NCELA | National Clearinghouse for English Language Acquisition

Standards-Based Instruction Compendium of Resources

- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- World-Class Instructional Design and Assessment (WIDA) Standards
- English Language Proficiency Assessment for the 21st Century (ELPA21) Standards

March 2014

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March, 2014

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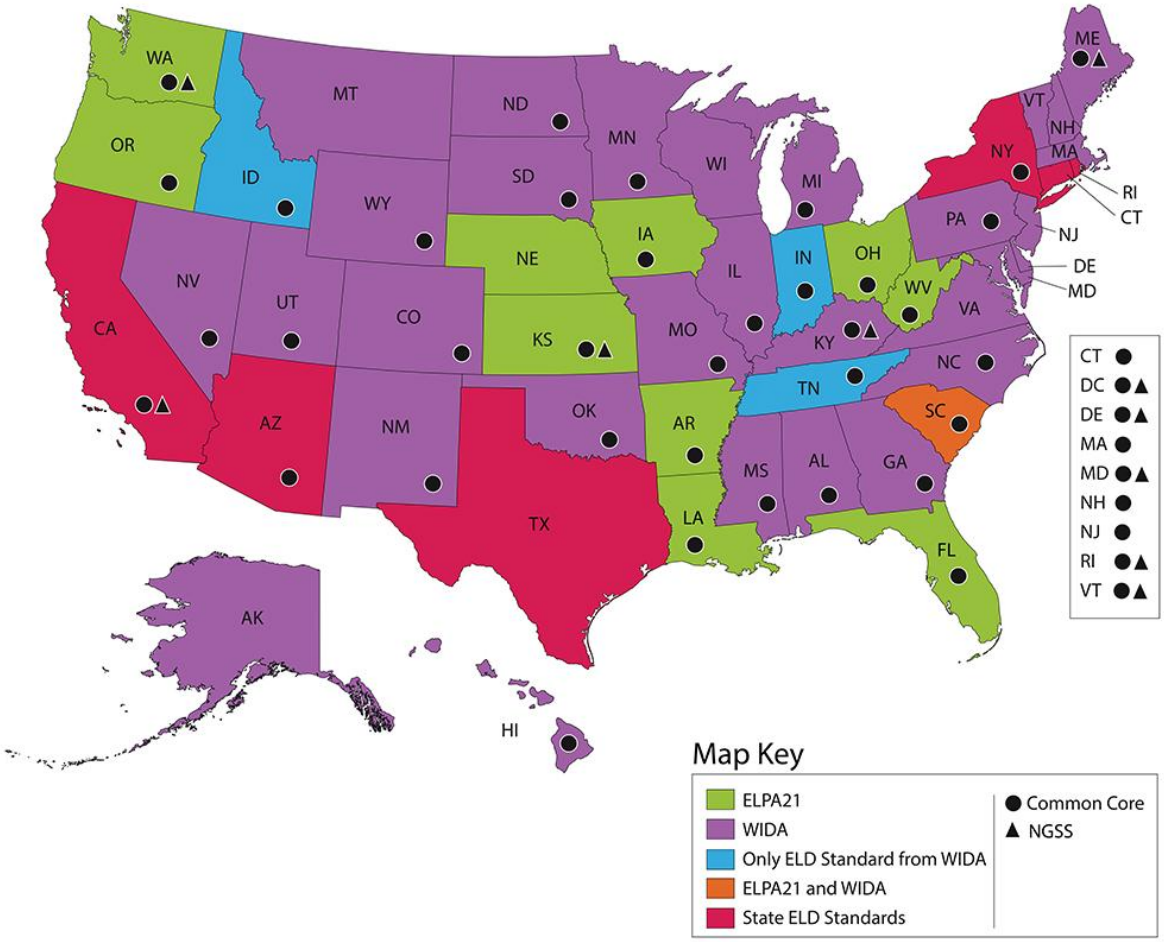
Table of Contents

1. Introduction

The National Clearinghouse for English Language Acquisition (NCELA) compiled this document and corresponding resources to provide current information about new standards being implemented across the United States in K-12 classrooms. This document is intended to be a starting point for those who work with English learner (EL) students in meeting the challenges and opportunities presented by these new standards.

Since 2010, educational organizations have developed a variety of new standards to help prepare all students for college and careers. The compendium provides information on four main sets of standards affecting the education of EL students. Two sets of standards, Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), are *content* standards intended for all students. Two other sets of standards, World-Class Instructional Design and Assessment (WIDA), and English Language Proficiency Assessment for the 21st Century (ELPA21), are standards intended only for EL students. Exhibit 1 provides an overview of the standards adopted by States.

Exhibit 1: Types of Standards Adopted by States



The following chapter provides general background information about each set of standards and related assessments. Chapter III discusses the future of standards-based educations for EL students. The last chapter includes links to additional resources to help prepare teachers for using new standards with EL students. Appendices A-G include selected publications about the standards.

2. Standards and English Learner Students

This chapter provides a brief overview of four types of standards that states and school districts are implementing. The Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) are *content* standards intended for all students. World-Class Instructional Design and Assessment (WIDA), and English Language Proficiency Assessment for the 21st Century (ELPA21), are English language development/proficiency standards intended only for EL students.

Common Core State Standards

The National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) developed the Common Core State Standards (CCSS) with input from teachers, parents, school administrators, and experts from across the country. The CCSS address English language arts and technical subjects, and mathematics for students in Grades K-12. The CCSS developers intend for the standards to establish a single set of clear educational standards to help ensure that students graduating from high school are college- and career-ready. While the CCSS are national in scope, they are not federally mandated and adoption is voluntary. The federal government provided states an incentive to adopt the CCSS through the Race to the Top grants. To be eligible for the Race to the Top grants, states had to adopt "internationally benchmarked standards and assessments that prepare students for success in college and the work place" (Fletcher, 2010). Though states could adopt other college- and career-ready standards and still be eligible, CCSS automatically met the requirement, providing an incentive for adoption. Some states, such as Virginia and Texas, chose to write their own college- and career-ready standards, which also made them eligible for Race to the Top. As of February 2014, 46 states adopted the CCSS, as shown in Exhibit 1.

English Language Arts and Technical Subjects

The CCSS English Language Arts (ELA) standards focus on four strands: reading, writing, speaking and listening, and effective language use. The ELA standards help to ensure that students are prepared in literacy when they graduate from high school. They address the literacy expectations in ELA as well as content areas such as history/social studies, science, and technical subjects (technical subjects refer to career and technical education such as arts, woodworking, accounting, etc.). According to the CCSS website, "Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields." Thus, the CCSS literacy standards do not replace content standards but complement them. States may

incorporate the literacy standards into content standards for those subjects or adopt them as content area literacy standards.

The ELA standards are organized by strand and anchor standard, as shown in the exhibit below.

Exhibit 2: Four ELA strands

Reading	Key ideas and details Craft and structure Integration of knowledge and ideas Range and level of text complexity
Writing	Text types and purposes Production and distribution of writing Research to build and present knowledge Range of writing
Listening and speaking	Comprehension and collaboration Presentation of knowledge and ideas
Language	Conventions of standard English Knowledge of language Vocabulary acquisition and use

Mathematics

The CCSS mathematics standards focus on what students should understand and be able to perform when studying mathematics. The standards stress conceptual understanding of key ideas in mathematics and reflect learning progressions in mathematics. According to the CCSS, the standards also reflect recent research about how students develop mathematical knowledge, skill, and understanding over time. The standards revolve around eight mathematics practices shown in Exhibit 3.

Exhibit 3: Eight CCSS Mathematics Practices

Practice 1	Make sense of problems and persevere in solving them
Practice 2	Reason abstractly and quantitatively
Practice 3	Construct viable arguments and critique the reasoning of others
Practice 4	Model with mathematics
Practice 5	Use appropriate tools strategically
Practice 6	Attend to precision
Practice 7	Look for and make use of structure
Practice 8	Look for and express regularity in repeated reasoning

A link to the CCSS is available in the resource section of this document. This website contains the new standards as well as helpful background information on the development of the standards.

CCSS Assessments

As part of the college and career readiness movement, Race to the Top funded two content assessment consortia: Smarter Balanced Assessment Consortia (Smarter Balanced), and Partnership for Assessment of Readiness for College and Careers (PARCC). Smarter Balanced and PARCC are developing 21st century computerized content assessments for ELA and technical subjects and mathematics, based on the CCSS. Illustrations of the development of these assessments, created by Educational Testing Service (ETS), appear in Appendices A and B of this compendium. These illustrations provide an overview of the assessments and their development timeline. Both Smarter Balanced and PARCC are currently conducting field testing with plans to make their assessments operational in the 2014-2015 school year. Sample test items are available for preview at each consortium's respective website. Links to these websites are available in the resource section of the compendium.

Next Generation Science Standards

In April 2013, Achieve Inc. released the Next Generation Science Standards (NGSS), developed by stakeholders in science, science education, and higher education, as well as industry leaders. NGSS content standards supplement the CCSS literacy standards for technical subjects. The standards outline core disciplinary concepts, science and engineering practices, and crosscutting concepts that students should master for college and career readiness. These three dimensions were put forth originally in the "National Research Council's Framework" (2011). Science practices refer to the kinds of habits of mind and skills students develop through participation in inquiry-based science. Crosscutting concepts are the ways of relating and linking different domains of science. For example, concepts such as patterns, similarity, and cause and effect are important in all domains of science. Disciplinary core ideas are intended to focus curriculum and instruction on crucial elements of science in classroom learning. Disciplinary core ideas include: having broad importance, providing a key tool for understanding more complex ideas, relating to the interests and life experiences of students (i.e., addressing societal or personal concerns), and being teachable and learnable at increasing depths of difficulty across grade levels. The disciplinary ideas are organized into four domains of science: physical sciences, life sciences, earth and space sciences, and engineering, technology and applications of science.

The NGSS differ from previous science standards in three ways. First, they include performance expectations. While previous standards focused on content knowledge, NGSS focus on what students can do with that knowledge. Performances relates to both what students do in instructional settings as well as on assessments. Second, NGSS have been developed to provide coherence with other standards in NGSS as well as to other sets of standards. For example, each set of performance expectations connect to other ideas within science and engineering. In addition, NGSS provide coherence by linking to CCSS Mathematics and ELA standards. Finally,

NGSS are unique because each standard articulates and is grounded in core disciplinary ideas, science and engineering practices, and crosscutting concepts, which are described above.

The NGSS addresses the implications of the standards for diverse learners, including EL students in Appendix D of the Standards, entitled "All standards, all students: making the Next Generation Science Standards accessible to all students." They also provide a case study focused on EL students to provide examples of strategies that teachers can use to help make NGSS accessible to EL students.

To date, eight state education agencies adopted NGSS: Delaware, Kansas, Kentucky, Maryland, Rhode Island, Vermont, Washington, and the District of Columbia. There are currently no assessments for NGSS; states will decide whether to create assessments aligned to them.

World-Class Instructional Design and Assessment

In 2004, the World-Class Instructional Design and Assessment (WIDA) Consortium revealed their English language development standards. WIDA outlines five English language development (ELD) standards: Social and Instructional Language, the Language of Language Arts, the Language of Social Studies, the Language of Mathematics, and the Language of Science. The consortium also outlined six English language proficiency (ELP) levels: level 1, entering; level 2, emerging; level 3, developing; level 4, expanding; level 5, bridging; level 6, reaching.

In 2012, WIDA released the "Amplification of the English Language Development Standards." The amplified standards were developed with input from leaders in the field and educators in WIDA Consortium member states. The standards aim to reflect the latest developments in both English language development research and states' content standards for college and career readiness (e.g., CCSS). The 2012 Amplification expands WIDA's previous Standards Framework in several ways. The "Features of Academic Language" is a new component. Exhibit 2 shows how academic language is envisioned at the discourse level, the sentence level, and the word/phrase level. In addition, the 2012 version restructured the Performance Definitions and Standards Matrices. The amplified standards provide connections to college and career readiness standards and incorporate explicit connections to higher order thinking. These three components of the Standards Framework — Features of Academic Language, Performance Definitions, and Standards Matrices — reflect how academic language can be introduced in the classroom.

