



*English Language Development
Standards for California Public
Schools: Kindergarten Through
Grade Twelve*

**Update to AB 250
Advisory Committee**

March 21, 2012

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Assembly Bill 124

- Approved by the governor October 2, 2011
- Approves standards for English language development (ELD) that are comparable to adopted English language arts (ELA) standards
- Directs the State Superintendent of Public Instruction (SSPI), in consultation with the State Board of Education (SBE), to update, revise, and align the ELD standards by grade level



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Stipulations of AB 124

- *EC 60811.3 (a)* states ELD standards shall be aligned by grade level and be as rigorous and specific as the ELA content standards
- *EC 60811.3 (b)* calls for the SSPI to convene a group of experts
- *EC 60811.3 (e)* requires a schedule and implementation plan for integrating the ELD standards



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Timeline

Event	Schedule
Focus group recruitment	January 2012
Focus Group Meetings <ul style="list-style-type: none">•CDE- February 14•Ventura COE-February 16•Alameda COE-February 21•Los Angeles-February 22•San Diego COE-February 23 meetings open to the public	February 2012
SSPI recruits panel of experts	February 2012
Present Information to SBE <ul style="list-style-type: none">•Timeline•Focus group summary•Panel of Experts	March 2012



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Timeline (cont.)

Event	Schedule
SSPI convenes panel of experts <ul style="list-style-type: none">•March 19, 2012•April 30, 2012 & May 1, 2012•May 21–22, 2012•June 21–22, 2012 4 meetings open to the public	March 2012 to June 2012
30-day public review period of draft ELD standards	July 1-31, 2012
SSPI holds two public hearings	July-August, 2012
SSPI completes ELD Standards	August 31, 2012



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Timeline (cont.)

Event	Schedule
SBE action on recommended standards (if no modifications)	September 2012
SBE action on recommended standards (if modifications)	November, 2012
SBE action on implementation plan for adopted standards	January or March 2013



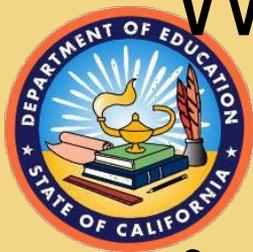
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Panel of Experts

Roles and Responsibilities:

- Provide perspective, advice, and expert knowledge
- Provide input on draft standards*

**Please Note: WestEd will be writing the ELD standards*



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What do the New Standards Imply?

Focus on Language Uses

- “Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines and they can construct effective arguments and convey intricate and multifaceted information” (ELA student portraits, p. 7)
- Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures, and build a logical progression of statements to explore the truth of their conjectures” (Math practices, pp. 6-7)

