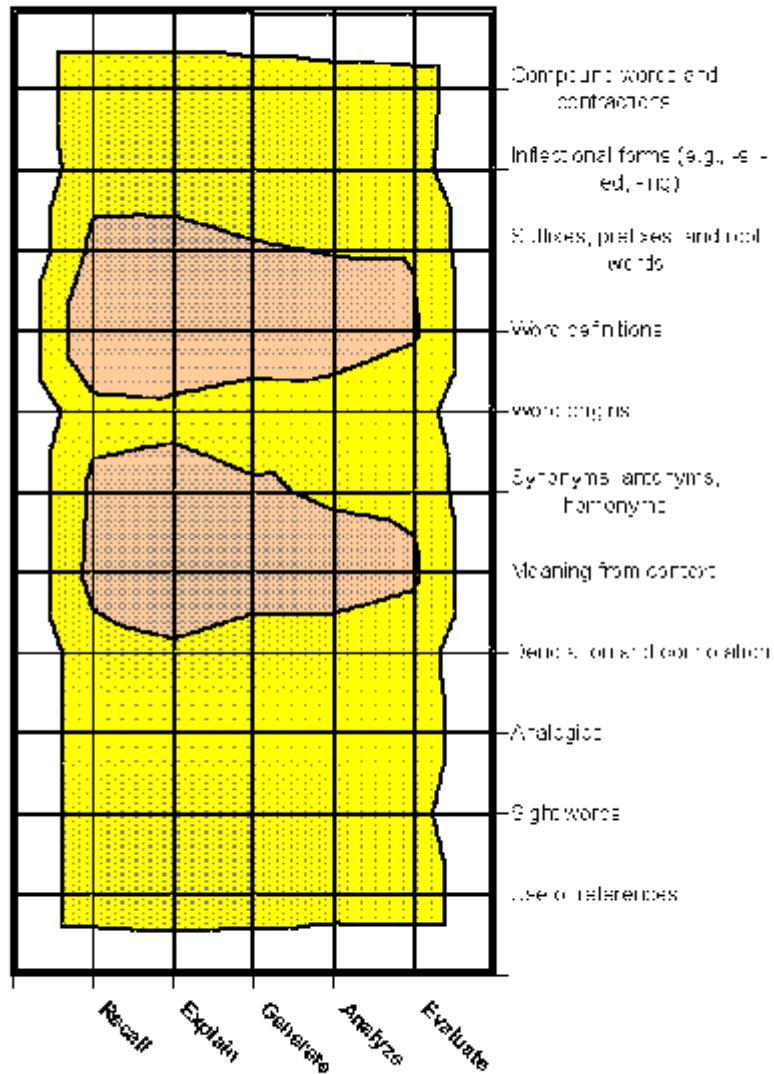


Alignment Index: **0.90**

10% or less [195]