Exhibit 4: WIDA's features of academic language

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA CONSORTIUM

The "2012 Amplification of the ELD Standards, Kindergarten–Grade 12" is available for free download or for purchase as a spiral-bound booklet from the WIDA Consortium. A link to the website is provided in the resource section of the compendium.

WIDA Assessments

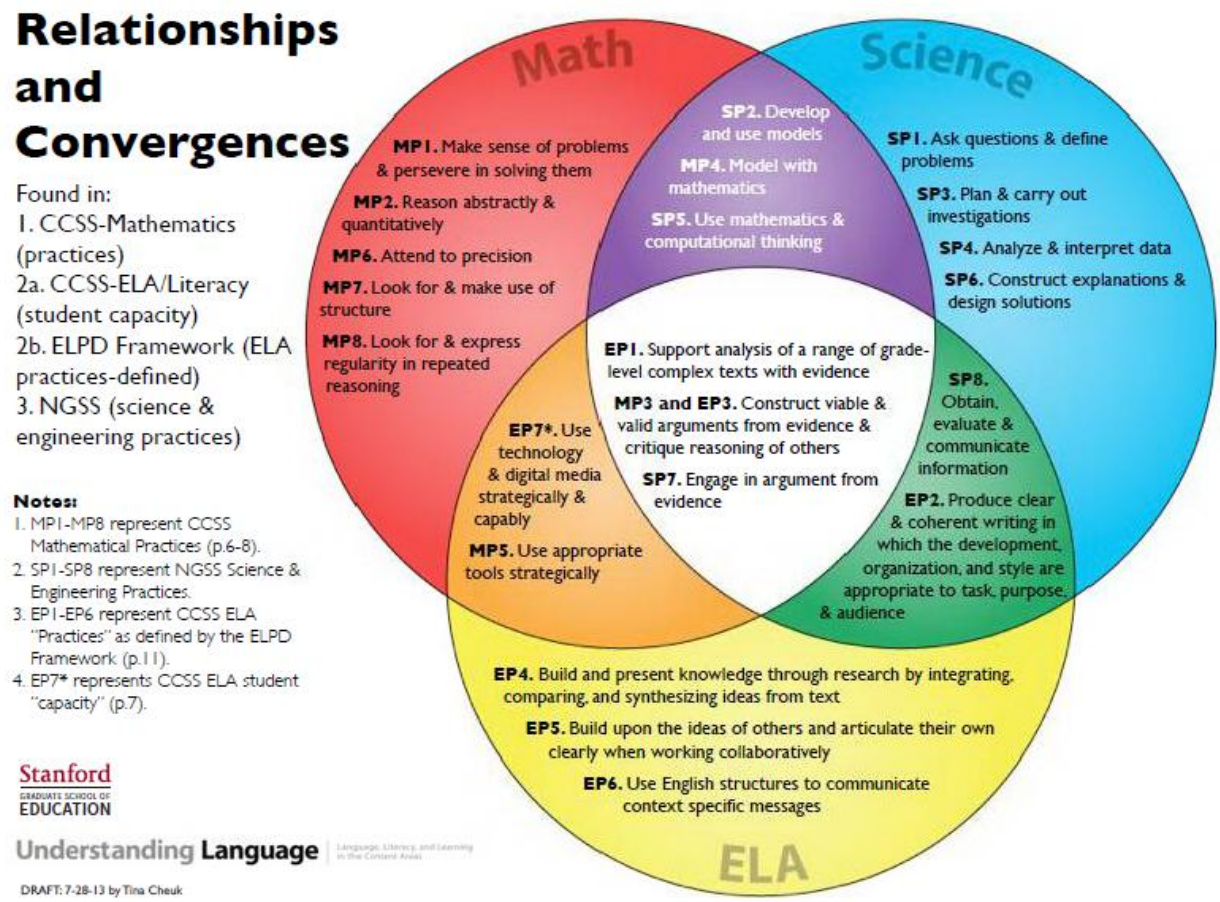
Since 2004, WIDA's annual summative English language proficiency assessment, ACCESS for ELLs, has been used for Title III accountability purposes. In 2010, the U.S. Department of Education (ED) funded the Assessment Services Supporting English Learners through Technology (ASSETS) Consortium to develop an assessment system for EL students; WIDA is part of the ASSETS consortium. Through this grant, the consortium is developing computerized versions of ACCESS for ELLS and the WIDA ACCESS Placement Test (W-APT). The new version of the summative assessment will be called ACCESS 2.0. In addition to developing computerized versions of existing assessments, the consortium is also developing interim assessments and formative assessment resources. These assessment materials will comprise a comprehensive system of assessments for EL students. A report about this consortium, developed by ETS, appears in Appendix C.

The ASSETS consortium will be field-testing ACCESS 2.0 and placement test in spring 2014 and plans to make these assessments operational in the 2015-2016 school year.

English Language Proficiency Assessment for the 21st Century

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is the newest consortium, having received a grant from the U.S. Department of Education (ED) in 2012. Oregon is the lead state in the consortium. The goal of the consortium is to create a 21st century English language proficiency assessment system. As a foundation to the system, ELPA21 created English Language Proficiency (ELP) Standards for Grades K-12. According to ELPA21, "the standards highlight and amplify the *critical language, knowledge about language,* and *skills using language* that are in college- and career-ready standards and that are necessary for EL students to be successful in schools." Exhibit 5 illustrates the foundation of the ELPA21 standards. The Venn diagram, developed by the Understanding Language initiative, shows the relationships among content standards and the language demands of the content standards.

Exhibit 5: Relationships and convergences among new standards



ELPA21 has 10 ELP Standards that focus on both language *form* and *function*:

- Form includes vocabulary, grammar, and discourse specific to a particular content area. Function refers to what students *do* with language to accomplish content-specific tasks.

The ELP standards relate directly to the content practices of CCSS for English language arts and literacy, mathematics, and NGSS. The 10 ELPA21 standards appear in Exhibit 6.

Exhibit 6: ELPA21 Standards

ELPA21 Standards	
1	Construct meaning from oral presentations and literacy and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, 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 grade-appropriate speech and writing

Each ELPA21 standard has five levels of proficiency. The levels of proficiency provide more specific information by grade level about what students can do when exiting a level.

ELPA21 Assessments

The ELPA21 Consortium is developing an assessment system for EL students that will include an annual summative assessment and placement test. The consortium will develop two

assessments for each of six grade bands: (1) a diagnostic/screener test to provide information for English learner identification and placement, and (2) an annual summative assessment for monitoring of student progress, accountability, program exit, and instructional improvement. ELPA21 plans for their assessment to be operational in the 2016-2017 academic year. A report about this consortium, developed by ETS, appears in Appendix D.

3. Moving Forward to Support EL Students in Meeting the Standards

When the CCSS were released, the developers included a brief addendum addressing the needs of EL students with regard to the implementation of the new standards. In the addendum they state,

> The development of native like proficiency in English takes many years and will not be achieved by all ELLs …[yet] it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary. (National Governors Association, 2012)

Beyond this guidance, the addendum did not contain extensive information on how to achieve this goal for EL students. To support teachers in helping EL students meet the rigorous new standards, Kenji Hakuta, Maria Santos, and colleagues founded the Understanding Language (UL) initiative to lead this effort. UL has released many value-laden materials to support teachers of EL students including articles, videos and presentations. One such document is a list of six key principles of instruction for teachers of EL students. According to UL, "The principles are meant to guide teachers, coaches, ELL specialists, curriculum leaders, school principals, and district administrators as they work to develop Common Core State Standards-aligned instruction for ELLs." The principles appear in Appendix E.

The new standards focus on more challenging content and greater literacy expectations than typical sets of standards that were previously implemented. While English language development remains a goal for those who work with EL students, as the quote above shows, it is possible for EL students to achieve the standards and be college- and career-ready. To create clear connections between the new standards and English Language Proficiency/Development (ELP/D) standards, CCSSO commissioned a framework document to help states evaluate existing ELP/D standards or develop new ones to correspond to new content standards. Both the WIDA 2012 Amplified Standards and ELPA21 standards have made explicit connections to CCSS and NGSS. States who are not part of either of these consortia may use the framework document as a helpful starting point to revise existing state ELP/D standards. A link to the framework document is provided in the resource section of this compendium.

Appendix F includes a document from the Academic Language Network that discusses what the CCSS will mean for instruction. One of these shifts is a focus on academic language, because of the implicit language demands of the standards (Alberti, 2012/2013; Zwiers, O'Hara, & Pritchard, 2013). Academic language is a complex construct and many different theoretical approaches to defining academic language in the field of language education exist. Scholars

themselves differ in the ways they define and view academic language (e.g., Bunch, 2006; Cummins & Man, 2007; Valdés, 2004). Because of the increasing value placed on academic language due to new educational policy, it is important to understand different perspectives on academic language and how they may inform practice. Different perspectives not only influence pedagogical approaches, but also attitudes toward students' language and language use. The Center for Applied Linguistics developed a document that summarizes the perspectives and approaches. This document appears in Appendix G. Regardless of the approach taken to academic language, experts agree that explicit instruction is needed to support EL students' development of this important register.

While the new standards will present challenges, many organizations are developing materials and resources to support teachers and students as the new standards are implemented. Links to additional resources are provided in the following chapter.

4. Resource List

This chapter provides resources with useful information for preparing teachers to implement the new standards with EL students. Resources appear in the order in which they are referenced within the document.

Chapter 2: Standards and English Learner Students

Common Core State Standards (CCSS). This website contains information on the CCSS ELA and mathematics standards. http://www.corestandards.org/

Smarter Balanced. This website contains information on one consortium developing new assessments based on CCSS. http://www.smarterbalanced.org/

PARCC. This website contains information on one consortium developing new assessments based on CCSS. https://www.parcconline.org/about-parcc

Next Generation Science Standards. This website contains information on NGSS. **http://www.nextgenscience.org/next-generation-science-standards***TESOL's Overview of the*

WIDA English Language Development Standards. This website contains information on the WIDA 2012 Amplified ELD Standards. http://wida.us/standards/eld.aspx

ASSETS Consortium. This website contains information on the ASSETS Consortium who are developing the new assessment system in connection with the WIDA consortium. http://assets.wceruw.org/

ELPA21 English language proficiency standards. This website contains information on the new ELPA21 Standards. http://www.ode.state.or.us/search/results/?id=36

Additional Resources related to new standards implementation and EL students

Common Core State Standards Initiatives for ELLs. This document provides an overview of information on CCSS specifically for EL students. http://www.tesol.org/docs/advocacy/overview-of-common-core-state-standards-initiatives-for-ells-a-tesol-issue-brief-march-2013.pdf?sfvrsn=4

Center for Applied Linguistics' CAL Practitioner Brief – Implementing the Common Core for English Learners. This document, intended for teachers of EL students, contains commonly asked questions about CCSS and answers to them. http://www.cal.org/resources/pdfs/practitioner-brief-implementing-common-core-for-english-learners.pdf

Chapter 3: Moving Forward to Support EL Students in Meeting the Standards

CCSSO's Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards. This framework document, commissioned by CCSSO, provides helpful guidance for states developing ELP standards to correspond to college and career ready standards. http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf

A Review of the Literature on Academic English: Implications for K-12 English Language Learners. This publication provides an overview of research done on academic language in recent years. http://www.ceee.gwu.edu/Academic%20Lit%20Review_FINAL.pdf

Academic Language Development Network. This website provides a variety of helpful articles and videos on academic language development. http://aldnetwork.org/

The Center for Applied Linguistics' Education Connections. Education Connections is funded by the Bill and Melinda Gates Foundation and ED's i3 competition to support teachers of EL students as they implement new standards. This website contains free resources such as a resource library and lesson planning tools. A series of webinars about standards-based instruction is also underway. https://www.obaverse.net/edconnect/

Understanding Language's massive open online course (MOOC). The Understanding Language (UL) initiative has focused on preparing teachers to meet the needs of EL students with the CCSS in mind, providing numerous articles and videos on their website. The recent UL-sponsored MOOC offers teachers advice on helping EL students engage in constructive classroom conversations. Additional MOOCs are planned on different topics related to CCSS implementation. https://novoed.com/common-core

