



# **AB 899 (Academic Content Standards: English Language Development Standards)**

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## **State Board of Education July 8–9, 2015**

**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tom Torlakson, State Superintendent of Public Instruction



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State Superintendent  
of Public Instruction

# Recommendations

1. State Board of Education (SBE) approve Correspondence Study Report
2. The augmentation document:
  - a. Be posted for 30–day public review
  - b. Return for SBE approval in November 2015



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# Motivating Legislation

## **AB 899 (Academic Content Standards: English Language Development Standards)**

- ELD standards must “align with” state content & achievement standards in **mathematics, reading/language arts** and **science** [ESEA (1111(b)(1) & (3113(b)(2))]
- **2012 AB 124**: Developed California (CA) ELD standards corresponding to CA Common Core State Standards (CCSS) for English Language Arts/Literacy
- **2013 AB 899**: Ensure CA ELD standards correspond to mathematics and science standards



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# AB 899 Legislative Requirements

## **State Superintendent of Public Instruction (SSPI):**

1. Recommend modifications to ELD standards to link with mathematics and science standards
2. Convene experts to review math and science standards, identify correspondence to ELD standards
3. Hold two public meetings for input

## **State Board of Education (SBE):**

1. Adopt or reject SSPI recommendations
2. Ensure any modifications to ELD standards are incorporated into mathematics and science frameworks



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# Project Team

## **WestEd:**

### **English Language Development**

- Rachel Lagunoff
- Robert Linqanti
- Pam Spycher

### **Mathematics**

- Cathy Carroll

### **Science**

- Kathy DiRanna

**Team of experts in ELD, Mathematics, and Science curriculum, instruction, and assessment**



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# AB 899 Project Tasks and Timeline

<b>YEAR 1</b> <b>October 1, 2014–June 30, 2015</b>	
<b>Task 1: Conduct a correspondence study between the CA ELD Standards and the CA CCSSM and CA NGSS</b>	
<b>October 2014–March 2015</b>	WestEd conducts correspondence study and writes report.
<b>April 2, 2015</b>	Public Meeting #1 held for expert panel review of correspondence study and public comment.
<b>Task 2: Develop draft augmentation document that shows the correspondence between the CA ELD Standards and the CA CCSSM and CA NGSS</b>	
<b>February–May 2015</b>	WestEd develops draft augmentation document, based on correspondence study report, as well as on expert panel feedback and public input from Public Meeting #1.
<b>May 28, 2015</b>	Public Meeting #2 held for expert panel review of draft augmentation document and public comment.
<b>June 2015</b>	WestEd writes a summary of the feedback from the expert panel members and public input.
<b>YEAR 2</b> <b>July 1, 2015–January 31, 2016</b>	
<b>Task 1: Present, revise, and finalize the augmentation document that shows the correspondence between the CA ELD Standards and the CA CCSSM and CA NGSS</b>	
<b>July 8–9, 2015</b>	SBE meeting; SSPI makes recommendation to augment the ELD Standards.
<b>July 15–August 24, 2015</b>	Potential public review period.
<b>September–October 2015</b>	WestEd revises augmentation document, incorporating all feedback.
<b>November 4–5, 2015</b>	SBE meeting to review revised augmentation document.
<b>November–December 2015</b>	WestEd finalizes augmentation document, incorporating any SBE feedback as needed.
<b>January 2016</b>	SBE meeting to review and approve final augmentation document.



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# Panel of Experts

- The SSPI, in consultation with the SBE, appointed and convened 19 panel of experts
  - 10 Teachers
  - 3 School and District Administrators
  - 2 County Office of Education Administrators
  - 2 Personnel of Institutions of Higher Education
  - 2 Curriculum and Instruction Specialists
- Experts in ELD, Mathematics and Science



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# Correspondence Study Report

## Overall Results

- The CA ELD Standards address the full range and rigor of the language demands required by:
  - CA Standards for Mathematics across all grade levels, as represented in the standards for mathematical practice; and
  - CA Science Standards across all grade levels, as represented in the science and engineering practices and the performance expectations.
- Correspondence was strong but implicit
- There is sufficient correspondence—modifications to the CA ELD Standards are not necessary