Count: 195

Vocabulary

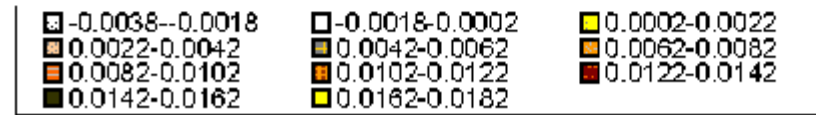
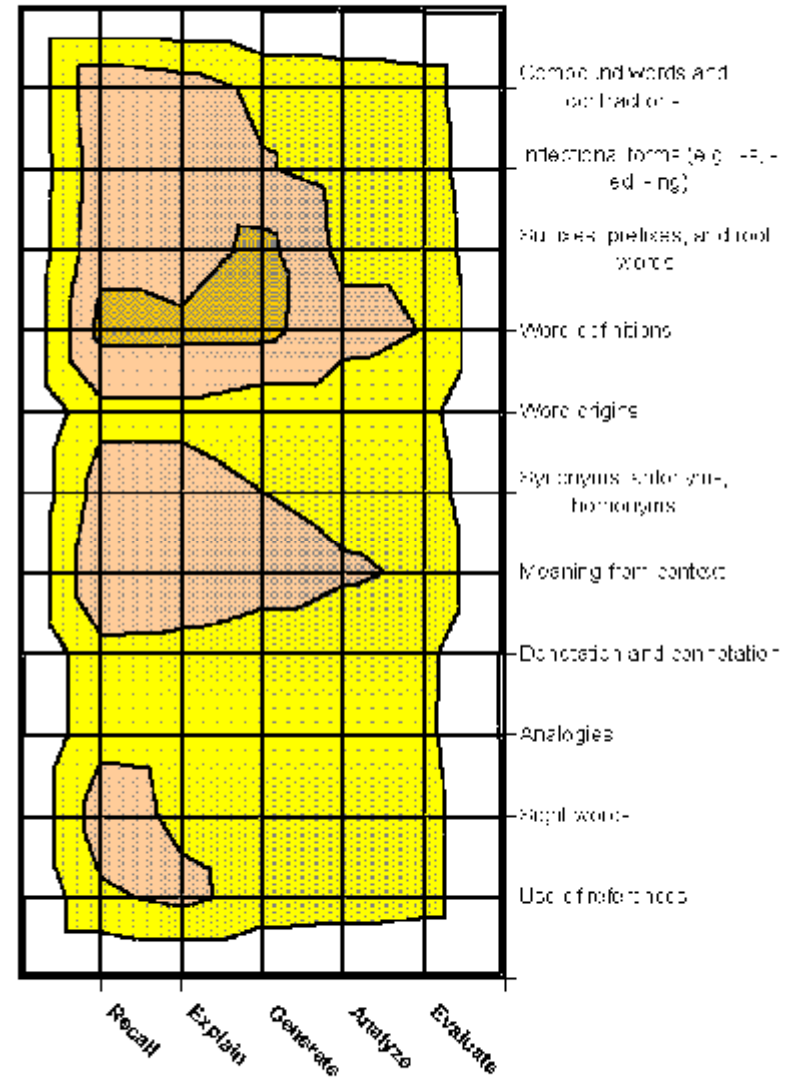


Re-centered: **0.03**

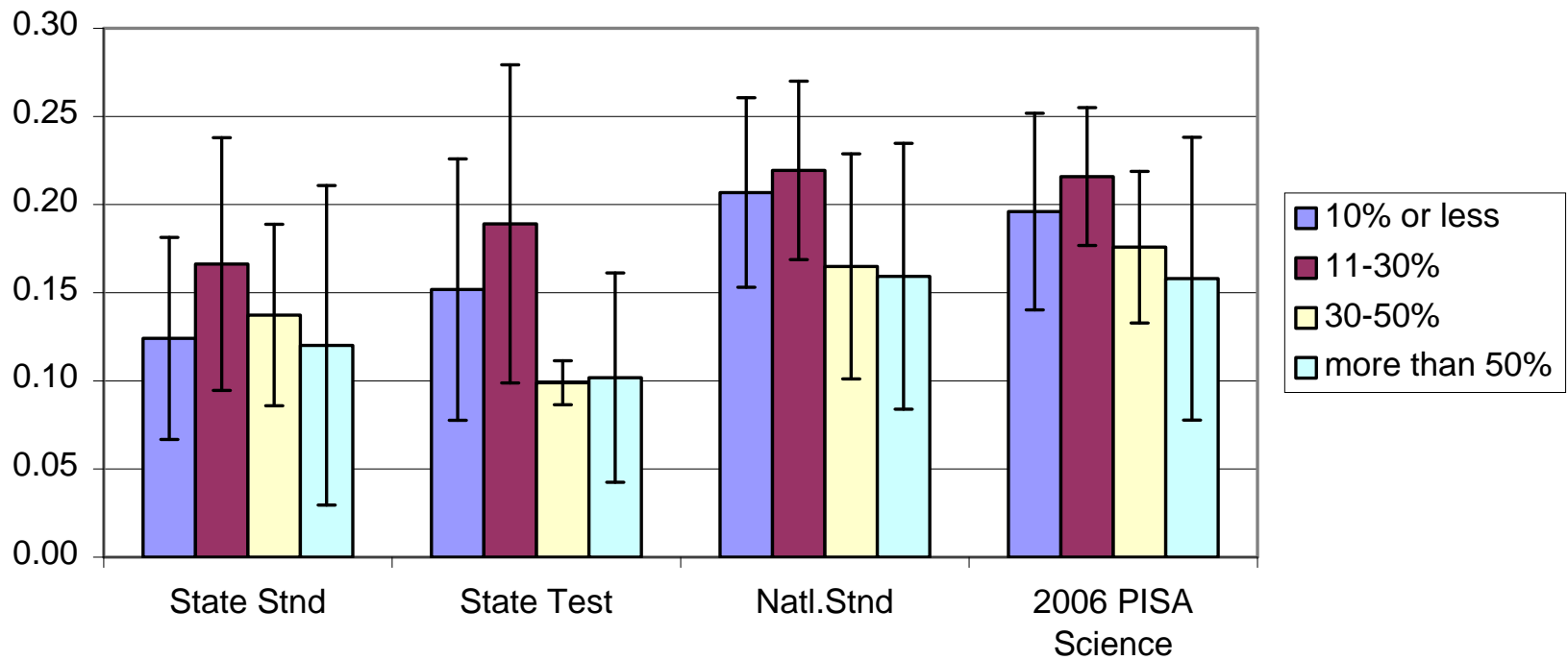
more than 50% [140]

