EVALUATING CORRESPONDENCE

A Process for Evaluating the Alignment of ELP Standards and Academic Content Standards

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ESSA Requirement: Evaluating ELP Alignment

Annual measures of ELP proficiency using ELP standards that are:

- Derived from the four recognized domains
  - Speaking, listening, reading, and writing

- Address the varying proficiency levels of ELLs

- **Aligned with the state's academic content standards**

FRAMEWORK (CCSSO, 2012) GUIDANCE

- Provides four components to evaluate ELP standards
  1. Foundation
  2. Progressions
  3. **Standards Match**
  4. Classroom Match

- Recommends using *correspondence* vs *alignment*

- Recommends ELP standards be grounded in language *practices*
  - "a combination of communicative acts used in the transmission of ideas, concepts, and information in a socially mediated context" (CCSSO, 2012, p. 2)
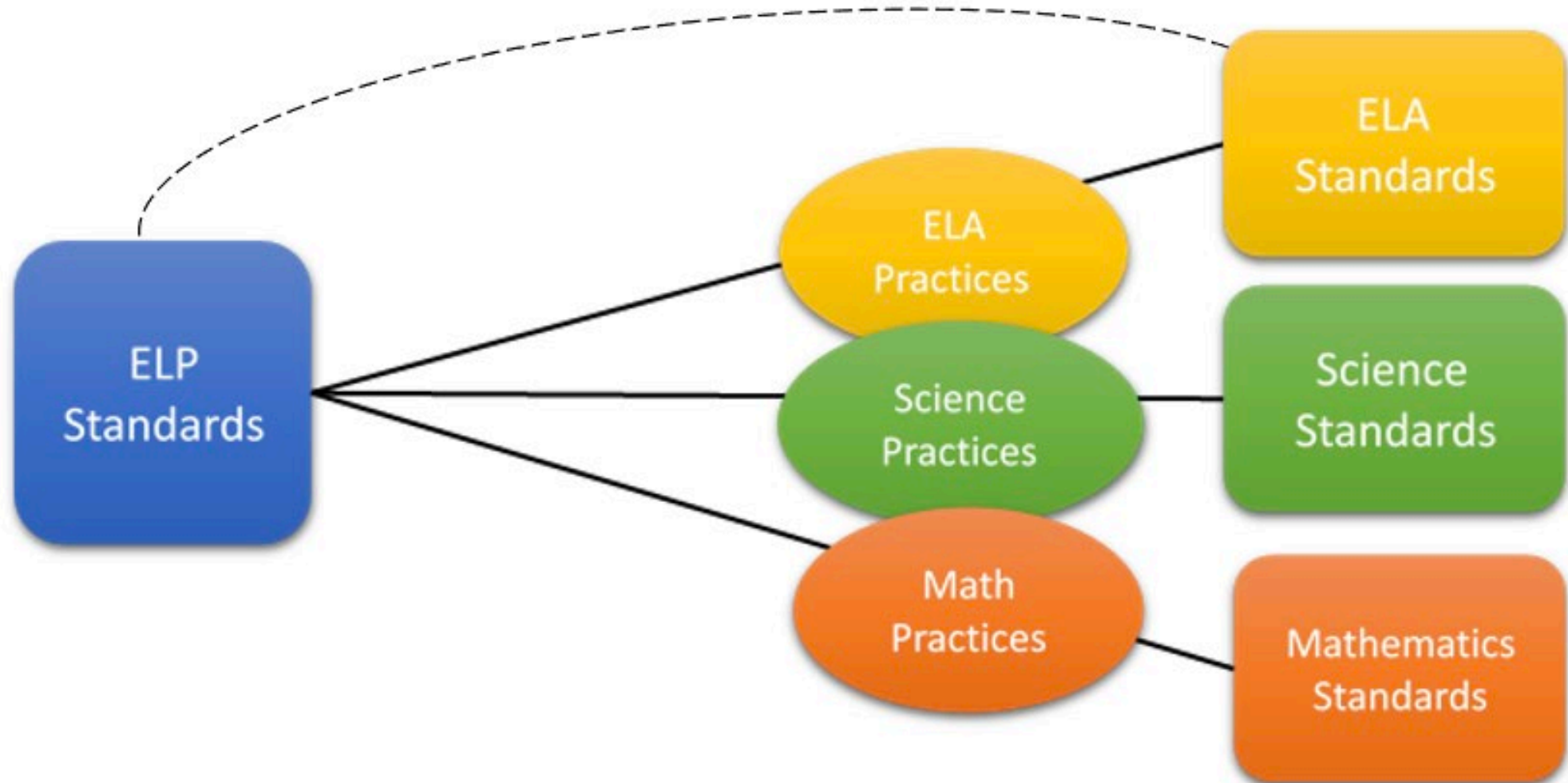
WHAT IS MISSING FROM STANDARDS MATCH?

