Planning Instruction Aligned to NYSESLAT Targets of Measurement

FORDHAM UNIVERSITY
CENTER FOR EDUCATIONAL PARTNERSHIPS
NYS/NYC RBE-RN

Presenters: Aileen Colon & Diane Howitt
This session will address the following

SESSION OBJECTIVES

- Participants will understand the design and intent of the new NYSESLAT
- Participant will take a close look at the Targets of Measurement as they relate to the NYSESLAT
- Audience will understand how language purposes and functions drive planning for instruction
- Participants will use new NYSESLAT measurement goals and align them to Performance Level Descriptors
- Participants will view NYSESLAT speaking and listening ToMs and will practice planning lessons based on these specific ToMs using informational text
WHAT DO YOU KNOW ABOUT THE FORMAT OF THE NEW NYSESLAT?

TURN AND TALK:
Make a list of as much as you know
### A COMPARISON OF OLD AND NEW

<table>
<thead>
<tr>
<th>SPRING 2014 NYSESLAT</th>
<th>SPRING 2015 NYSESLAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partially aligned to the Common Core Learning Standards and mapped to the 2004</td>
<td>Fully aligned to the Common Core Learning Standards and new Bilingual Common Core</td>
</tr>
<tr>
<td>English as a Second Language Standards</td>
<td>Progressions</td>
</tr>
<tr>
<td>Four performance levels:</td>
<td>Five performance levels:</td>
</tr>
<tr>
<td>Beginning</td>
<td>Entering</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Emerging</td>
</tr>
<tr>
<td>Advanced</td>
<td>Transitioning</td>
</tr>
<tr>
<td>Proficient</td>
<td>Expanding</td>
</tr>
<tr>
<td>Text complexity was based on social and academic context/language</td>
<td>Commanding</td>
</tr>
<tr>
<td>Administration period: Spring (extended for Speaking)</td>
<td></td>
</tr>
<tr>
<td>Each modality had its own subtest and was administered in a separate session.</td>
<td></td>
</tr>
<tr>
<td>Written sessions were by modality:</td>
<td></td>
</tr>
<tr>
<td>Session 1: Listening</td>
<td>Written test sessions are tied to global themes:</td>
</tr>
<tr>
<td>Session 2: Reading</td>
<td>Session 1: Theme 1-Listening/Reading/Writing Questions (short constructed-response</td>
</tr>
<tr>
<td>Session 3: Writing</td>
<td>question)</td>
</tr>
<tr>
<td></td>
<td>Session 2: Theme 2-Listening/Reading/Writing Questions (short constructed-response</td>
</tr>
<tr>
<td></td>
<td>question)</td>
</tr>
<tr>
<td></td>
<td>Session 3: Theme 3-Listening/Reading/Writing Questions (allow extra time for</td>
</tr>
<tr>
<td></td>
<td>extended constructed-response question)</td>
</tr>
</tbody>
</table>
# A Comparison of Old and New

<table>
<thead>
<tr>
<th>SPRING 2014 NYSESLAT</th>
<th>SPRING 2015 NYSESLAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong> prompts were developed in isolation from other modalities.</td>
<td><strong>Writing</strong> prompts repeat a passage from reading section.</td>
</tr>
<tr>
<td>Students wrote constructed responses only during the Writing test session.</td>
<td>Students will write a constructed response during all three written test sessions.</td>
</tr>
<tr>
<td>One CD for the Listening session. A CD player was only required for the administration of the Listening session.</td>
<td>One CD for use with all three Listening/Speaking/Reading/Writing test sessions (requires CD player for the administration of all three sessions).</td>
</tr>
<tr>
<td>Speaking test session was administered individually to students.</td>
<td>Speaking test session will be administered individually to students</td>
</tr>
<tr>
<td>Speaking had its own Direction for Administration (DFA).</td>
<td>Each test session will have its own DFA.</td>
</tr>
<tr>
<td>Listening/Speaking/Reading/Writing were all together in one DFA.</td>
<td></td>
</tr>
</tbody>
</table>
The NYSESLAT is aligned to the *linguistic demands* of grade-level Common Core instruction delivered to ELLS.