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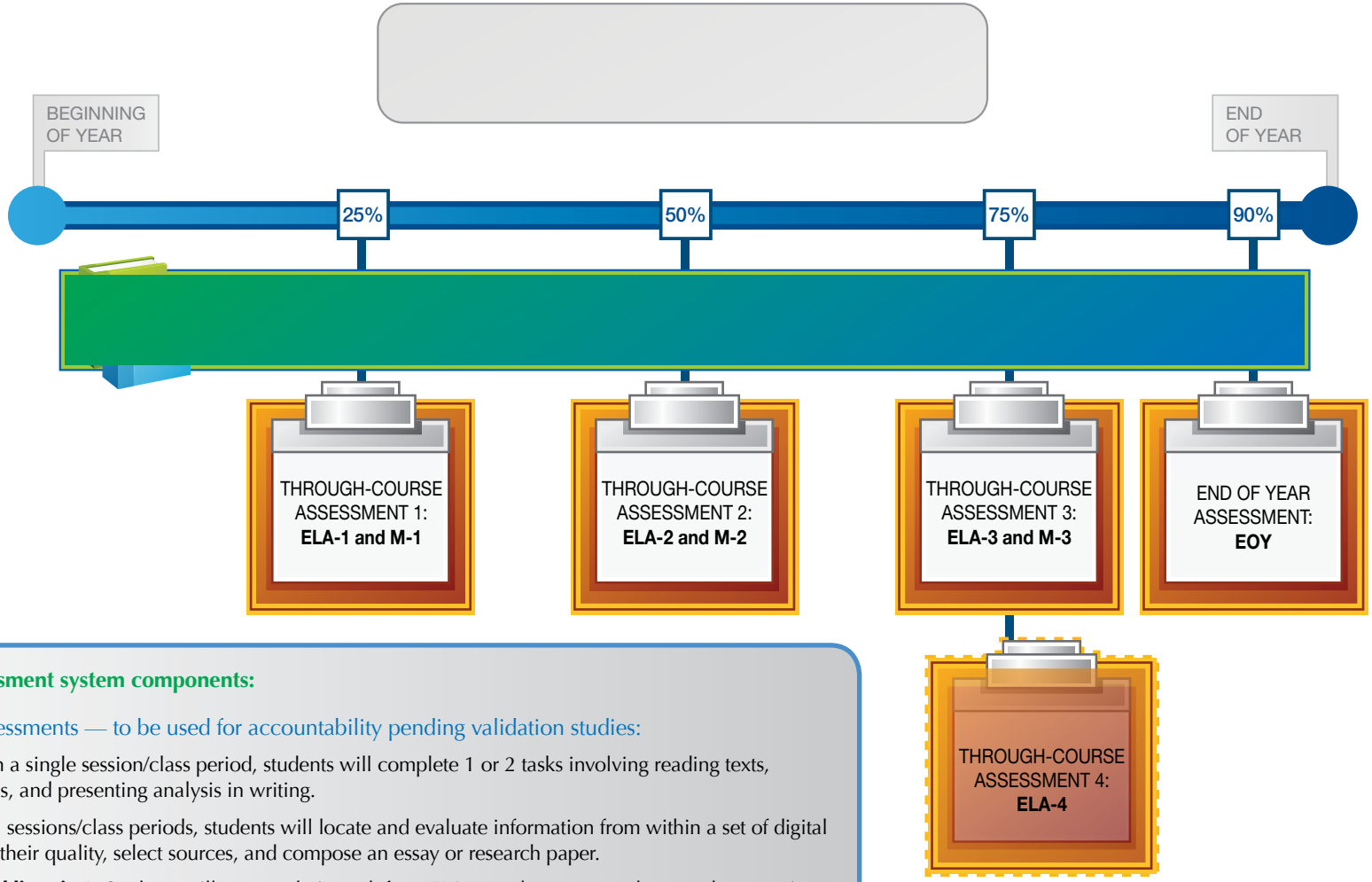
Appendices

Appendix A: Partnership for Assessment of Readiness for College and Careers illustration

This illustration depicts the PARCC assessment research and development.

The Partnership for the Assessment of Readiness for College and Careers (PARCC)

English Language Arts and Mathematics: Grades 3 – 11



Description of assessment system components:

Through-Course Assessments — to be used for accountability pending validation studies:

- **ELA-1 and ELA-2:** In a single session/class period, students will complete 1 or 2 tasks involving reading texts, drawing conclusions, and presenting analysis in writing.
- **ELA-3:** Over several sessions/class periods, students will locate and evaluate information from within a set of digital resources, evaluate their quality, select sources, and compose an essay or research paper.
- **ELA-4 (speaking and listening):** Students will present their work from ELA-3 to classmates and respond to questions. Teachers will score, using a standardized rubric, and use results in determining students' class grades.
- **M-1 and M-2:** In a single session/class period, students will complete 1 to 3 tasks that assess 1 or 2 essential topics (standards or clusters of standards).
- **M-3:** Students will perform multi-step performance task(s) that require conceptual understanding, procedural fluency, and application of mathematical tools and reasoning, sometimes in unfamiliar contexts.

End-of-Year Comprehensive Assessment:

- **EOY:** Students will take this assessment on the computer, and it will be rapidly scored. The test will be composed of 40 to 65 questions with a range of item types, including innovative items.

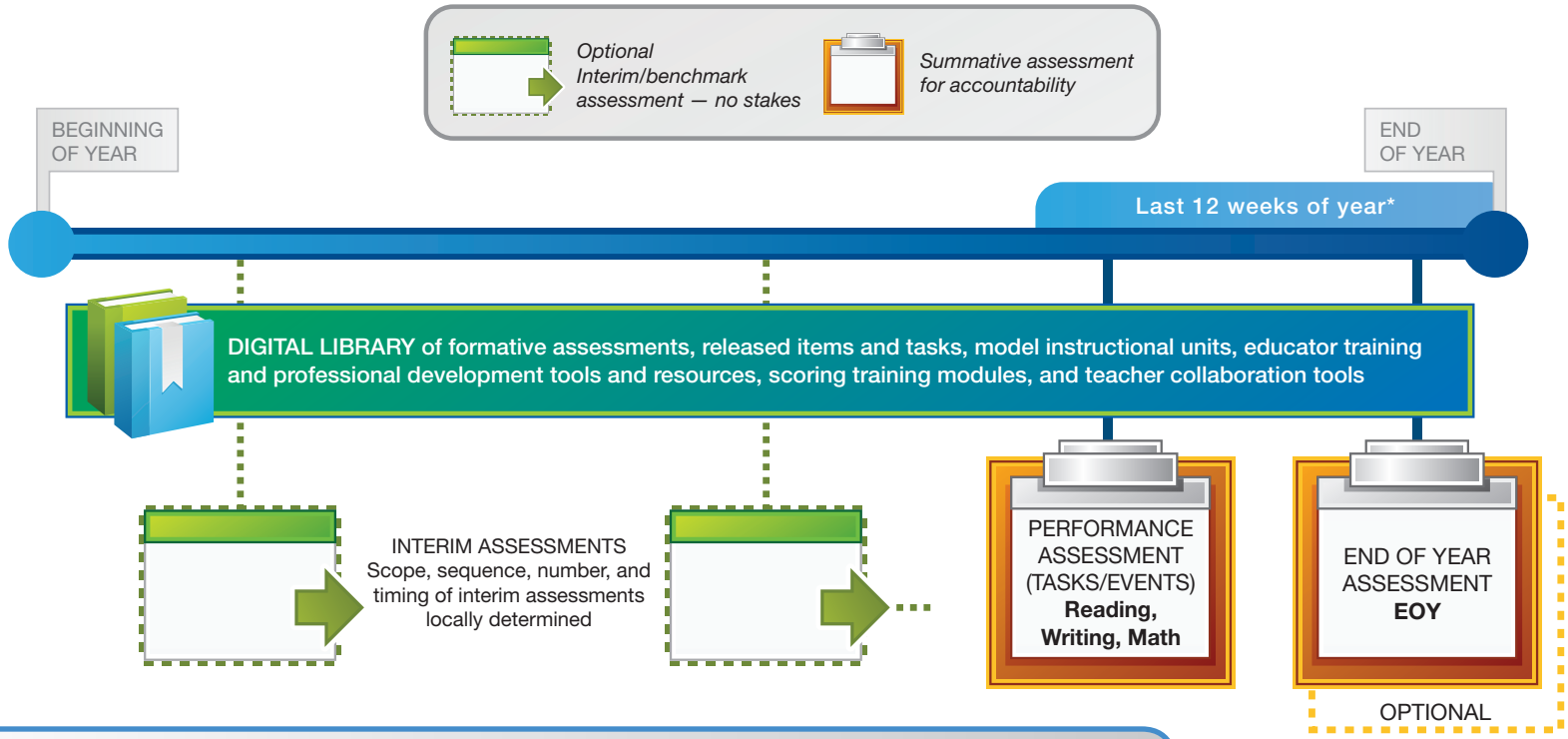
*This representation was prepared by the Center for K – 12 Assessment & Performance Management (**www.k12center.org**) for illustration purposes only. For a full description of this assessment system, go to **www.fldoe.org/parcc/**.*

Appendix B: Smarter Balanced Assessment Consortia Illustration

This illustration depicts the Smarter Balanced assessment research and development.

The SMARTER Balanced Assessment Consortium (SBAC)

English Language Arts and Mathematics: Grades 3 – 8 and High School



Description of assessment system components:

- **Interim/benchmark assessments:** These optional computer adaptive assessments will provide near-immediate results on the same scale as the summative assessment. The item types will mirror the summative comprehensive assessment, but assess a smaller set of standards at a deeper level to provide more actionable diagnostic feedback. Reports will link teachers to appropriate formative strategies and professional development resources.
- **Performance tasks/events:** Students will complete 1 task in reading, 1 in writing, and 2 in mathematics annually, during a Consortium-defined testing window within the last 12 weeks of the school year.* Each task/event will require 1 to 2 class periods and will involve student-initiated planning, management of information and ideas, interaction with other materials and/or people, and production of an extended response such as an oral presentation, exhibit, product development, or an extended written piece. A combination of machine and teacher scoring will be used, with results returned within 2 weeks.*
- **EOY comprehensive assessment:** The EOY assessment will include approximately 40 to 65 questions per content area and will be presented to students using a computer adaptive assessment taken during the last 12 weeks* of the school year. It will include selected response, constructed response, and technology-enhanced items. A combination of immediate scoring by computer and teacher scoring using a distributed, moderated online scoring system will be used, and results will be returned within 2 weeks.* The system will support an additional opportunity for students, as locally determined.
- All of the above assessments will provide students with information regarding their achievement, growth, and progress toward college- and career-readiness.

*This representation was prepared by the Center for K – 12 Assessment & Performance Management (**www.k12center.org**) for illustration purposes only. For a full description of this assessment system, go to **www.k12.wa.us/SMARTER**.*

*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Appendix C: Assessment Services Supporting English Learners Through Technology Systems Report

This report explains the research and development plans for the ASSETS assessment system.

K-12 Center at ETS

THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT CONSORTIUM:

ASSESSMENT SERVICES SUPPORTING ENGLISH LEARNERS THROUGH TECHNOLOGY SYSTEMS (ASSETS*)

- MEMBERSHIP: 29 states** (Alabama, Delaware, the District of Columbia, Idaho, Illinois, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Wisconsin, Wyoming)
- GOVERNANCE: The Wisconsin Department of Public Instruction is the lead agency in collaboration with World-Class Instructional Design and Assessment (WIDA) at the University of Wisconsin – Madison. Member states will establish policies for the Consortium. A steering committee comprised of representatives of a subset of member states will provide additional advice to ensure the products and services meet state needs. During the four-year grant period, a long-term governance structure will be developed to sustain the Consortium.
- PROJECT MANAGEMENT PARTNER: WIDA at the Wisconsin Center for Education Research serves as the project management partner. Other organizations have major responsibilities. They include: the Center for Applied Linguistics for item and test development; WestEd for accommodations, validation, and interoperability; the University of California, Los Angeles (UCLA) for language learning progressions development and validation research; Data Recognition Corporation for field testing; and MetriTech for scoring.
- AWARD: $10.5 million four-year, Enhanced Assessment Grant from the U.S. Department of Education (USED), September 2011

* ASSETS Consortium was the name chosen for the Enhanced Assessment Grant. However, the Consortium may choose to modify the name.