- **Guidance on CCSS and NGSS only**
  - What about state-specific standards?

- **Vague guidance on actual procedures**
  - What qualifies as correspondence?

Standards Match Evidence Guidance	
Guiding Question	**Example Evidence**
How are the key practices identified for CCSS and NGSS addressed in the ELP standards?	The match between the Framework in ELA, math, and science is clearly identified.
How are analytical tasks (as outlined in the Framework) addressed in the ELP standards?	The match between the Framework's analytical tasks, on one hand, and ELP standards, on the other hand, is identified with links clearly identified.
How are language functions (as outlined in the Framework) addressed in the ELP standards?	The match between the Framework's content practices and productive and receptive language functions, on one hand, and ELP standards, on the other hand is identified with links clearly identified.

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CORRESPONDENCE STUDY
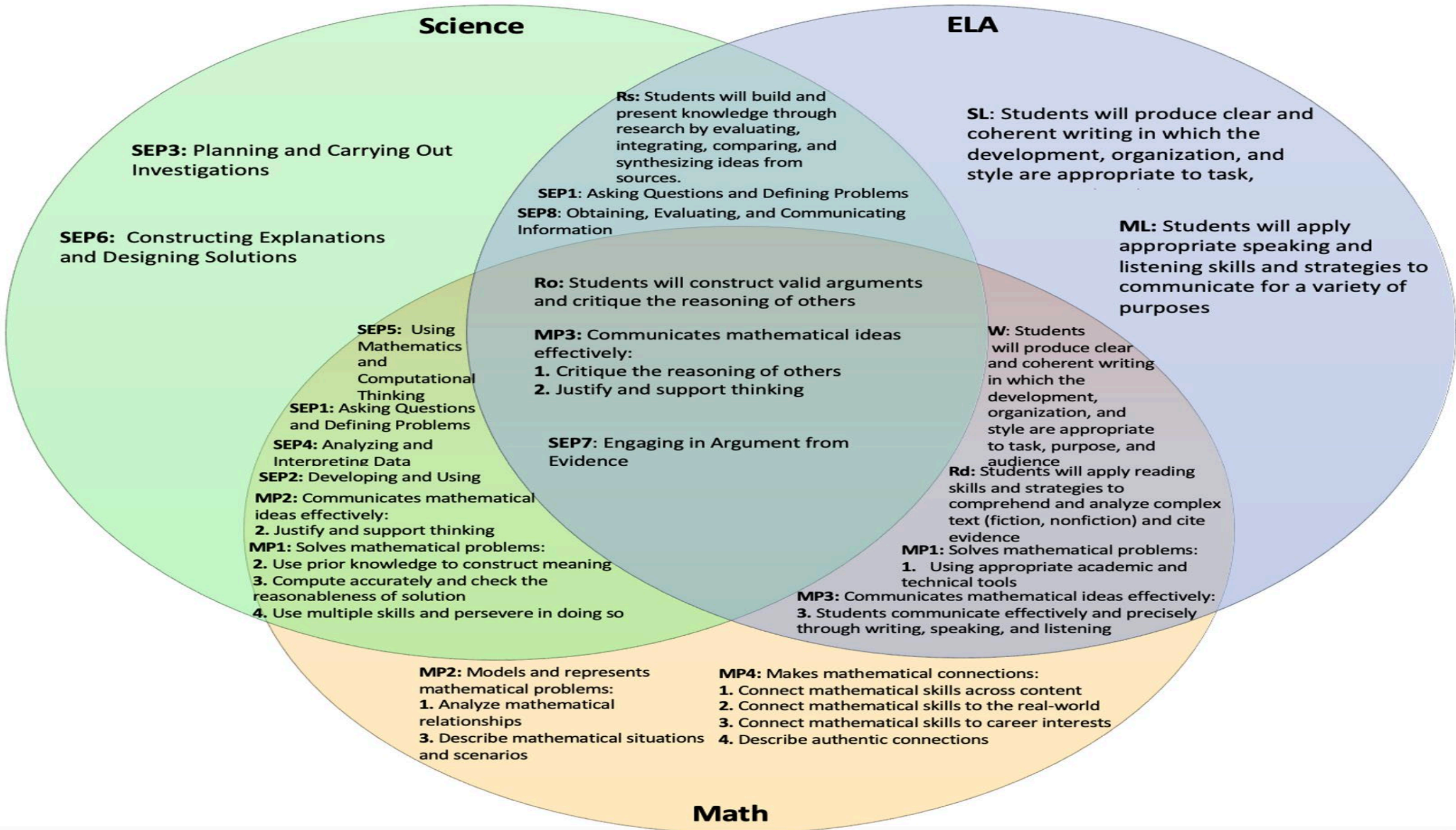
- **Task:** Evaluate correspondence between ELPA21 ELP standards and state-specific academic content standards according to:
  - Key practices
  - Analytical tasks
  - Language functions