These changes are represented by 5 fundamental shifts:

- **Shift 1:** CCLS and New Language Arts Progressions
- **Shift 2:** New Performance levels
- **Shift 3:** Integrated approach to modalities/global themes
- **Shift 4:** Text complexity: grade-level text for all levels, with content area foci
- **Shift 5:** Instructionally relevant academic language

**TURN & TALK**

What are linguistic demands?
SHIFT 1: CCLS AND THE NEW LANGUAGE ARTS PROGRESSIONS (NLAP)

- The NYSESLAT measures the **Linguistic Demands** necessary to meet the discipline-specific standards at the corresponding grade-band level
  - *Linguistic Demands* are derived from the **New Language Arts Progressions** and the Bilingual Common Core Initiative

- **Linguistic Demands** identify words, phrases, and forms of language that students **need to understand and be able to use** in order to meet the discipline-specific standards across all 4 modalities (L, S, R, W)

- The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs)
  - The NYSESLAT test questions measure the ToMs

- Every grade-band level ToM has been delineated across five levels which are known as the **Performance Level Descriptors (Shift 2)**
Shift 1: CCLS and New Language Arts Progressions

 Targets of Measurement (ToMs) / Performance Level Descriptions (PLDs)

(4) Synthesized Linguistic Demands (SLDs)

(3) New Language Arts Progressions (NLAP)

(2) ELA New York State P-12 Common Core Learning Standards (CCLS)

We Started Here

We Measure This
SHIFT 2: PERFORMANCE LEVELS

Performance (Proficiency) levels indicate the type of English language support each ELL needs to participate productively in the classroom.

- Five Performance Levels:
  - Entering (Approximates Beginning)
  - Emerging (Approximates Low Intermediate)
  - Transitioning (Approximates Intermediate)
  - Expanding (Approximates Advanced)
  - Commanding (Approximates Proficient)

The NYSESLAT measures the CCLS and the NLAP. A student who scored at one of the old 4 levels of proficiency may not necessarily score at the corresponding one of the 5 new proficiency levels.

Turn and Talk

What are the implications of the above statement in terms of data analysis?
Shift 2: Performance Levels (Cont’d)

Unlike the former NYSESLAT, each test question on the Spring 2015 NYSESLAT is intentionally written to a specific performance level.

<table>
<thead>
<tr>
<th>(1) Entering (formerly Beginning*)</th>
<th>(2) Emerging (formerly Low Intermediate*)</th>
<th>(3) Transitioning (formerly Intermediate*)</th>
<th>(4) Expanding (formerly Advanced*)</th>
<th>(5) Commanding (formerly Proficient*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Commanding level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
</tr>
</tbody>
</table>

* Please note that the relationship between Spring 2014 NYSESLAT and the Spring 2015 NYSESLAT performance levels are for informational purposes only. The statistical relationship between scores will be provided at a later date.
SHIFT 3: Integrated approach to modalities/global themes

- The NYSESLAT integrates the modalities of Listening, Speaking, Reading, Writing, which guide passages and graphics.

- Global themes provide students with an assessment experience that is cohesive and interconnected across modalities.

- The NYSESLAT is designed to measure the language that is embedded in the content, not solely the content.
Shift 4: Text Complexity

• The CCLS for ELA/Literacy articulate a research-based need for increased text complexity across all grades in order to prepare students, including ELLs, for success in college and careers.

• Grade-level Text for all Levels, with Content Area Foci.

• NYSESLAT passages have approximate grade-level text complexity.

Quantitative Measures + Qualitative Measures + Expert Judgment = Final Text Complexity Level
SHIFT 5: INSTRUCTIONALLY RELEVANT ACADEMIC LANGUAGE

ALL NYSESLAT questions measure *Receptive Language* (L and R) and *Productive Language* (S and W) modalities

- Questions are firmly based in academics as opposed to personal experience
- Due to the integrated approach, NYSESLAT questions focus on specific content area topics and aspects of instruction that students encounter in content-area classes, i.e.:
  - Literary text in ELA
  - Word problems in mathematics
  - Informational text in science
  - Maps in social studies
- Due to the constructs being measured, and in alignment with the purpose of the exam, the questions focus on the language and language structures that support the content as opposed to the content itself.
In summary: What does the NYSESLAT Measure?

- Linguistic Demands
  - *Linguistic Demands* identify words, phrases, and forms of language that students *need to understand and be able to use* in order to meet the *discipline-specific standards across all 4 modalities (L, S, R, W)*
  - *Linguistic demands are derived from the BBCI and the NLAP*
  - The Linguistic Demands are articulated for the purposes of assessment development as *Targets of Measurement (ToMs)*
  - *The NYSESLAT test questions measure the ToMs*

- Every grade-band level ToM has been delineated across five levels which are known as the *Performance Level Descriptors (Shift 2)*
GLOSSARY OF TERMS

New Language Arts Progressions: Formerly the English as a Second Language Learning Standards, are meant to guide the language development goals and literacy levels for students of all language proficiencies to access grade-level Language arts content as described by the NYS CCLS.