Count: 140

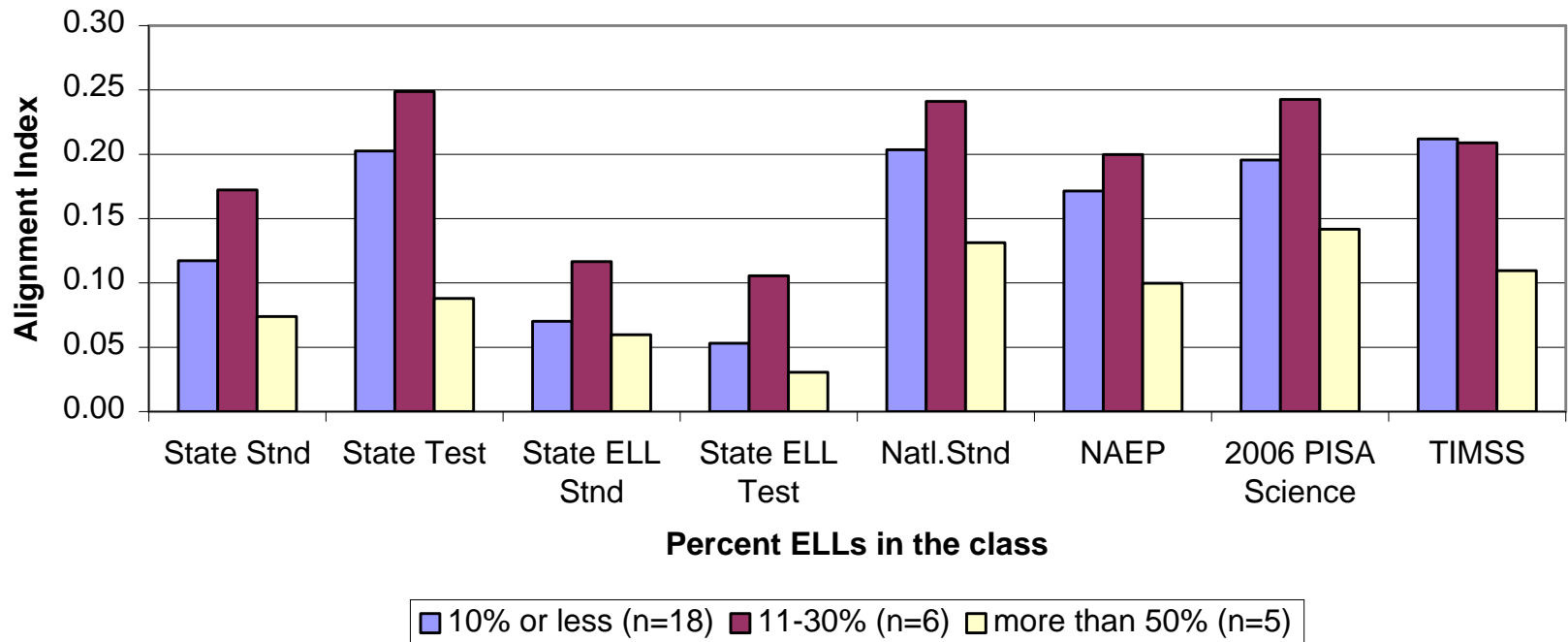
Vocabulary



Science Instructional Alignment to Key Targets by Percent ELL's



WI Sci. Instr. Alignment to Key Targets

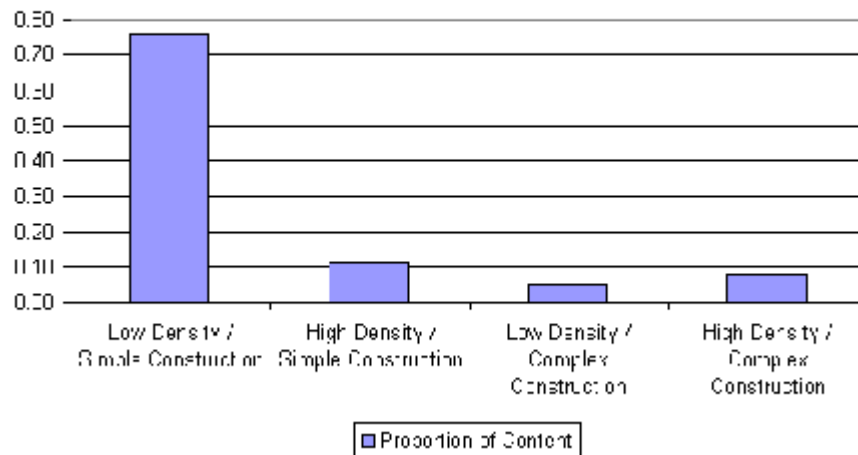


Content Area

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

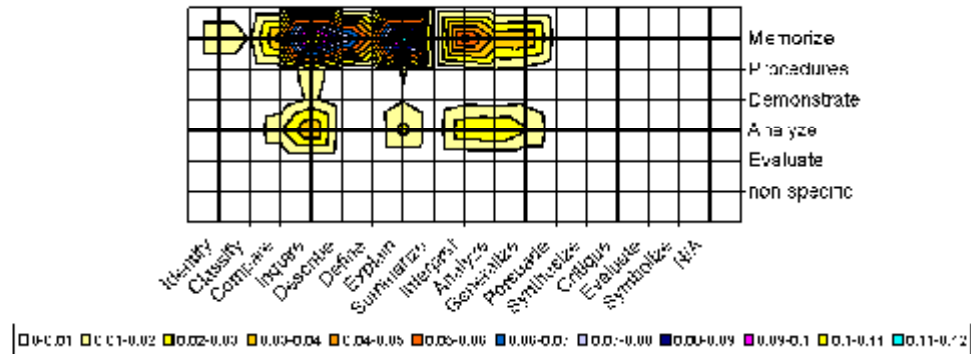
Nature of Science	0.09	0.02	0.02	0.02
Science & Technology	0.03	0.01	0.01	0.01
Science, Health & Environment		0.01		
Measurement & Calculation in Science	0.06	0.02	0.01	0.03
Components of Living Systems	0.03			
Biochemistry				
Botany	0.06	0.01		
Animal Biology	0.03	0.01		