** In this context, "states" refers to any U.S. state or jurisdiction authorized to participate in ASSETS.

This information is accurate as of February 10, 2012.

The following summary of the ASSETS assessment system has been approved by the ASSETS managing partners.

The ASSETS Consortium will develop a next generation, technology-based language assessment system for students in grades K–12 who are learning English. The system will include a summative language assessment, an on-demand diagnostic screener, classroom interim assessments, and formative assessment tools for use in instruction, as well as accompanying professional development materials. All of these components will be grounded in English development standards linked to the Common Core State Standards (CCSS) in English language arts and mathematics. This Consortium will leverage the work of WIDA, a Consortium formed in 2002 under another Enhanced Assessment Grant that included many of the same member states. ASSETS member states will govern the development of ASSETS. The assessments and tools developed by this Consortium will be available to all states. New states can join pending USED approval.

SYSTEM COMPONENTS

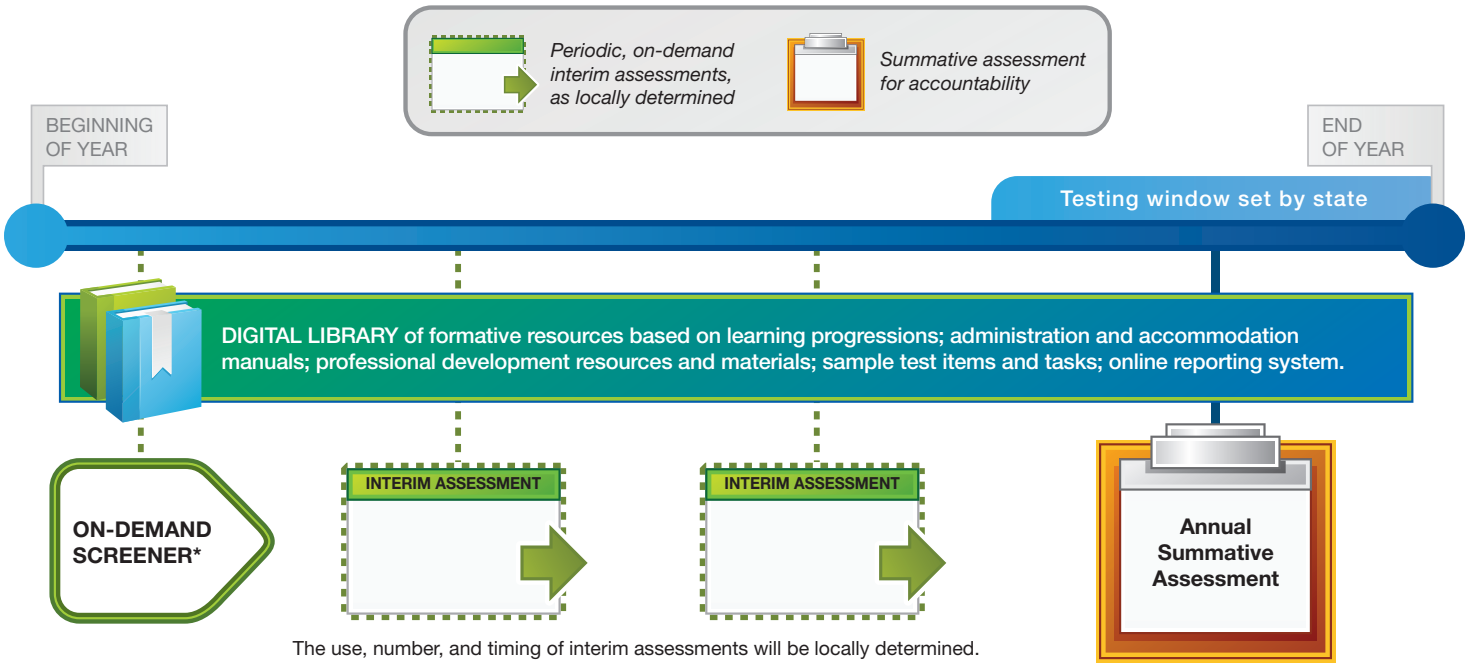
SUMMATIVE ASSESSMENT FOR ACCOUNTABILITY

ASSETS will utilize a summative annual assessment design to be administered in grades K–12 for accountability and program improvement purposes. The system's English proficiency assessments will cover the language domains of listening, speaking, reading, and writing as used in the academic content areas as well as social and instructional language. They will be based on the 2012 WIDA English Language Development (ELD) Standards.[1] ASSETS will incorporate technology into assessing authentic language development more precisely than can be done with paper-based tests

1 The 2012 ELD Standards can be found at **www.wida.us/standards/elp.aspx**. This new edition of the standards includes grade-level examples to connect the standards to the CCSS, topically and linguistically.

For more information about ASSETS, visit **http://dpi.wi.gov/oea/assets.html**

ASSETS



*The screener is to be given when a student enters a school or is first identified as potentially needing English learner services.

through features such as the recording of spoken English or use of online manipulatives. It also will include accommodations for English learners (ELs) with disabilities.

Assessment Delivery: The annual summative assessment will be delivered on computers, although a version of the current paper-based test will continue to be available for students requiring accommodations and in other circumstances to be determined by the ASSETS Consortium. Each state will determine its own testing window in accordance with state and local needs.

During this four-year grant period, tests representing the full range of proficiency levels will be developed for students in kindergarten as well as grades 1–12. All four portions of the summative assessment (listening, speaking, reading, and writing) are expected to require a total of approximately two hours to complete for grades 1–12 and 40 minutes for kindergarten. Initially, all students taking a test form will see the same set of items, but the Consortium may seek to eventually transition to adaptive delivery of the summative assessment.

Types of Items and Tasks: The principles of both evidence-centered design and universal design will be adhered to during item development to support technical quality and accessibility. The test forms will include both selected response and extended constructed response items. The exact number of each type will vary based on the grade level and the proficiency levels included in the test form. The kindergarten assessments will be individually administered and technology-mediated. Screen displays of materials and audio recordings will be used to ease the burden on the test administrator and improve the consistency of administration. The Consortium will seek to add innovative item types to the summative assessments over time.

Scoring: The annual summative assessment will be centrally scored. The selected response items used in the reading and listening sections will be scored by computer. Student responses for the writing and speaking tasks will be digitally recorded and subsequently scored by trained raters using an online scoring system that includes built-in safeguards for scoring consistency. It is anticipated that final scores will be returned within two to four weeks.

A total of eight scores will be reported for English learners: sub-scores for the domains of listening, speaking, reading, and writing; an oral language composite score; a literacy composite score; a comprehension score for listening and reading; and an overall score across the four domains. The English

For more information about ASSETS, visit
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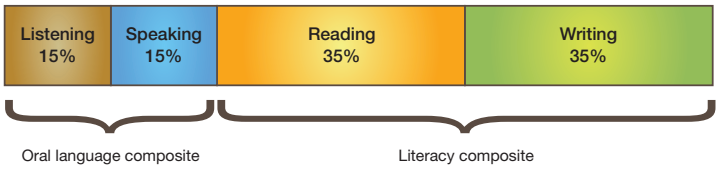
Language Proficiency (ELP) scores will be calculated based on the weighted sub-scores as shown below.

Annual Summative Assessment's English Language Proficiency Score



The scores will be reported both as scale scores and as one of the six proficiency levels for the student's current grade level.

Measuring Growth: The ASSETS annual assessments will yield scores on a vertical K–12 scale that educators, students, and parents can use to chart student language acquisition over time. The interim assessments, described below, will allow for charting student progress on an ongoing basis in small increments and with more precision.

Accountability: The assessment system will be designed to produce composite ELP scores that can be used to inform decisions about whether an individual student should exit from English language instruction educational programs, as well as to inform decisions about district and state performance for accountability purposes. In addition, the scores may be used as one of multiple measures to inform principal and teacher effectiveness evaluations.

Reporting: The member states of the ASSETS Consortium, particularly through the steering committee, will provide guidance for the development of a reporting system that meets the needs of multiple stakeholders and can be integrated with other state assessment reporting systems.

RESOURCES, TOOLS, AND CAPACITY BUILDING

Additional Assessment Tools

- **On-demand Screener:** This is the first component of the comprehensive ASSETS assessment system that English learners will encounter when they enter a school in an ASSETS member state. The screener will be technology-based and used to determine student eligibility and appropriate placement for English learner program services. The listening and reading portions will be computer-scored, while the writing and speaking portions will be scored on-site by educators. Scores will be readily available and, for those qualifying as English learners, reported as comprehensive ELP scores based on the WIDA Proficiency Levels. A computer-based training program will be developed to prepare educators to score the screener consistently.

- **Technology-based Classroom Interim Assessments:** A series of shorter, targeted interim assessments will be developed to enable schools to chart student progress in finer increments and with more precision than the annual summative assessment, as well as to help guide instruction. These assessments will include items and tasks that provide concrete examples of the ELD Standards and proficiency levels. Computer delivery will enable immediate scoring and feedback to teachers and students. Partial-credit scoring and analysis of patterns across responses will be used to enhance the diagnostic value of the feedback.

  The interim assessments also may be used to conduct research on innovative item types to be considered for use in the summative assessment. Complex, technology-enhanced item types will be piloted within the interim assessments and, as appropriate, transitioned into the summative assessment.

- **Academic English Language Learning Progressions:** WIDA will work with researchers at UCLA to develop English language learning progressions for both the academic and social English associated with school success and career readiness.

- **Resources to Support Formative Assessment:** The language learning progressions described above will provide a foundation for the development of formative assessment processes and resources to help educators monitor student understanding during instruction.

- **Professional Development Resources and Activities:** ASSETS will develop a comprehensive set of professional development tools and resources to help educators administer the ASSETS tests and interpret the results. Emphasis will be placed on professional development resources related to the interim assessments, as their purpose is to support improvements in instruction.

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Materials and resources also will be developed to help teachers utilize the standards and the language learning progressions to set individual learning targets for students, as well as to mine data from the ASSETS assessments to inform and improve their educational practice.

The training materials will be available in electronic format and online to support both group and individual self-paced use. In addition, ASSETS will partner with State Education Agencies to deliver state-based, face-to-face trainings.

The online ASSETS system also will include administration manuals, interpretation guides, and sample practice items.

TECHNOLOGY

Technology will be incorporated into the development, administration, scoring, and reporting of the assessments within a comprehensive and interactive system. Strategies are being developed to ensure the system can be utilized in educational environments with a range of technology capabilities, as well as to minimize the need for extensive upgrades. All items will be developed to an open-license interoperability standard to support:

- consistent delivery of the assessments across multiple delivery platforms;
- consistent application of accessibility features; and
- coordination with the systems being developed by the Comprehensive Assessment Consortia — the Partnership for the Assessment of Readiness for College and Careers and the SMARTER Balanced Assessment Consortium.

TIMELINE

2011–2012	Create initial test design
2012–2013	Create item specifications, items, and pilot forms Begin pilot testing Create initial professional development materials and pilot them
2013–2014	Conduct and score field test Complete accommodations materials Continue development of professional development materials
2014–2015	Conduct reliability and validity studies, and finalize design of system Develop score reports, administrator training materials, and reporting system
2015–2016	ASSETS assessment system is operational

To download this document or for more information about the Consortia, visit
www.k12center.org

For more information about ASSETS, visit
http://dpi.wi.gov/oea/assets.html

Created by Educational Testing Service (ETS) to forward a larger social mission, the Center for K–12 Assessment & Performance Management at ETS has been given the directive to serve as a catalyst and resource for the improvement of measurement and data systems to enhance student achievement. 18901

Appendix D: English Language Proficiency Assessment for the 21st Century Report

This report explains the research and development plans for the ELPA21 assessment system.