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# Public Meetings for Input

## Public Meeting #1: April 2, 2015

- Reviewed correspondence study
- Agreed correspondence was strong, but implicit
- Recommended augmentation to make correspondence more explicit
- Open to public comment

## Public Meeting #2: May 28, 2015

- Reviewed edits made to documents based on panel feedback
- Confirmed the correspondence was strong
- Recommended augmentation to make correspondence more explicit
- Open to public comment



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# Augmentation Documents for Mathematics and Science

Augmentation document illustrates more explicit correspondence between CA ELD Standards and CA Standards for Mathematics, CA Science Standards

- Prepared draft document based on correspondence study, expert panel feedback, and public comment from Public Meeting #1
- Feedback provided for draft document by expert panel and public comment from Public Meeting #2
- Summarized feedback & input



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## CA ELD Standards Augmentation for Science Grades 9-10 and 11-12

### Part I: Interacting in Meaningful Ways C. Productive

#### 11. Supporting opinions

Grade	Emerging	Expanding	Bridging
<b>9–10</b>	<p>a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>	<p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).</p>	<p>a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/ potentially/ certainly/absolutely, should/might).</p>
<b>11–12</b>	<p>a. Justify opinions by articulating some textual evidence or background knowledge with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>	<p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).</p>	<p>a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/ potentially/ certainly/absolutely, should/might).</p>
<b>Applying ELD Standards to Science</b>	Students construct and support arguments in science with evidence, data, and/or a model. They compare and refine arguments based on evaluation of the evidence presented.		
<b>Science &amp; Engineering Practices</b>	<p>2. Developing and using models</p> <p>6. Constructing an explanation*</p> <p>7. Arguing from evidence*</p>		
<b>Sample Science Content Example</b>	Students create a periodic table, either with common items that contain various elements or with pictures of items that contain the elements. They research how Mendeleev constructed the table based on patterns. They then use the periodic table as a model to predict the relative properties of elements, based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1). As they present their predictions, they critique one another's reasoning and line of logic.		
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.		
	The sample content example can be adapted for science content at grades 9-10 and 11-12.		
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.		



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## CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5

### Part I: Interacting in Meaningful Ways B. Interpretive

#### 7. Evaluating language choices

Grade	Emerging	Expanding	Bridging
3	Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.
4	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.
5	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support.	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.
<b>Applying ELD Standards to Mathematics</b>	When critiquing others' presentations on mathematical topics, students can describe or explain how well the writers or speakers used particular vocabulary or phrasing, for example, to provide a definition or explanation.		
<b>Standards for Mathematical Practice</b>	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.</li> <li>Distinguish correct logic or reasoning from that which is flawed and, if there is a flaw, explain what it is.</li> </ul> MP.6 Attend to precision. <ul style="list-style-type: none"> <li>Try to use clear definitions in discussion with others and in their own reasoning.</li> </ul>		
<b>Sample Mathematics Content Example</b>	Students explain as well as listen to others' explanations in order to better understand mathematical concepts. Students may use models (MP.4) and a variety of examples to show equivalence of fractions and to compare fractions (MP.2) by reasoning about their size (3.NF.3d), including comparing fractions with the same numerator or same denominator, and fractions that do not represent the same whole. Students use correct symbols ( $>$ , $=$ , or $<$ ) to record the comparisons, and justify their reasoning using models. For example, students make the following comparisons, justifying their reasoning in each case: "Write a math sentence that compares one-third of a large pizza and one-fourth of the same-sized pizza." "How does three-sixths of a medium-sized pizza compare to two-fourths of the same sized pizza?" "Use models to compare two-thirds of a large pizza and four-sixths of a small pizza. Explain why two-thirds is NOT equivalent to four-sixths in this situation."		
<b>Notes</b>	References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.		
	The sample content example can be adapted for mathematics content at grades 3, 4, and 5.		
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.		



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## Next Steps

Present, revise, and finalize the augmentation document to make the correspondence **explicit**

- SSPI presents draft & feedback/input to SBE
- 30–day public review (at SBE discretion)
- Revise incorporating all feedback
- SSPI presents revised draft
- SBE approves augmentation in November



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# Questions

