What’s wrong with this picture?

ELLs Trail Significantly on National Writing Exam

“English-language learners scored more than 50 points below their non-ELL peers in the 12th grade on a national writing assessment known as the ‘nation’s report card.’

The gap between ELLs and non-ELLs at the 8th grade level was only slightly smaller—more than 40 points—on the National Assessment of Educational Progress, or NAEP, writing exam....

It goes without saying how dismal these results are for English-learners.”

Learning the Language blog, Education Week (9/17/2012)
Assessing K-12 English-Language Learners: Some Key Issues & Opportunities

Robert Linquanti, WestEd

EWA Spanish-Language Media Convening
September 4, 2014       Dallas, TX

Who Are English Learners?

• Protected class (Language/nat.origin minority)
• “Difficulties with English”
• Entry + Multiple exit criteria, vary
• EL status temporary, instructionally dependent
• Higher performers exit, lower performers stay, newly-arrived ELs enter
• Former ELs may need support after exit


ELs’ English language Proficiency Level Affects their Assessed Academic Performance

Figure 1. Distribution of EL student performance on academic assessments in English-language arts and math by English proficiency level, third grade.

(Linquanti, 2011; Cook, Linquanti, Chinen & Jung, 2012)
Assessing K-12 English-Language Learners: Some Key Issues & Opportunities

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Stabilized ELL cohort includes:

Students Who Began as ELs
(English Proficient Learners)

Current ELs

- 1-5 yrs in District schools
- Should meet grade-level proficiency; counted in subgroup to hold accountable for equity & access

Long-term ELs

- More than 5 yrs. in District Schools
- % should decrease annually
- Should meet annual ELP & academic progress goals

Current, Longer-Term & Former ELs by Grade

(Linquanti, 2012)
Exhibit 17
Percent of Initial ELP Level 1 ELs Attaining the English-Proficient Threshold Across Analytic Approaches and Grade Clusters Predicted Beyond Observed Years

Note: Based on current practice!
It matters when and where you start!

Cook, Linquanti, Chinen & Jung, 2012

21st-century competencies for deeper learning

Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century (NRC, 2012)
Language Uses within Content Practices

Language Uses permeate Content Practices

(Linquanti & Hakuta, 2012)
A critical nexus for large scale assessment

Assessing language critical to content

Assessing content using “construct-relevant” language

ELP

ACADEMIC
Assessing K-12 English-Language Learners: Some Key Issues & Opportunities

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8

Universal Tools

Designated Supports

Accommodations

Framework to Guide Policy Toward Common EL Definition
Educators’ Dual Obligation to English Learners

- Provide meaningful access to grade-level academic content via appropriate instruction
- Develop students’ academic English language proficiency

- Interconnected, not separate
- Simultaneous, not sequential

(Lau v. Nichols; Castañeda v. Pickard; ESEA)

“How prepared do you personally feel to teach the Common Core state standards to the following groups of students?”

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>1 – Not at all prepared</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 – Very prepared</th>
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</thead>
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<tr>
<td>Your students as a whole</td>
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<tr>
<td>n = 400</td>
<td>9%</td>
<td>14%</td>
<td>28%</td>
<td>32%</td>
<td>16%</td>
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<tr>
<td>Don’t know = 13</td>
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<tr>
<td>English-language learners</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n = 375</td>
<td>29%</td>
<td>25%</td>
<td>24%</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Don’t know = 36</td>
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</table>

Education Week national teacher poll, August 2014
Key Questions to Ask in ELL Reporting

1. How are ELLs defined?
2. Time in system / Initial ELP
3. (How) is assessment playing field leveled?
4. What opps to learn concepts, analytics, language deeply?
5. How are language, culture treated? Assets or deficits?

Who are English Learners?

Protected class under law:

- National origin-minority or language-minority students (Civil Rights Act–Title VI, 1964)
- Right to supports “to overcome language barriers that impede equal participation by [students] in [an educational agency's] instructional programs” (EEOA, 1974)
- “Limited English proficient” as defined in ESEA (BEA,1978; IASA,1994; NCLB, 2001)
Federal Definition of “LEP”

The term limited English proficient…means an individual —

A. who is aged 3 through 21;
B. who is enrolled or preparing to enroll in an elementary school or secondary school;
C. (i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

and…

[D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny [them]:
   i. the ability to meet the State’s proficient level of achievement on State assessments;
   ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
   iii. the opportunity to participate fully in society.]

[ESEA, 9101(25)]
“English proficient” vs. reclassification/exit

- Because of wide variety of state policies, practices, and criteria for reclassifying students as former ELLs, and thereby exiting them from Title III services, a given ELL may remain in the classification longer in one state than in another state.

- In local control states, similar variation may exist among districts within the same state.

National Research Council (2011)

Can “English proficient” = Reclassified/Exited?

Reclassification criteria based on Federal definition:

**English Learner no longer denied...**

9101(25)

1. ability to meet State's proficient level of achievement on State assessments

   - Empirical Analysis of ELP & Content Assessment results
   - Determine English Language Proficient Criterion
   - Establish AMAO 2 Criterion

   **Multiple Evidence Sources of ELP**

2. ability to successfully achieve in classrooms where the language of instruction is English

   - Evidence of receptive & productive language uses to accomplish tasks appropriate to grade level, content areas
   - Assessment tools supporting and standardizing local criteria & evidence

3. opportunity to participate fully in society in English

   - Evidence of receptive & productive language uses to accomplish social and occupational goals within & beyond school
   - Assessment tools supporting and standardizing local criteria & evidence

(Linquanti & Cook, 2013)