K-12 Center at ETS

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium

- **MEMBERSHIP:** There are currently 11 member states (Arkansas, Florida, Kansas, Iowa, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia) in partnership with the Council of Chief State School Officers (CCSSO) and Stanford University's Understanding Language initiative. The Oregon Department of Education is the lead state agency.
- **GOVERNANCE:** A Consortium Council (CC) will consist of the chief state school officer or designee from each member state. The CC will determine the general scope of the assessment system, review recommendations of Task Management Teams or TMTs (see below), and elect five members to serve on an Executive Board (EB). The Project Director from the Oregon Department of Education will also serve on the EB, which will act as the final voice on issues and decisions emanating from the CC.
- **PROJECT MANAGEMENT PARTNER:** CCSSO will provide project management. Nine TMTs — led by contracted experts and comprised of state education agency representatives from each Consortium state — will oversee development of all work components. The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA will serve as the third-party evaluator, facilitate the Technical Advisory Committee (TAC), and provide guidance to the CC and the EB.
- **AWARD:** $6.3 million four-year Enhanced Assessment Grant from the U.S. Department of Education (USED), September 2012

This information is accurate as of April 11, 2013.

The following summary of the ELPA21 assessment system has been approved by the Oregon Department of Education and CCSSO managing partners.

ELPA21 is an enhanced assessment system designed to measure the English language proficiency (ELP) of English language learners (ELLs) as they progress through their K–12 education and achieve college and career readiness. Designed for states by states and other assessment and content experts of English language development, ELPA21 will provide assessments for ELLs — along with strategies for test design, administration, scoring, and reporting — that provide students, parents, teachers, administrators, and communities the current and relevant information they need to best support every student as they work toward achieving ELP in support of the college- and career-ready Common Core State Standards (CCSS) in English language arts and mathematics.

The purpose of ELPA21 is to enhance the quality of assessments used by states for measuring students' ELP development and progress. The Consortium plans to develop a system of valid and reliable ELP assessment instruments that align in deep and meaningful ways with the CCSS.

Under the ELPA21 grant, the Consortium will develop:

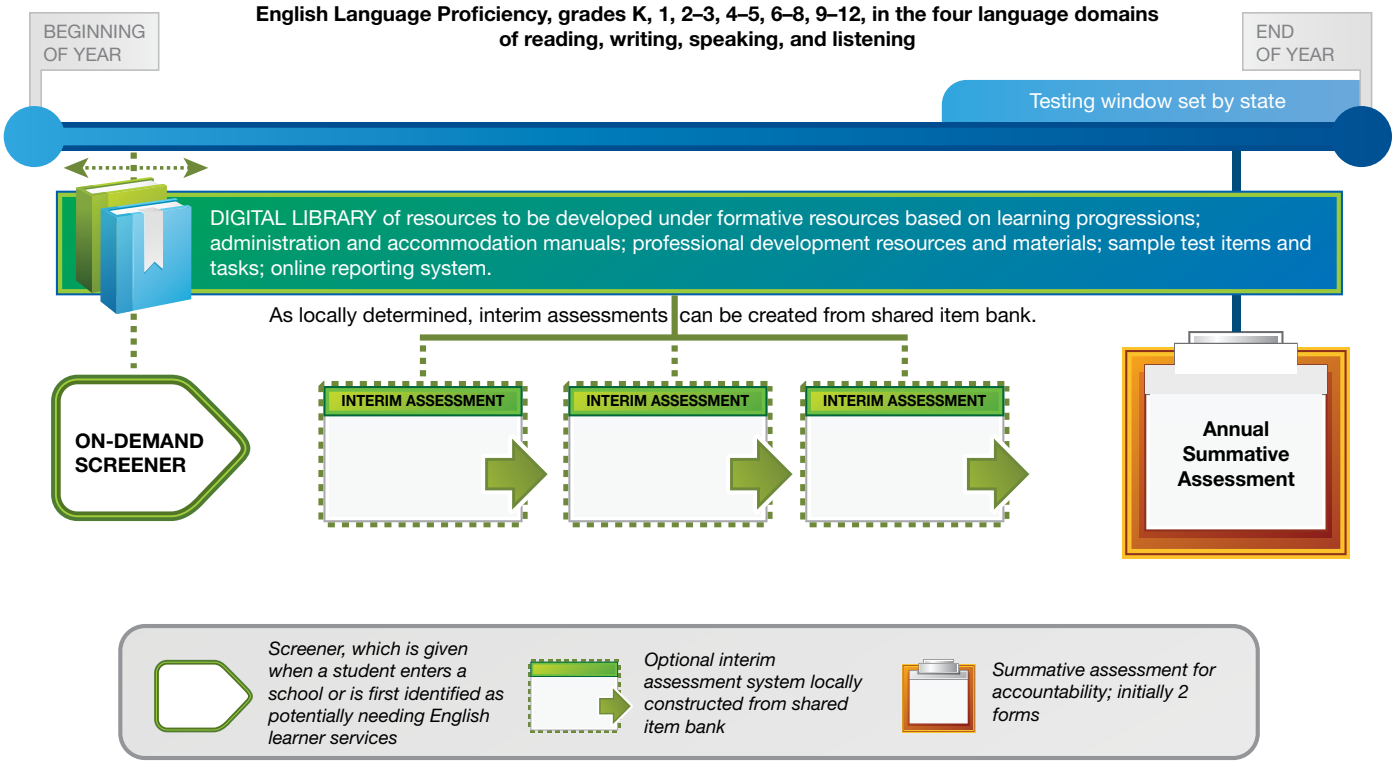
- two computer-based fixed forms of an annual summative assessment for each of six grade bands for monitoring student progress, tracking accountability, certifying program exit, and prompting instructional improvement; and
- a diagnostic screener test to provide information for English language learner identification and placement.

All Consortium states will use these assessments and agreed-upon criteria for entry, placement, and exit from ELL programs. Through extended collaboration, ELPA21 will also develop supporting professional development resources, recommendations on formative assessment practices, a secure item bank from which locally defined interim benchmark assessments can be constructed, and a cooperative data reporting system. The system, as a whole, is intended to establish a continuous feedback loop to teachers, schools, and districts to support ongoing improvements in ELP instruction, teacher professional development, and student learning in grades K–12.

To the extent that it is feasible and valid, the Consortium will contain costs by leveraging the existing quality work of member states. A rigorous vetting process will ensure that all adopted resources are appropriate for use across the ELPA21 system. A more detailed description of the system components of ELPA21 follows.

ELPA21's website is under construction and will be available at **www.ELPA21.org**.
You also can visit **www.ccsso.org** and search "ELPA21" for updates.

ELPA21



SYSTEM COMPONENTS

SUMMATIVE ASSESSMENTS FOR ACCOUNTABILITY

The ELPA21 summative assessments will be developed for each of six grade bands — K, 1, 2–3, 4–5, 6–8, and 9–12 — and administered near the end of the academic year.[1] Because ELLs arrive in schools with varying levels of English and academic proficiency, each grade band assessment will measure across a wide range of proficiency. These assessments will measure students' level of English proficiency in the four domains of reading, writing, speaking, and listening. In addition, a composite score will be reported along a continuous K–12 vertical scale to facilitate monitoring of student progress.

Assessment Delivery

The summative assessments will be computer-delivered; a comparable paper-pencil format may also be provided for use. The decision to employ computer-based delivery as the preferred mode was made based on the desire to (1) ensure standardized administration of the assessments, (2) have more flexibility and standardization in providing students with disabilities a range of accommodations that are consistent with other large-scale assessment programs, (3) include innovative item types that improve the ability to measure the ELP standards, and (4) provide economical and easily accessed training for administrators, proctors, and scorers.

The Consortium will not administer the summative assessments directly, but will develop and provide all of the necessary components for states to use on the delivery platform(s) of their choice. ELPA21 will work to maximize interoperability with the platforms being developed by the other major assessment Consortia, such as the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers (PARCC). The deliverables for the summative assessments will feature test specifications, including blueprints, professional development resources, performance-level descriptors with performance-level cut scores, and administration and security protocols. These resources, as well as model Request for Proposal language, will be available to states (individually or in multi-state partnerships) as they enter contracts with vendors for delivery of the operational assessments, beginning in the 2016–17 school year.

[1]The timing of the summative assessments will depend on each state's controlling state assessment schedule.

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Types of Items and Tasks

To the extent that it is feasible and practical, the Consortium will use a range of item types, including selected response, short constructed-response, technology-enhanced, and more extensive performance tasks. The test blueprints, to be developed by the Consortium, will specify the standards appropriate to assess and the number and types of items that will be used to measure them. The technology-enhanced and performance items will be used, where necessary, for the valid measurement of the ELP standards. Constructed-response or performance-based items will be included in the assessment of each of the four domains, to the extent possible, and technologies such as audio output and speech recorders will be utilized. The Consortium will leverage existing secure items from member states' item banks that align to the common set of ELP standards for use in the summative assessments. A gap analysis will then be conducted, and the Consortium will develop additional items, as needed, to fulfill the test blueprints.

Scoring

Scores will be produced for the four language domains of reading, writing, speaking, and listening, along with a composite ELP score based on all four domains. The weight of each of the four domains within the composite score will be determined after field test data are available.

ELPA21 will provide the materials and protocols for consistency in the administration, scoring, and reporting of the assessments across member states, and each state will be responsible for conducting these activities. Selected-response items will be computer scored, and the use of speech-recognition software is being explored for the efficient measurement of speaking ability. Systems will be developed to ensure that items requiring human scoring can be quickly and consistently scored. An ELPA21 scoring certification course will be developed, and successful completion will be encouraged for all human scorers. States may choose to use an external vendor to score these items or may opt to have certified local educators score them.

Measuring Growth

Each of the grade band assessments will report composite ELP scores on a single, K–12 vertical scale. In addition, each grade band assessment will measure across a wide range of ELP. These features, in tandem, will allow the reporting system to capture the progress students make between the annual administrations of the summative assessment. When interim assessments are added to the system, these optional assessments will also produce scores along the vertical scale, allowing progress during the school year to be monitored.

Accountability

The summative scores from the ELPA21 assessments may be used to qualify a student for exit from the ELL program as long as other data also provide evidence of ELP. Consortium states will decide how and what combination of evidence will be acceptable, and ELPA21 will make recommendations as to how this can best be done. The results will be appropriate for use within state accountability systems and for program improvement purposes. As appropriate, data regarding student progress on achieving ELP may be used as one of multiple measures within a state's educator evaluation system.

Reporting

A web-based reporting system will provide secure access to data and allow for the generation of reports that are customized for different user audiences. For example, reports of student growth and performance across the four domains can be created to help teachers identify the instructional needs of their students and to help school officials identify the types of professional development that will support teachers to better address the needs of their students. Formats for reports to students' families will be created to help them understand their child's progress. Student reports will include:

- student's overall composite ELP score on the K–12 vertical scale; and
- scale scores for each of the four domains of reading, writing, speaking, and listening, also reported on the K–12 vertical scale.

Student summative assessment results will inform decisions about reclassification for the following school year and will provide important information about the students' ELP levels to the following year's teachers.

ON-DEMAND DIAGNOSTIC SCREENER

ELPA21 will develop a diagnostic screener to determine whether, and at what level, a student needs ELL services. It will be administered at the time a student enters the school system and may be re-administered as needed. While shorter than the summative assessment, the screener will still assess across the four language domains. To the extent possible, it will be administered by computer and will be composed of a limited range of item types, primarily selected-response items in the reading and listening portions and

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constructed-response items in the speaking and writing portions. In order to support prompt and appropriate placement of students into ELL services, ELPA21 will design the screener to be scored very quickly through a combination of computer scoring and trained, certified local scorers.

ELPA21 will establish and use a Consortium-wide common cut score to make initial ELL identification and program placement decisions. Teachers will also have access to the score reports from the screener to inform instruction.

Formative and Interim Assessments*

ELPA21 believes that a comprehensive assessment system for ELL students should include formative assessment at the time of instruction and interim assessments to monitor progress throughout the school year. However, these components are beyond the scope of the initial grant. The Consortium plans to seek additional funding to refine existing formative and interim assessment resources contributed by member states.

*These assessments are not yet funded.

RESOURCES, TOOLS, AND CAPACITY BUILDING

Professional Development Resources and Activities

ELPA21 will provide professional development modules for both ELL teachers and academic content teachers on (1) how to provide a secure and accurate assessment experience, (2) how to best use the assessment results to inform instructional placement and (3) how to discuss results with students and families.