- **Process**: Gather judgements from SMEs using an approach similar to traditional alignment

- **Format**: Using both collaborative online discussions and independent offline tasks

CONCEPTUAL APPROACH

Study Procedures: Identifying Practices

- Content-area panels collaborated to identify the language practices

- Different starting points for each panel
  - Science: SEPs
  - Math: Processes
  - ELA: Overarching Standards

- Whole-group discussion to identify overlap between panels

Science

ELA

SEP3: Planning and Carrying Out Investigations

SEP6: Constructing Explanations and Designing Solutions

Rs: Students will build and present knowledge through research by evaluating, integrating, comparing, and synthesizing ideas from sources.

SEP1: Asking Questions and Defining Problems

SEP8: Obtaining, Evaluating, and Communicating Information

SL: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task,

ML: Students will apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes

Ro: Students will construct valid arguments and critique the reasoning of others

MP3: Communicates mathematical ideas effectively:
1. Critique the reasoning of others
2. Justify and support thinking

SEP7: Engaging in Argument from Evidence

SEP5: Using Mathematics and Computational Thinking

SEP1: Asking Questions and Defining Problems

SEP4: Analyzing and Interpreting Data

SEP2: Developing and Using

MP2: Communicates mathematical ideas effectively:
2. Justify and support thinking

MP1: Solves mathematical problems:
2. Use prior knowledge to construct meaning
3. Compute accurately and check the reasonableness of solution
4. Use multiple skills and persevere in doing so

W: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Rd: Students will apply reading skills and strategies to comprehend and analyze complex text (fiction, nonfiction) and cite evidence

MP1: Solves mathematical problems:
1. Using appropriate academic and technical tools

MP3: Communicates mathematical ideas effectively:
3. Students communicate effectively and precisely through writing, speaking, and listening

MP2: Models and represents mathematical problems:
1. Analyze mathematical relationships
3. Describe mathematical situations and scenarios

MP4: Makes mathematical connections:
1. Connect mathematical skills across content
2. Connect mathematical skills to the real-world
3. Connect mathematical skills to career interests
4. Describe authentic connections

Math

STUDY PROCEDURE: EVALUATING ELP CORRESPONDENCE

- Independent offline work to identify correspondence via
  - Modality for each practice (Receptive, Productive, Interactive/Analytical)
  - ELP standard(s) that exemplify the skills required to engage in that practice

- Results were consolidated and presented to panels
  - Categorized as strong, moderate, or weak/no connection

- Panelists discussed connection results to reach consensus

EXAMPLE RATING FORM

Mathematical Processes to ELPA21 Correspondence

Read through each item and make decisions based on your experience working with the standards. You will then be asked to provide rationale for your selections. You may refer to evidence from the Mathematics Standards, ELPA21 standards, general experience, etc.

Which of the following would you select to describe the first Mathematical Process? Please select all that apply. *

Solves mathematical problems.
Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.