Human Biology				
Genetics	0.02	0.01		
Evolution	0.02	0.01		
Reproduction & Development	0.05			
Ecology	0.09	0.01	0.01	
Energy				
Motion & Forces	0.03			
Electricity				
Waves	0.04	0.01	0.01	
Kinetics and Equilibrium				0.01
Properties of Matter	0.06	0.01		
Earth Systems				
Astronomy	0.06			
Meteorology	0.04			
Elements & The Periodic System				
Chemical Formulas & Reactions	0.01			
Acids, Bases, & Salts				
Organic Chemistry				
Nuclear Chemistry				
Other:				

VI Grade 8 Science Test (2007)
Language Complexity

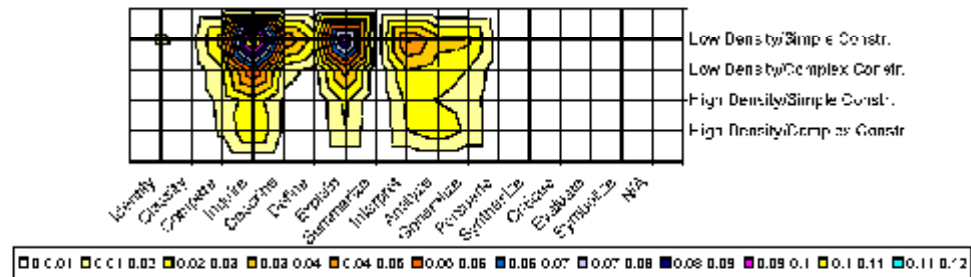


WI_grSciTet (Productive & Receptive Mode)