TECHNOLOGY

Technology based upon the Assessment Interoperability Framework being developed by the Smarter Balanced and PARCC Consortia will be used extensively in test development and in test administration, scoring, and reporting. The intent is for the ELPA21 assessments to be administered on the platforms used by states to deliver the Smarter Balanced and PARCC assessments. All items will be adapted or developed to comply with open license interoperability standards to support consistent delivery across multiple compliant platforms.

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Appendix E: Principles for EL Instruction

This document provides principles for teaching EL students in light of the new standards.

KEY PRINCIPLES FOR ELL INSTRUCTION

JANUARY 2013

The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that English Language Learners (ELLs) meet rigorous, grade level academic standards. The following principles are meant to guide teachers, coaches, ELL specialists, curriculum leaders, school principals, and district administrators as they work to develop CCSS-aligned instruction for ELLs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Finally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

1. **Instruction focuses on providing ELLs with opportunities to engage in discipline- specific practices which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
2. **Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge.** ELLs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
3. **Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
4. **Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
5. **Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.
6. **Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

These principles are based on papers and discussions from the January 2012 Understanding Language Conference at Stanford University. In developing these principles, the Understanding Language District Engagement Subcommittee drew directly from theory, research, and professional knowledge related to the education of ELLs and the papers presented at the conference. These principles explicitly reference the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, the Common Core State Standards for Mathematics, and a Framework for K-12 Science Education: Practices, Cross-cutting Concepts, and Core Ideas.

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Appendix F: Eight Essential Shifts for Teaching the Common Core to Academic English Learners

This document explains shifts in instruction for teaching academic language with content.

Eight Essential Shifts for Teaching Common Core Standards to Academic English Learners

Jeff Zwiers, *Stanford University*
Susan O'Hara, *University of California Davis*
Robert Pritchard, *Sacramento State University*

The transition to the Common Core State Standards (Common Core) offers a window of opportunity to fortify what and how we teach. It also provides a chance to reflect on how our most marginalized students most effectively learn the most difficult knowledge and skills. The Common Core standards challenge us to teach students much more than loosely connected pieces of knowledge and test-taking skills. They offer an opportunity to equip diverse students with deeper understandings of content, more expert-like thinking skills, and stronger communication skills. The Common Core offers a rare opportunity, if we seize it, to make some major shifts in moving from surface-level transmission and memorization models to approaches that richly cultivate the cognitive and communicative potentials of every student.

Long before the Common Core, various educators proposed a variety of "shifts" in how we should think about learning and teaching. Here are a few shift-based quotations from the seminal works of several widely respected experts in the field. Notice the themes of thinking and communication in them.

- "Were all instructors to realize that the quality of mental process, not the production of correct answers, is the measure of educative growth, something hardly less than a revolution in teaching would be worked." --J.D.
- "Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other." --P.F.
- "Through others we become ourselves." --L.V.
- "Knowing and communicating are in their nature highly interdependent, indeed virtually inseparable." --J.B.
- "It is easy to imagine talk in which ideas are explored rather than answers to teachers' test questions provided and evaluated; in which teachers talk less than the usual two-thirds of the time and students talk correspondingly more; in which students themselves decide when to speak rather than waiting to be called on by the teacher; and in which students address each other directly. Easy to imagine, but not easy to do." --C.C.

This article is adapted from Chapter 1 of *Common Core Standards in diverse classrooms: Essential practices for developing academic language & disciplinary literacy,* by Jeff Zwiers, Susan O'Hara, & Robert Pritchard, (2014). Stenhouse | ALDNetwork.org

Sadly, these powerful ideas proposed by John Dewey, Paolo Freire, Lev Vygotsky, Jerome Bruner, and Courtney Cazden, along with the ideas of similar thinkers, have not had enough overall influence on today's teaching practices—particularly the teaching of diverse students. Why? There is not enough space to dig into the many reasons, but here are several forces that tend to keep such shifts from affecting the average lesson:

- Factory models: basing classroom processes on assembly line approaches that consider students to be empty vessels that must be filled up with content knowledge
- Assessment ignorance and misuse: focusing on comparing students and saving money by using machine-scored multiple choice tests
- Lack of faith in teachers: attempting to provide "teacher-proof" one-size-fits all, scripted curricula and assessments
- Low expectations for diverse learners: placing them in inescapable tracks, asking them low-level questions, and providing them with fewer resources

Unfortunately, in many schools these forces still shape the teaching and assessment of diverse students. In such settings educators must take the time to ask how they can focus more on the cultivation of each student's potentials across all domains of development.

Fortunately, the Common Core has fostered interest in major shifts in instruction and assessment, most of which we believe should have been implemented all along. Educators cannot afford to let this window of opportunity pass. While most mainstream students can survive and succeed despite outdated and test-focused teaching, many academic English learners cannot and do not. The Common Core is more rigorous, which is what academic English learners need to succeed in college and career, but the increased rigor can also mean increased failure if we don't make major changes in instruction and assessment. In a sense, we must use the Common Core to serve our diverse students—not the other way around.

This article synthesizes and clarifies instructional and philosophical shifts through a lens that focuses on the needs of academic English learners. Academic English learners are often immigrants, children and grandchildren of immigrants, long-term English learners, and speakers of English dialects and vernaculars. Many struggle in school because they have not been immersed in rich literacy or communication experiences that depend on the academic language valued in school's tasks, texts, and tests.

Common Common Core Shifts

The Common Core Standards have led to a wide range of interpretations for how teaching should change. These changes are usually called "shifts." Much of the focus has been on outlining the implications of the standards for teaching all students. There has been less emphasis on identifying additional shifts that would benefit academic English learners and students who don't do well in school. Yet the urgency of meeting their learning needs has grown as teachers and schools are seeing firsthand the more rigorous literacy and communication demands that undergird many of the new standards.

Before addressing the AEL Shifts, the term used in this article, it is helpful to analyze the commonly cited shifts currently being suggested within the education community and consider their implications for teaching academic English learners. Several of the more well-known shifts for teaching all students are found in the first column of Figure 1. In the second column are several important implications and nuances of these shifts for teaching academic English learners.

Common Shifts	Implications for teaching academic English learners (AELs)
Building knowledge through content-rich nonfiction	This shift tends to focus on elementary school and ELD/ESL settings that have over-emphasized fiction texts. Most AELs need to gain larger amounts of academic knowledge across disciplines for current and future learning experiences, much of which only comes from reading nonfiction in school. Thus, extra doses of nonfiction, combined with extra teaching of their language and structures, benefit AELs.
Reading and writing grounded in evidence	AELs need extra instruction on what constitutes strong and weak evidence for supporting an idea, claim, opinion, etc. Finding and using evidence involves value systems that can differ across cultures. AELs need focused instruction and modeling on how to value certain pieces of evidence over others, and how to explain how the evidence supports a claim.
Regular practice with complex texts and academic language	For AELs, the "regular practice" should involve extra attention to how authors use language in texts to convey micro- and macro-ideas. This means close and "wide-angle" reading strategies. Using complex texts with AELs requires more support than for non-AELs. That is, just analyzing a key sentence will not be enough for students to understand the text and acquire its language.
Rigorous pursuit of conceptual understanding, procedural skill, and application	While this is a math shift, it applies across disciplines. A heightened emphasis on conceptual understanding and application presents challenges for AELs, especially related to assessment. We must figure out how to assess complex conceptual understanding despite students' lack of advanced academic English. We need to do both: build students' complex language as we augment how we assess higher-order thinking and conceptual understandings.

Figure 1 – Common Common Core instructional "shifts" and their implications for AELs

Eight Shifts Focused on Academic English Learners

The Common Core Standards present an extra web of challenges for academic English learners. In our work with teachers and students, we have uncovered additional "shifts" (AEL Shifts) in instruction and assessment that are needed to help diverse students succeed. The rest of this article highlights this set of major pedagogical and curricular shifts that we consider to be vital for enduring learning in diverse settings. Many of these shifts are not new; they are just reminders of (a) practices that teachers have been using for years to make teaching and learning effective; and (b) what we know we should have been doing all along in our schools. Then again, several shifts do require us to step out and take a fresh, more bird's eye view of the pedagogical habits that have evolved and devolved over recent decades.

This article invites educators, especially teachers of academic English learners, to engage in even deeper shifting than the shifting called for in Figure 1. We invite you to connect back to the ideas of Dewey, Freire, Vygotsky, Bruner, Cazden, and others to reflect on how you can realize more complete, equitable, and powerful visions in your schools and classrooms.

AEL Shift 1 - From Access to Ownership

Plenty of professional development resources and programs focus on providing English learners with better "access" to the content. Access, while not well defined, tends to mean comprehension. Much of what is called sheltered instruction is focused on providing academic English learners with increased comprehension of a lesson's content. Sheltered instruction usually includes extra uses of visual aids, modified teacher talk, gestures, and background building activities for texts. Yet too often, sheltered instruction can involve significant "watering down" of complex language in order to provide easier access to texts and content, and in doing so, the sheltering fails to build students' grade level language and literacy.

Sheltered instruction often does achieve access, but access is not enough. We need to foster students' *ownership* of the language and thinking needed to communicate complex concepts. Ownership means being able to use language and concepts in novel and authentic ways—not just to answer questions on a test. This shift therefore focuses on supporting students in using language in ways that are valued in the discipline and at grade level.

This shift also consists of making sure academic English learners benefit from working with peers at higher and lower levels of language proficiency. This means untracking their classes and placing them in mainstream classrooms. Of course, this also means adjusting instruction so that all students are supported and have multiple interactions with peers.

In a nutshell, we need to stop sheltering students from interactions with mainstream peers, disciplinary communication experiences, and knowledge-working skills that they will need for future classes, college, and career success.

One way to not over-shelter is to use grade level complex texts. A classroom snapshot of this is Mr. Ellis's sixth grade language arts class in which they are reading a challenging article on genetic engineering. They are using a visual scaffold called "wide-angle reading" (Zwiers, O'Hara, & Pritchard, 2014) to get the big picture of the text and its purposes. Students, in pairs, first survey the article and discuss the possible purposes of the author, the teacher, and the reader. They use pencil, knowing that these might change as they read. They then identify the type of text, text structure, thinking skills needed, organization strategies, questions, and key terms, all of which provide a framework for supporting complex ideas that emerge in the text. At times Mr. Ellis zooms in to ask a few close reading questions about key parts of the article.

Here are several suggestions for implementing this shift:

- Use grade level texts and intellectually challenging tasks with the appropriate linguistic supports for all learners, and have students engage in both close and "wide-angle" reading practices (See Zwiers, O'Hara, & Pritchard, 2014).
- Engage in a range of text-based writing and conversation activities in which students are supported in using language and ideas from the texts.
- Have students work in heterogeneous groups and classrooms on text-based tasks.
- Provide opportunities for students to use technology to communicate original ideas and messages.
- Inspire, allow, and support students to come up with their own questions, own answers, own ideas, own evidence, own syntheses, own comparisons, own opinions, own problems, and own texts.

AEL Shift 2 - From Pieces to Wholes

One of the most damaging effects of multiple-choice-test-pointed instruction is the focus on many disjointed "pieces" of content knowledge and language. Students attend classes that are not integrated, read textbooks that jump from topic to topic, and take tests full of unrelated short texts and questions. Academic English learners, in particular, have been asked to spend loads of time memorizing word meanings, grammar rules, math shortcuts, and a range of facts culled from long lists of standards. Parts and pieces are easier and cheaper to test, to teach, and to learn. This focus on quantity, rather than quality, considers learning to be the accumulation of discreet facts, word meanings, grammar rules, etc. "The more accumulation, the better," some say. This shift, however, emphasizes helping students to put pieces together for a purpose and to use increasingly advanced levels of academic discourse skills to create and communicate original and useful whole ideas in a discipline. We must be like basketball coaches who, rather than having players spend all of their workout time on free throws and dribbling drills, have their players also engage in scrimmages, practice games, and real games.