Linguistic Demands: Identifies the words, phrases, and forms of language that students will need to understand and use in order to participate successfully in instruction (look at handout)

Targets of Measurement (ToMs): A synthesis of the Progressions, based on the CCLS that are meant to be assessed by the NYSESLAT. ToMs are for assessment purposes only. Classroom based curriculum instruction and formative assessment should be based on the progressions.

Performance Levels: The five levels (Entering, Emerging, Transitioning, Expanding, Commanding) at which each student is identified by the NYSESLAT to describe the student’s academic English language proficiency.

Performance Level Descriptors (PLDs): A description of the knowledge and skills students should display at each performance level.
GLOSSARY OF TERMS

- **Bilingual Common Core Initiative**: New English as a Second Language (English as a New Language, ENL and Native Language Arts (Home Language Arts, HLA) standards aligned to the CCLS

- **Blueprint for ELL Success**: a plan meant to clarify expectations for administrators, policy makers, and practitioners. Provides a framework for preparing ELLs for success in college and career readiness. Provides guidance and resources and support to districts, schools, teachers. Promotes a better understanding and appreciation of bilingual education, English as a second languages and world language/foreign language studies.

- **Commissioner’s Regulations Part 154-2 and 154-3**: Two sections of the NYS Commissioner’s Regulations that describe services for ELL students (definitions, school district responsibility, program models, etc.)

- **Common Core Learning Standards**: P-12 standards in mathematics and English language arts that have been adopted by NYS in order to ensure that all students are college and career ready by the end of high school.

- **Discipline-specific standards**: Include the CCLS for ELA/Literacy, Learning Standards for Mathematics, NYS Social Studies Learning Standards, and the NYS Science Learning Standards.
The NYSESLAT measures Listening by requiring the student to listen to a passage (on audiotape). Students then respond to a series of multiple choice questions about that passage.

The Listening section is no longer separate. Listening, Reading and Writing exams are conducted together.

Listening passages are aligned with the themes reflected in the reading and writing sections.
The Speaking section of the NYSESLAT is administered at a separate time from the LSW section of the exam

- Students are tested individually

Speaking is measured through a series of tasks

- Each task presents the student with short stimuli and prompts to which the student must respond in *spoken English*.
- The student may not respond in his/her home language
WHAT ARE ToMs?

TARGETS OF MEASUREMENT (ToMs)

ToMs were developed as a guidance document to support teachers in planning instruction for the NYSESLAT

- ToMs are NYSESLAT specific
- Goals are grade-level goals and modality driven
- ToMs support teachers by providing a road-map for English language instruction for each grade and each level of proficiency
Toms continued...

There are ToMs for each grade, each level of proficiency, and each modality (See handout)

- Grades K-12
- Entering, emerging, transitioning, expanding, commanding
  - Guidelines for expectations of student performance at each level of proficiency are aligned with general claims and ToM for each grade level
- Listening, speaking, reading writing
  - Each grade band will have separate ToMs that can be aligned with each modality
TOMs provide guidance about language

**Linguistic Demands**

- What are the goals for teaching to linguistic demands?
  - **Purpose** of language
  - **Function** of language
  - Language **objectives**
  - What **language is necessary** to ensure that students accomplish instructional goals
ToMs Design

Partner Work

Let’s take a look at the ToM in Listening Grade K

Refer to the handout “NYSESLAT Targets of Measurement”
Look at the ToMs with a partner and jot down your noticings
For Example: there is a header with new terms.

Each ToM contains the following:

- A General Claim or Claims
- An Anchor description of what the child can do at that grade level
- A Target of Measure for Each Claim and Anchor
- The Language Purpose or Function that student should meet
- The ELA construct: “I can...”
**Targets of Measurement follow a consistent format by grade level band and modality (LSRW)**

**EXAMPLE: Listening/Grade band K**

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>TOM</th>
<th>Language purpose/function</th>
<th>ELA construct (“I can…”)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Claim 1:</strong> Students can determine information in spoken discourse</td>
<td>Anchor 1</td>
<td>ToM.L.K.1</td>
<td>Identify, signal, target: Characters or subjects, setting, actions (text or illustration) A subject, event, cause, reason, place Major events in a story A main topic A sequence of events Key details</td>
<td>Demonstrate understanding of spoken discourse</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Introduce, identify, signal: Descriptions of individuals, events, places, objects, or information A description, a feeling, or a reaction Actions, events, or information in order Comparison or contrast of information</td>
<td>Interpret information from social discourse</td>
</tr>
<tr>
<td></td>
<td>Anchor 2</td>
<td>ToM.L.K.2</td>
<td>Identify context clue within discourse</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Determine the meaning of social discourse</td>
<td></td>
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<tr>
<td></td>
<td>Anchor 3</td>
<td>ToM.L.K.3</td>
<td></td>
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</tbody>
</table>
## General Claim 2:

Students can determine the development of ideas in spoken discourse

### Anchor 4

**ToM.L.K.4**
Students can identify grade-appropriate language structures that provide a description or a sequence of events in spoken discourse.