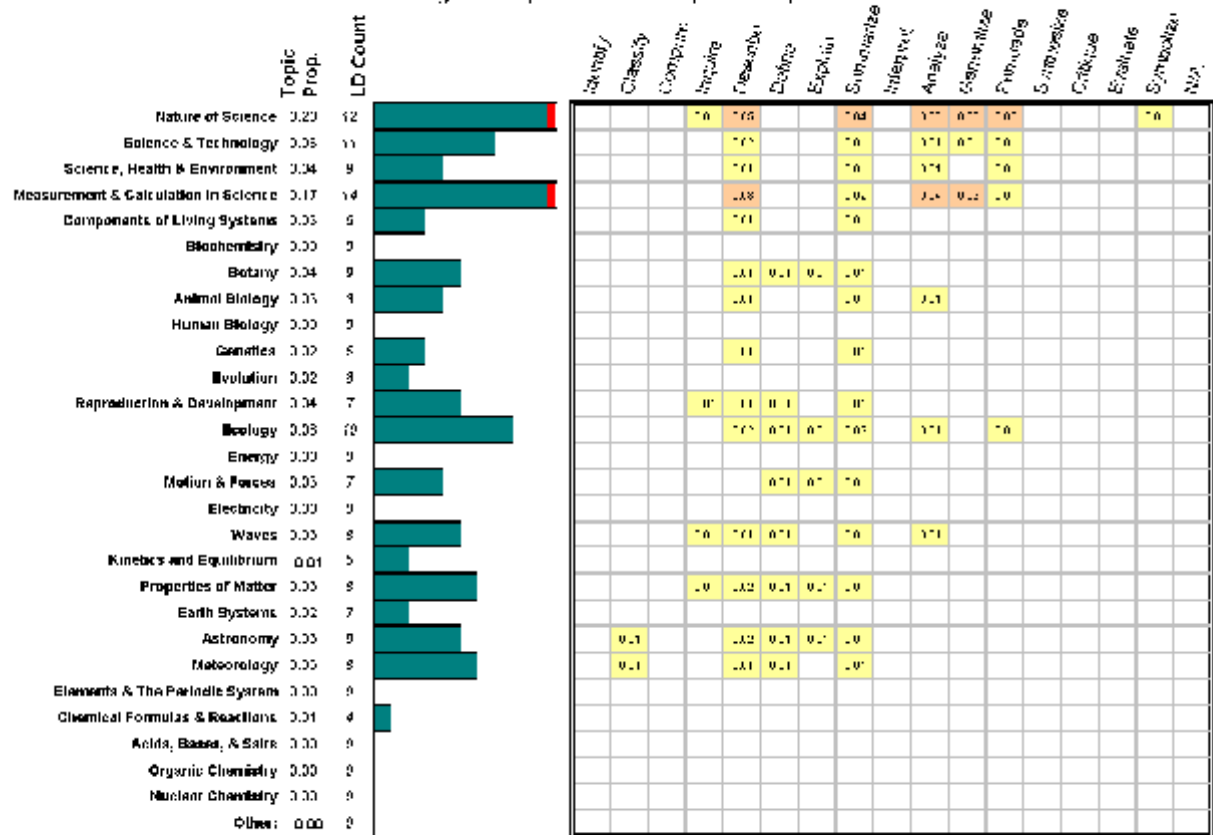
Performance Expectation by Language Demand



Language Complexity by Language Demand

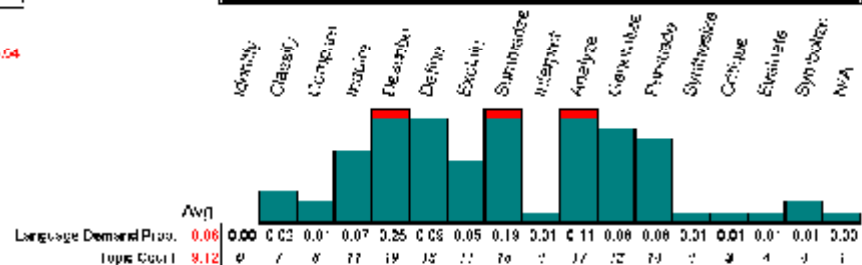


WI grSciTel (Productive & Receptive) (mode)



Average 0.04 0.04

Interaction Density 0.006



WI_grSciTest (Productive & Receptive Mode)

Topics By Language Complexity



Average: 0.04 1.61

Interaction Density: 0.092

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