A close cousin of this shift is moving from a focus on short, right answers to a focus on longer more complex understandings. Students have spent too much time thinking of language as choosing the right answer rather. This shift encourages students to go beyond picking or knowing right answers to actually using the answers in the construction and communication of a complex idea in the discipline. Many students are yearning for chances to do less choosing, listing, and regurgitating of the pieces of other people's ideas. They desire to do more creating, sculpting, arguing, and shaping of whole ideas. Fortunately, the new standards emphasize putting ideas together, using critical thinking skills, collaborating, communicating, and doing tasks that better prepare students for the complex tasks of the future.

A classroom snapshot of this shift is Ms. Bernard's fourth grade math class. She models with another student how to approach a real problem she has that involves fractions, how to estimate the answer and how to represent what is happening in different ways. She then has her students practice explaining to one another why they used certain strategies and how they got their answers. She finally has them pair up to create their own real-world problems and write out how to solve them. She puts many of their problems on quizzes and tests.

Here are several suggestions for implementing this shift:

- Provide more authentic and engaging purposes for learning with project-based learning and performance-based assessments. These give students reasons to come to school, to learn toward something, and to work to put the pieces together in order to construct and communicate complex ideas.
- When teaching reading, don't dive straight in to a text to focus on vocabulary or individual sentences without helping students look at the text's purposes, main ideas, structures, and other big picture, "wide-angle" dimensions.
- In language arts classes, use whole novels; and across all content areas use whole articles and a variety of complete complex texts.

AEL Shift 3: From an sole focus on content to placing equal emphases on language, literacy, and content

This shift is based on a somewhat extreme point of view: complex language and literacy skills that can be learned in each content area are as important as the content itself. We do not

dispute that students need to know a discipline's facts, concepts, and skills. Students need to learn these things in order to know and learn more things. Indeed, academic English learners often need more school-valued content knowledge than their more-proficient-in-academic-English peers. Yet this doesn't mean that we should reduce language and literacy demands in order to focus on content. Rather, and this is somewhat counterintuitive, we must realize the large roles that language and literacy play in content learning. We must develop our PLK (Bunch, 2013; Zwiers, 2008), or "pedagogical language knowledge," which is similar to Shulman's (1987) pedagogical content knowledge, or PCK. Teachers need to know the language that is running the learning show in each lesson. The more we develop students' language and literacy skills needed for learning, the better all students will learn the content in enduring ways. And vice versa.

A classroom snapshot of this shift is Mr. Wilson's ninth grade science class. He not only wants students to be able to balance chemical equations, he wants them to be able to clearly explain, using scientific language, how and why the changes occur. He models his thinking and highlights the language that he used, such as "According to the law of conservation of mass, if…, then..." He listens for use of this language and other expressions that show attempts to clarify what is happening in the chemical reactions. While observing students work in pairs, he jots down student uses of language to highlight afterward. For example, one student said, "*Because we need* to have the same amount of atoms in the product, *we need to* put a coefficient of 2 here in front of N_2." Mr. Wilson then used this as a model of starting sentences with *Because*.

Here are several suggestions for implementing this shift:

- Work with a literacy and/or English language development specialist to identify the challenging background knowledge and language demands in the texts that you teach, and discuss strategies for addressing these demands.
- Create language objectives and disciplinary literacy objectives that help to remind you the types of language and literacy skills needed by students to learn and show learning.
- Plan with language, literacy, and content learning in mind. When you plan lessons and units have a clear vision of where you want students to move with respect to language and literacy development.
- Formatively assess students' language of the discipline by analyzing their writing and listening to their conversations in response to cognitively demanding prompts.
- Balance the focus on oral and written uses of language in support of content learning.

AEL Shift 4: From Individual to Collaborative

Particularly in schools with large numbers of language learners, lessons have focused on building up the skills and vocabulary of each individual student. Students have been asked to focus much of their learning time on isolated practice in preparation for the tests. The Common Core, on the other hand, value the skills of communication and collaboration, which also serve to develop learning of other standards. The better students get at clarifying, negotiating, and explaining content ideas, the better (more deeply, more enduringly) they learn the ideas. And better students become at communicating in school, the better prepared they are for communicating in higher education and life.

We must therefore shift from preparing individuals for individual tests to having students collaboratively learn ideas and communicate them. This means reducing the time spent on having students fill in blanks and, instead, having students negotiate and clarify with one another the meanings of the words that would go in the blanks—and then *using* the words to construct clear and

authentic messages. We must apprentice students into being able to do many of the things historians, mathematicians, authors, and scientists do as they collaborate in real world settings.

A snapshot of this shift is Ms. Yu's second grade classroom in which students work together to argue, with evidence, whether they would recommend to others living in urban or rural settings. Partner A is told to argue for city life and Partner B against it. Then they switch the topic to rural life. They practice using new language along the way. For example, Ms. Yu models how to state reasons starting with "One reason for living in…, Another reason for living in…" Students collaborate to come up with a final recommendation letter for anyone making that decision.

Here are several suggestions for implementing this shift:

- Read and watch resources that promote classroom talk, especially paired interactions.
- Focus a grade level group, or content area team, or professional learning community on the practice of developing productive interactions during lessons.
- Write out a model conversation that you would like your students to use. Notice the various moves and skills used to keep the conversation going.
- Develop formative assessments for use with groups of students and do not rely solely on individual assessments. You might, for example, develop and use a rubric with the skills needed for paired conversations in history. Sharing this rubric with students helps shift their mindset about the importance of collaboration skills and the role they play in learning.

AEL Shift 5 - From Playing School to Learning

As large numbers of students become disinterested in school, they begin to build their skills at "playing school." This is particularly true of academic English learners, who are more likely to lose interest in school because they (a) can't keep up with the language and literacy demands of texts and tasks each day; and (b) lessons do not connect to students' languages and cultures. How do you play the game? Keep quiet, turn in work (even if copied), minimally answer questions, talk as little as possible in class and group discussions, and stay out of trouble. Too many students play this game for too many years. They can learn very little, even though they pass classes and even do moderately well on tests.

We must strive to reduce this school game playing and build a culture/mindset in the classroom that focuses on learning. Yes, it is possible. Other shifts in this article, in fact, can help build up such a culture. For example, as students begin to own language and use it to communicate authentic and whole messages, as teachers allow and value collaboration, and as schools treat students as thinkers with ideas worth sharing, a learning culture will form.

A classroom snapshot of this shift is Mr. Salazar's seventh grade history class. Rather than just memorize ideas from the textbook, students are using primary sources to decide whether the Black Plague was more negative or positive for medieval Europe and later time periods. As they discuss in groups and pairs, Mr. Salazar has them use the new words and facts they learned from the texts to argue the issue. They then compare it other plagues and disasters in history. He teaches students talk as historians would talk about the issue.

Here are several suggestions for implementing this shift:

- Think of facts and concepts to be learned as elements to be learned for a purpose, similar to the real world. Students are more likely to learn in order to learn, if there is an engaging reason or direction. Put yourself in a student's shoes and think about how interested you would be in the activity or lesson.

- Do some action research on intrinsically motivated learning in your students; survey them and see what kinds of topics, activities, or products make them want to learn regardless of points or grades.
- Hold a discussion about intrinsic and extrinsic motivations for learning in school. Have students reflect on how well they learn despite good or bad grades on certain products of learning.

AEL Shift 6 - From "Direct" to "Less Direct" Teaching

This shift might raise a few eyebrows since "direct" and "explicit" approaches have been around a long time and some have gained momentum in recent years. Direct approaches tend to involve large amounts of teacher talk telling students what they need to learn. Teachers model, describe, and explain as students listen and then do what was modeled. There is often some "checking for understanding" along the way, in which students answer questions out loud, on paper, or on a mini-whiteboard to show the teacher that they learned.

Of course, some form of "direct" teaching is needed at times in most lessons. Teachers do need to just plain tell or explain to students certain things—but not the whole period. A big challenge is that this type of teaching creates the illusion of learning. Students are quiet, even taking notes, and they even do well on quizzes and questions about the content. They might even think they are learning. But assess them a week later. Many don't remember much; mthese students, many of whom are academic English learners, do not learn well in direct and linear ways. Some of their minds even seem to "spill" as much as you can "fill". Many of your students' minds need to process the ideas, work with (knead) the information, and sculpt it with others. They need to try ideas out in safe settings, and do new and engaging things with the ideas.

The development of academic language is a messy, dynamic, social process that is far from linear and instead "spirals" up and out over time in different ways for different students at different rates. For example, in October we cannot check off Carlos's learning of a standard such as "Explain how an author uses reasons and evidence to support particular points in a text" (CCSS.ELA-Literacy.RI.4.8). We have to monitor growth in a standard like this one during the entire year (and over the years) with a wide range of texts. In most cases, we will never know exactly when or how a student learned a particular academic language expression or skill. It developed "indirectly," over time, as a result of purposeful reading and writing of academic texts and working with others in engaging tasks that required Carlos to push himself to articulate and negotiate newly forming ideas.

A classroom snapshot of this shift is Ms. Lee's fifth grade math class. With a focus on scale, area, and volume, he is having students design a city and estimate the rough costs of the materials for constructing it. He introduces various requirements such as building shapes and heights, and thickness measures for concrete and pavement. Students also bring in boxes of different sizes to create a large-scale model of the city. He asks students to be city planners and figure out the cost of materials for one building (he holds a box in his hand), telling them the scale is 1:100. He has them discuss in pairs what they will do first and what information they need. He provides the information (e.g., cost of materials per square meter) as they ask for it, and he guides them as they work together to solve problems related to the project.

Here are several suggestions for implementing this shift:

- Prompt for, use, and validate students' ideas throughout each lesson. Build on these ideas to model the types of thinking that you want to develop in the lesson.
- Encourage students to become experts in certain topics to be learned. Allow them to go beyond what you might directly teach to learn more in-depth concepts within a discipline.
- At times, don't spoil the "plot" of a lesson: don't start the lesson by describing its objectives. Instead, have students engage in an activity or simulation and have them discuss what they did learn, are learning, or still need to learn in the lesson. Have them come up with the objectives after and as they learn them.

AEL Shift 7: From Testing to Assessment and Beyond

This shift is somewhat controversial (as shifts tend to be), but we include it anyway to spark some reflection. Under NCLB, many classroom practices for academic English learners focused on improving test scores. This meant loads of activities and time spent on learning how to—individually and silently- read many short unrelated texts, choose or guess the right answer, read the test questions beforehand and look for answers, memorize grammar rules, write with writing "formulas," and navigate the various parts of tests in a short amount of time. The focus, as mentioned in AEL Shift 2, was quantitative: getting as many facts and rules learned as possible, and then using them to score high on tests. The new standards, however, tend to emphasize the quality of conceptual understandings and communication.

Some of the most important language and skills, such as creating new ideas and conversing with others to solve a problem, are too difficult, expensive, and subjective to assess every year in standardized ways. And yet, such skills are vital—especially for academic English learners. We can use standards and assessments to give us a baseline of what to teach, but we will often need to teach well beyond them. We will need to teach things that aren't counted on the color-coded spreadsheets.

And when the standardized tests for the new standards do arrive, we must resist the ingrained habits, black-hole-like forces, and temptations to look at the sample test questions, break them down, and focus yet again on parts and pieces that are the most testable. When use our time on these things, it is at the expense of teaching students how to create and communicate whole ideas. There are many vital standards that will never be tested well enough with computer programs. We will need to (here is the controversial part) design and improve our own assessments, formative and summative.

A snapshot of this shift is several fourth grade teachers who assess paired conversations in the last month of each semester. Students don't know the exact day they will need to have an intelligent conversation (much like in real life), so they prepare and practice throughout the semester. They prepare in each subject area. Teachers observe conversations and support the use of language and skills as needed. Teachers realize that this assessment doesn't directly (or explicitly) prepare students for yearly state tests, but they believe that this focus counts more than many of the things that are more easily counted.

Here are several suggestions for implementing this shift:

- Focus professional development and learning communities on improving formative assessment of standards that are linguistically challenging and don't get assessed in the tests (e.g., conversation skills).

- Share ideas for creating and adapting real-world-like performance assessments that develop and show the learning of multiple standards.
- Develop protocols for the design of assessments of student practices and teacher practices so there is a common language for—and culture of—engaging in data-informed instructional change.