Language use also key in creating new science standards

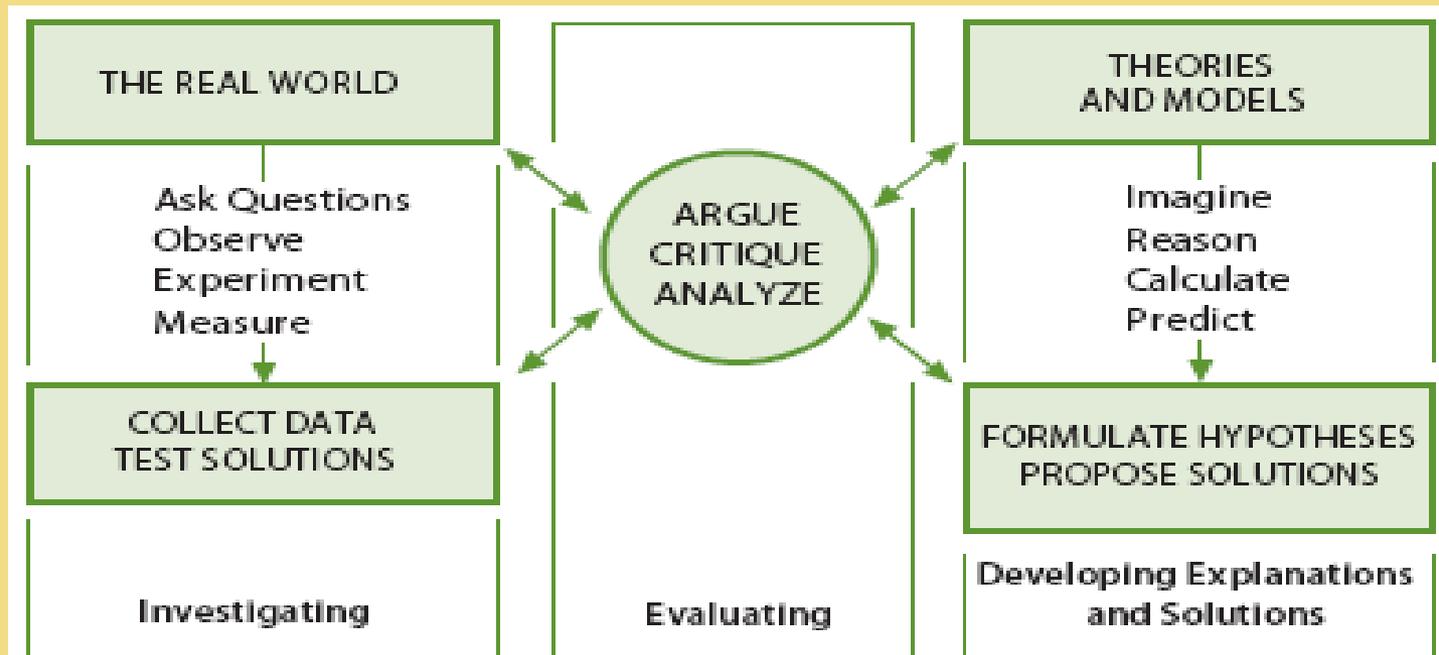


FIGURE 3-1 The three spheres of activity for scientists and engineers.

Among essential science practices:

- *Constructing explanations* and designing solutions
- *Engaging in argument* from evidence
- Obtaining, evaluating, and *communicating information*

K-12 Science
Framework
(NRC, 2012, pp.
45, 49)



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Implications for Revising ELD Standards

- Uncover and delineate language uses in CCSS:
 - Social and general/discipline-specific academic, e.g.
 - Obtain information, request clarification
 - Demonstrate understanding, confirm being understood
 - Build on others' & articulate own ideas
 - Construct explanations, engage in arguments
 - Express target language uses in progressions
 - Help teachers appropriately scaffold & support language used for content knowledge and action
 - Help ELD assessment developers design appropriate tasks to measure growth



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Focus Groups

- Opportunity for educators to provide input on the revision of the ELD standards
- Five focus groups across California were convened
- Focus groups were open to the public and included a public comment period
- Educators were selected to ensure balanced representation of regions, types of schools, and experience



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Focus Group Discussion Part I Structure and Organization

- Prior to the meeting, participants reviewed various ELD standards aligned to the CCSS and California's current ELD standards
- Discussed likes and dislikes regarding the structure and organization of sample standards
- Discussed what the relationship between ELD and subject matter standards should be



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Focus Group Discussion Part II

Granularity and ELD Content

Participants Discussed and provided input related to the:

- Level of specificity in the ELD standards that will best inform classroom instruction, including delivering the curriculum and formative assessment
- Information in the ELD standards that will best help teachers to make appropriate distinctions between ELD and subject matter knowledge, skills, and abilities
- Information that will best help teachers to effectively integrate ELD and subject matter knowledge, skills, and abilities to support student learning and achievement



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Focus Group “Take Aways”

Common “take aways” across the five focus groups include:

- Provide a clearly organized and user-friendly format
- Include proficiency level descriptors
- Include social and academic language
- Consider the linguistic needs necessary to master the CCSS



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Focus Group “Take Aways” (cont.)

- How to utilize language in the content areas
- Explicit/specific standards that apply to language demands of the content areas
- Separate content from ELD; clear distinctions between content and ELD
- Include example lesson plans/activities, teaching



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Focus Group “Take Aways” (cont.)

- Unpack the standards
- Provide specific supports in language functions to different groups of students, such as secondary, newcomer, Long Term English learners, etc.
- Include a secondary emphasis



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Focus Group “Take Aways” (cont.)

- Scope and sequence
- Language progressions, how language progresses
- Horizontal and vertical alignment
- Provide connections to cognitive functions (e.g. Bloom’s taxonomy)



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