**Language purpose/function**
Determine, identify, explain:
- The development of a story
- The development of a description
- A sequence of events or activities

**ELA construct ("I can...")**
Understand the use of structures in spoken discourse

### Anchor 5

**ToM.L.K.5**
Students can determine how the structure of grade-appropriate language describes characters and events in spoken discourse.

**Language purpose/function**
To express a main idea via repeated words or phrases
To describe characters and events

**ELA construct ("I can...")**
Analyze the structure of spoken discourse

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WHAT WE NEED TO KNOW ABOUT ToMs

- What is the purpose of the ToMs?
  - To help identify the language targets measured by the NYSESLAT

- How do the ToMs support teachers?
  - By identifying the language focus when preparing a lesson
  - By listing the various functions and purposes for using language during the lesson
  - To aid in the writing of language objectives

- What is an example of an “anchor statement”? (students can…)

- How is each anchor related to the Claim? (students can…)

Planning lessons using the ToMs

Modeled Activity- Think Aloud (hand out text)

Using a 5th grade level non-fiction text, analyze the text: “How Glaciers Change the World”

- Determine the text structure
- What is your content focus?
- What language will be required for the students to demonstrate an understanding of the concepts?
- What is your listening Target of Measurement?
- What is your Speaking Target of Measurement?
GUIDED ACTIVITY

1. In your grade level group use the ToMs charts to plan your content area lesson.
2. How will you teach to the language (linguistic) demands of the text?
3. Write your language objective.
4. Share out.
1. **Read the entire** text.
2. Decide what the **listening** focus will be.
3. Look at the **Targets of Measurement for listening**.
   - Read the General claim #1 and 2. NOW decide which general claim & which anchor will give you the language objective. (Ex.) Claim 2 anchor 5* refers to informational text and sequence of events addresses the question.
4. Select the section to be **re-read to assess listening**.
5. Ask the **focus listening** question and then **re-read the short section**.
6. Look at the **Targets of Measurement for Speaking**, the column labeled language purpose and function does not include the precise language and vocabulary for students to use when answering the question.
7. Refer to the 5 structures of informational text handout for the key vocabulary or words that signal each text structure.
8. How would you write the Language Objective in your lesson plan?
9. Refer to the Listening PLD for differentiation or levels.
10. Discuss different types of scaffolding depending on language level.
WHAT ARE PLDs

PLDs describe what a student can do at each level of language proficiency
How are the ToMs Aligned with the PLDs

- Separate ToMs are aligned with Performance Level Descriptors (PLDs)***, using the same format for each modality - Listening, Speaking, Reading, Writing

- Performance Level Indicators for ELLs:
  - Entering
  - Emerging
  - Transitioning
  - Expanding
  - Commanding

***PLDs describe what a student can do at each language level
Let’s look at an exemplar of a PLD

- What do you notice about the relationship of the Performance Level Descriptor and the ToMs?
- How is this tool useful in designing lessons for ELLs?
- Refer to handout: Look at the Key
  - What is meant by ToM.L.K.2
    - ToM = Target of Measurement
    - L = Listening
    - K = Grade Band Kindergarten
    - 2 = Anchor
# Performance Level Descriptors (PLDs) K: General Claim 1 (L): Students can determine information in grade-level academic spoken discourse