AEL Shift 8 - From Silos to Sustainable Systems

All of the previous shifts, of course, require yet another meta-shift: changing the system from isolated pockets of practice to an integrated model that sustains growth. This model includes coaching, collaboration, observations, data analysis, conversations, leadership practices, relationships, cultural practices, and policies that support complex language and literacy development for academic English learners. This shift requires educators at all levels in a system to know what to communicate and how to communicate it.

A key feature of this shift is communication. We can and should share loads of information about our students, how they learn, how they don't learn, what they are learning and need to learn. And the system needs to be set up to maximize this communication. It builds networks that productively share ideas. Another feature of a sustainable system is its focus on high-quality data. The system should always strive to get and analyze increasingly useful data on student learning and teaching practices.

A classroom snapshot of this shift is Mr. Cook's instructional coach, Ms. Rizzi, who helps him to focus on certain elements of lesson planning that are vital for teaching English learners. Currently they are focusing on improving students' abilities to evaluate evidence from fiction and nonfiction texts. After a lesson observation, Ms. Rizzi shared an scaffolding idea that she had seen another teacher use and they discussed how to adapt it for the academic English learners in Mr. Cook's class. Moreover, to develop her coaching practices, Ms. Rizzi attends professional development workshops and meets with district leaders, school administrators, and other coaches at the school.

Here are several suggestions for implementing this shift:

- Cultivate communities in your school where educators collaboratively engage in disciplined inquiry around instructional problems of practice.
- Hold department level or school level data sessions where teachers analyze and share student work and discuss ideas for instructional improvement. Beforehand, make sure the data is valid and valuable.
- Allow time for teachers to share their learning from professional development they have attended with others at their school or within their district.
- Develop a school or district level design team consisting of teachers, coaches and administrators. The role of the design team would be to identify cross-cutting instructional challenges and to identify the resources (professional development; collaboration time; tools and materials) needed to address these problems and improve instruction.

Conclusion

Each of these shifts is a continuum. How far along a teacher or school is in each shift on any given day will vary. In fact, many teachers have already been shifting in these eight ways well

before the Common Core Standards were introduced. This is what effective teachers do. They learn from successes, mistakes, resources, students, conversations, professional development, and so on. They know what their students need, and they shift and adapt. But we need to keep growing: every teacher and school can improve in one or more of the shifts described above.

The complexity of teaching is profound, and students change every year. Academic English learners, in particular, need teachers at the top of their game in knowing what and how to teach in the limited windows of time given. True, it's messy and challenging to shift away from the familiar, but our students' futures are in the balance.

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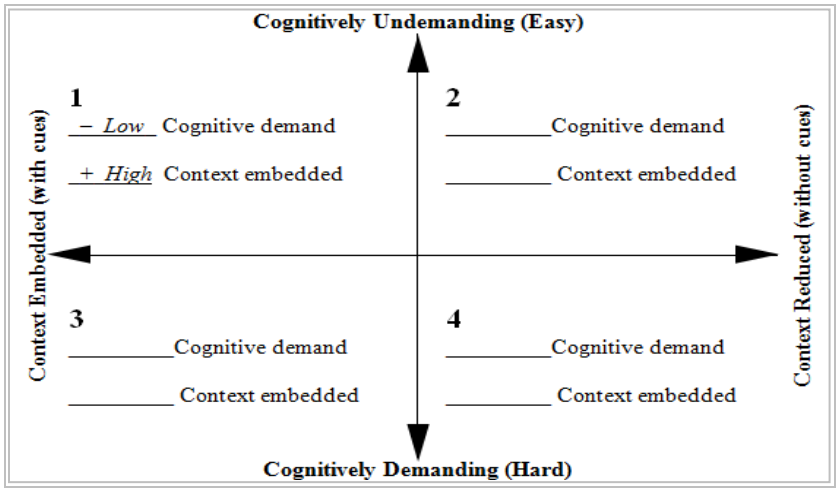
Appendix G: Approaches to Academic Language

This document summarizes several popular perspectives on academic language.

Approaches to Academic Language

BICS and CALP

One of the most famous and widely acknowledged models of academic language is one put forth by Jim Cummins over 25 years ago. His perspective is based on cognitive science theory. Cummins distinguishes between what he calls *Basic Interpersonal Communication Skills (BICS)* and *Cognitive Academic Language Proficiency (CALP)*. His model attempts to explain the cognitive factors that differ between language used for social purposes and language used for academic purposes. A model of BICS and CALP is shown below. The four quadrants are intended to depict the way that cognitive demand and context affect how easy or hard language use is. For example, talking about the weather with a friend outside in the sunshine could be considered cognitively easy and contextually embedded. Talking about reasons for weather phenomena in a science class may be cognitively demanding and contextually reduced.



Adapted from Cummins (1981)

Cummins asserts that BICS are generally acquired fairly quickly (usually within 1 to 2 years) and may give a student the appearance of proficiency. According to Cummins, CALP is required for the academic demands of school and takes much longer to acquire, sometimes as long as 4 to 7 years (Cummins, 1984, 1996).

Cummins' model has been widely critiqued throughout the years (e.g., Edelsky, 1990; Romaine, 1989; Wiley, 2005) because it posits a cognitive difference between social and academic language. This has led to a perspective that students who have mastered BICS but not CALP are less cognitively developed. Cummins has tried to further clarify his model by responding to the various critiques (see Cummins, 2000). Other theoretical approaches to academic language (such as Gee's) attempt to explain the distinction of home and school language by addressing social practice rather than cognitive differences.

A Competency-Based Model

Another popular approach is one developed by Robin Scarcella (2003). Scarcella proposes that academic language is a "variety or register of English used in professional books and characterized by the specific linguistic features associated with academic disciplines" (2003, p. 19). She goes on to assert that academic language involves linguistic, cognitive, and sociocultural/ psychological dimensions. The linguistic dimension involves multiple, dynamic, interrelated linguistic competencies at the phonological, lexical, grammatical, sociolinguistic, and discourse levels. The cognitive dimension of language learning encompasses higher order thinking, and strategic and metalinguistic awareness competency. The sociocultural/ psychological dimension includes the norms, values, beliefs, attitudes, and behaviors that go along with language usage. She emphasizes that all of these dimensions are at play whether language is used for social or academic purposes. Some aspects are more salient in social settings, and some aspects are more salient in academic settings.

This perspective emphasizes the importance of a particular modality of language use, written (the language of books), and ascribes academic language to that which professionals use. Importantly, much of Scarcella's model has been developed based on communication expectations in university settings and reflects research done with older learners. However, this approach may be difficult to apply with younger students.

Systemic Functional Linguistics (SFL)

Systemic functional linguistics, or SFL, is a linguistic theory advanced by Michael Halliday and his colleagues. While SFL is not focused specifically on academic language, much of the SFL research has sought to investigate language use within school settings. This perspective lends itself to a linguistic view of academic language, approaching it as a *register*. SFL describes a register as constellations of language features that enable the presentation of knowledge in different disciplines and tasks. SFL recognizes that there is a dynamic relationship between context and language. As the context shifts, the language also changes to reflect and enact the new context.

SFL research tends to highlight the particular linguistic features of language used in specific settings, focusing on the ways language varies in discourse structure, grammar, and vocabulary as it is used by speakers in different role relationships to talk or write about different topics in different social contexts (Halliday & Hassan, 1989). For example, studies on scientific language (e.g., Halliday & Martin, 1993; Lemke, 1990) have often discussed *nominalization*—that is, using verbs as nouns. Research by Halliday and Martin (1993), Gibbons (2003), Lemke (1990), O'Halloran (1999), Schleppegrell (2001, 2004, 2007), and Unsworth (1999) has sought to identify how language is used in different school content areas such as science, math, and history. The table below illustrates how the formality of the scientific register is realized through shifts in language use and relative to differing social contexts.

Texts and Contexts Illustrating a Mode Continuum of Science Registers	
Text	Context
“Look, it’s making them move. Those didn’t stick.”	A student talking in a small group as they were experimenting with a magnet.
“We found out the pins stuck on the magnet.”	A student telling the teacher what she had learned from the experiment.
“Our experiment showed that the magnets attract some metals.”	A student’s written report about the experiment.
“Magnetic attraction occurs only between ferrous metals.”	An entry in a child’s encyclopedia about magnets.

From Gibbons (2003)

SFL has been a popular foundation for language pedagogy in Australia and is gaining popularity in the US; pedagogical approaches based on SFL often emphasize the importance of genres within academic disciplines.

A Pragmatic Approach

Snow and Uccelli (2009) propose a pragmatic approach to academic language. They inventory a variety of linguistic features that other researchers have proposed as characteristic of academic language, but go further to examine these within a communicative model. They argue that many approaches to academic language development overlook a rationale for the use of certain linguistic features. They write, “we start from the assumption that the language forms represent conventionalized solutions to communicative challenges and that decisions about specific forms constitute solutions to those challenges” (p. 122). The model below illustrates the communicative challenges faced by learners in academic contexts.

REPRESENTING THE SELF AND THE AUDIENCE

Acknowledging status of intangible non interactive academic audience and its level of expertise

Displaying one's knowledge/ extending someone's knowledge

Emphasizing co-membership with an expert academic audience

Presenting a neutral dispassionate stance on one's message

Selecting an authoritative voice

Explicitly acknowledging and clarifying when necessary the epistemological status of one's claims

REPRESENTING THE MESSAGE

Selecting one of the approved academic genres

Adjusting level of detail and amount of background information provided to level of expertise of the intended audience

Representing abstract, theoretical constructs, complicated interrelationships, conditionals, hypotheticals, counterfactuals, and other challenging cognitive schemas

[explicitly acknowledge sources of information/ evidence]

ORGANIZING DISCOURSE

Using discourse markers to emphasize the integration of information, the causal, temporal, or inferential relations being emphasized

Expressing metatextual relationships precisely

Using reference terms that are approved within the discourse community, often technical

(From Snow & Ucelli, 2009)

Snow and Uccelli propose that there are two essential starting points to academic language use for students, (1) gaining an awareness of the relationships among participants in academic communications, and (2) understanding that meaning not only resides in *what* is communicated, but also *how* that message is communicated. The pragmatic approach to academic language treats language use as an outcome of knowing one's audience and being able to adjust the message in such a way as to make it appropriate for that audience. Fundamental to this approach, then, is establishing a community of language users who see a need for using academic forms of communication.

A Critical Perspective

While there are a number of critical perspectives on academic language, Gee's sociolinguistic theory (1990, 1996) is widely known. Similar to SFL, this theoretical orientation is not focused on academic language per se, but the general tenets of it are helpful for looking at academic language use. Gee's perspective focuses on how language is used within social contexts and on associated power relationships. Central to Gee's perspective is the notion of *Discourse* with a capital *D*. Discourse refers to "ways of being in the world or forms of life which integrate words, acts, values, beliefs, attitudes, social identities, as well as gestures, glances, body positions, and

clothes" (Gee, 1990, p. 142). Gee likens Discourses to "identity kits" because they are ways of showing membership in specific social groups.

Gee (1996) takes the notion of Discourse further, proposing the notions of *Primary Discourses* and *Secondary Discourses* to talk about the contexts in which language is learned and used. Primary Discourses are those learned at home, and Secondary Discourses are those learned outside of the home. Academic language, for some, would be considered a Primary Discourse, and for others, a Secondary Discourse; some children are socialized to academic language practices at home and others at school. For example, some children might engage in activities such as providing explanations at the dinner table or shared book reading with caregivers. These activities are similar to the ways language is used at school. Other children may not engage in these kinds of language practices at home. Because of differences in language socialization, various types of school Discourses (i.e., academic language) may feel more familiar and comfortable to some students than to others.

Conclusion

The approaches to academic language described above, though not exhaustive, illustrate the range of perspectives in the field of language and education today and underscore the challenge faced by educators using CCSS and other new standards today. While academic language development remains a goal, operationalizing this construct for teaching and learning is difficult unless educators have a clear sense of what they are helping students strive toward. Not all approaches to academic language are equal; while some emphasize written language and privilege certain linguistic features, others emphasize metalinguistic awareness and adjusting messages to different audiences and contexts. Within a given school or curricular program, careful thought needs to be given to any approach taken, with all stakeholders working toward the same educational objectives.

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