- ☐ Interactive / Analytical task
- ☐ Receptive Language Function
- ☐ Productive Language Function
- ☐ None of the above

Please provide rationale for your selections:

Your answer

PRACTICE TO MODALITY CONSENSUS

- Each modality identified for at least one practice

- All content areas reflected a range in practice to modality relationship

Practices to Modalities Correspondence

Content Area	Practices	Modalities		
		Receptive	Productive	Interactive
ELA	R: Reading			x
	W: Writing		x	
	SL: Speaking & Listening	x	x	x
	ML: Multiple Literacies	x	x	x
	Ro: Reasoning	x		
	Rs: Research	x		
Math	MP1: Solves mathematical problems			x
	MP2: Models and represents mathematical problems		x	x
	MP3: Communicates mathematical ideas effectively	x		
	MP4: Makes mathematical connections			x
Science	SEP1: Asking Questions and Defining Problems	x	x	x
	SEP2: Developing and Using Models		x	
	SEP3: Planning and Carrying Out Investigations	x	x	
	SEP4: Analyzing and Interpreting Data		x	x
	SEP5: Using Mathematics and Computational Thinking		x	x
	SEP6: Constructing Explanations and Designing Solutions		x	x
	SEP7: Engaging in Argument from Evidence	x	x	x
	SEP8: Obtaining, Evaluating, and Communicating Information	x	x	x

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Practice to ELPA21 Standard Consensus

- Each ELP standards identified for at least one practice

- Content areas reflected a range in ELP standards

Correspondence Between Practices and ELPA21 Standards

Content Area	Practices	ELPA21 Standards									
		1	2	3	4	5	6	7	8	9	10
ELA	R: Reading	X							X		
	W: Writing		X	X	X		X	X		X	X
	SL: Speaking & Listening	X	X	X	X		X	X	X	X	X
	ML: Multiple Literacies	X				X					
	Ro: Reasoning		X		X		X	X		X	X
	Rs: Research	X		X		X		X	X	X	X
Math	MP1: Solves mathematical problems	X							X		
	MP2: Models and represents mathematical problems	X		X	X	X					
	MP3: Communicates mathematical ideas effectively	X	X	X	X	X	X	X	X	X	X
	MP4: Makes mathematical connections	X		X		X					
Science	SEP1: Asking Questions and Defining Problems	X	X	X				X	X	X	X
	SEP2: Developing and Using Models		X	X	X			X	X	X	X
	SEP3: Planning and Carrying Out Investigations		X			X		X		X	X
	SEP4: Analyzing and Interpreting Data	X	X	X	X			X	X	X	X
	SEP5: Using Mathematics and Computational Thinking	X						X	X	X	X
	SEP6: Constructing Explanations/Designing Solutions	X		X	X	X		X	X	X	X
	SEP7: Engaging in Argument from Evidence	X	X		X		X	X	X	X	X
	SEP8: Obtaining, Evaluating, and Communicating Information	X	X	X	X	X		X	X	X	X

ELA Standards to ELP Standards

- ELA Panel completed additional rating task

- Identify correspondence between ELA standards and ELP Standards

- Discussed results to reach consensus

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ELA Reading Standards to ELPA21 Correspondence

Please review the ELPA21 English Learner standards and the ELA Reading standards. Then select which Reading standard you believe corresponds with the ELPA21 English Learner standard.

ELPA21 Standard 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. *

	LA X.1.1	LA X.1.2	LA X.1.3	LA X.1.4	LA X.1.5	LA X.1.6	None
Kindergarten	☐	☐	☐	☐	☐	☐	☐
Grade 1	☐	☐	☐	☐	☐	☐	☐
Grade 2	☐	☐	☐	☐	☐	☐	☐
Grade 3	☐	☐	☐	☐	☐	☐	☐
Grade 4	☐	☐	☐	☐	☐	☐	☐
Grade 5	☐	☐	☐	☐	☐	☐	☐
Grade 6	☐	☐	☐	☐	☐	☐	☐

ELA Standards to ELP Standards

ELA Standards	ELPA21 Standards									
	1	2	3	4	5	6	7	8	9	10
LA X.1.1 Concepts of Print	X									
LA X.1.2 Phonological Awareness	X									
LA X.1.3 Word Analysis	X							X		
LA X.1.4 Fluency	X							X		
LA X.1.5 Vocabulary	X	X	X	X				X		
LA X.1.6 Comprehension	X							X		
LA X.2.1 Writing Process		X	X	X	X		X		X	X
LA X.2.2 Writing Modes		X	X	X	X	X	X		X	X
LA X 3.1 Speaking		X	X	X	X	X	X		X	X
LA X 3.2 Listening	X	X				X		X		
LA X 3.3 Reciprocal Communication		X				X	X		X	X
LA X 4.1 Information Fluency	X	X	X	X	X	X	X	X	X	X
LA X 4.2 Digital Citizenship	X	X			X		X			X

CONCEPTUAL APPROACH