<table>
<thead>
<tr>
<th>ToM</th>
<th>Entering (formerly beginning)</th>
<th>Emerging (formerly low intermediate)</th>
<th>Transitioning (formerly intermediate)</th>
<th>Expanding (formerly advanced)</th>
<th>Commanding (formerly proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ToM.L.K.1</strong> Students can identify grade-appropriate words, phrases or sentences that signal individuals, events, and a main topic in spoken discourse.</td>
<td>Student cannot or can identify a few grade-appropriate words or short phrases that signal individuals, events and a main topic in spoken discourse.</td>
<td>Student can identify some grade-appropriate words, phrases and a few simple sentences that signal individuals, events, and a main topic in spoken discourse.</td>
<td>Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal individuals, events, and a main topic in spoken discourse.</td>
<td>Student can identify most grade-appropriate complex sentences that signal individuals, events, and a main topic in spoken discourse.</td>
<td></td>
</tr>
<tr>
<td><strong>ToM.L.K.2</strong> Students can identify grade-appropriate words, phrases, or sentences that describe individuals, feelings, and events in spoken discourse.</td>
<td>Student cannot or can identify a few grade-appropriate words or short phrases that describe individuals, feelings and events in spoken discourse.</td>
<td>Student can identify some grade-appropriate words and phrases, and a few simple sentences that describe individuals, feelings, and events in spoken discourse.</td>
<td>Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that describe individuals, feelings and events in spoken discourse.</td>
<td>Student can identify most grade-appropriate complex sentences that describe individuals, feelings, and events in spoken discourse.</td>
<td></td>
</tr>
<tr>
<td><strong>ToM.L.K.3</strong> Students can determine the meaning of grade-appropriate vocabulary in spoken discourse.</td>
<td>Students cannot or can determine the meaning of one grade-appropriate vocabulary in spoken discourse.</td>
<td>Student can determine the meaning of some grade-appropriate vocabulary in spoken discourse.</td>
<td>Student can determine the meaning of grade-appropriate vocabulary in spoken discourse.</td>
<td>Student can determine the meaning of all grade-appropriate vocabulary in spoken discourse.</td>
<td></td>
</tr>
<tr>
<td>ToM</td>
<td>Entering</td>
<td>Emerging</td>
<td>Transitioning</td>
<td>Expanding</td>
<td>Commanding</td>
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</tr>
<tr>
<td><strong>ToM.L.K.4</strong> Students can identify grade-appropriate structures that provide a description or a sequence of events in spoken discourse</td>
<td>Student cannot or can identify a few grade-appropriate simple language structures that provide a description or a sequence of events in spoken discourse.</td>
<td>Student can identify some grade-appropriate simple language structures that provide a description or a sequence of events in spoken discourse.</td>
<td>Student can identify most grade-appropriate simple and a few complex language structures that provide a description or a sequence of events in spoken discourse.</td>
<td>Student can identify most grade-appropriate simple and some complex language structures that provide a description or a sequence of events in spoken discourse.</td>
<td>Student can identify most grade-appropriate complex language structures that provide a description or a sequence of events in spoken discourse.</td>
</tr>
<tr>
<td><strong>ToM.L.K.5</strong> Students can determine how the structure of grade-appropriate language describes characters and events in spoken discourse</td>
<td>Student cannot or can determine how the structure of the language-through words-describes characters and events in spoken discourse.</td>
<td>Student can determine how the structure of the language-through words and phrases-describes characters and events in spoken discourse.</td>
<td>Students can determine how the structure of the language-through simple and at least one complex sentence-describes characters and events in spoken discourse.</td>
<td>Student can determine how the structure of the language-through simple and a few complex sentences-describes characters and events in spoken discourse.</td>
<td>Student can determine how the structure of the language-through complex sentences-describes characters and events in spoken discourse.</td>
</tr>
</tbody>
</table>
Planning

Partner Activity

Working with a grade level partner and using the same nonfiction text, use the PLDs to differentiate your lesson for students at each of the proficiency levels.
Reflection

How can the ToMs support your planning for targeted language instruction?

How will the PLDs help you in planning lessons for various proficiency levels?

After today’s session, will you be able to use the ToMs and the PLDs to create lesson plans independently?_______
With a partner?_________  With a coach?_________

What is the importance of identifying language objectives?
Resources

• New York State Bilingual Common Core Initiative, New York State Department of Education: www.nysed.gov
• Engage NY: www.engageny.org
• ToMs: https://www.engageny.org/resource/spring-2015-nyseslat-targets-measurement
• PLDs: https://www.engageny.org/resource/spring-2015-nyseslat-performance-level-descriptions
• WIDA: www.wida.us
• Common Core: www.corestandards.org
• Freeman Field, Rebecca. Positioning ELLs at the Core of the Core, 2012
• Short, Echevarría, Vogt: Making Content Comprehensible for English language Learners-The SIOP Model, Pearson Education, Inc.
• Center for Applied Linguistics: www.Cal.org
• Levine, Lukens, Smallwood. The GO-to STRATEGIES: Scaffolding Options for Teachers of English Language Learners, K-12. for Project EXCELL
• International Reading Association, www.readwritethink.org
• Colorín Colorado: www.colorincolorado.org
• CREATE: Center for Research on the Educational Achievement and Testing of English Language Learners. www.cal.org/create
• August, D., Shanahan, T. Developing reading and writing in second-language learners, 2008
Q and A
Aileen Colon, NYS-NYC RBE-RN at Fordham University, acolon21@fordham.edu
Diane Howitt, NYS-NYC RBE-RN at Fordham University, howitt@fordham.edu