Planning Instruction Aligned to NYSESLAT Targets of Measurement

United Federation of Teachers

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

Presenters: Abby Baruch & Diane Howitt
Hi! I am a Multi-lingual Learner (MLL) in your classroom...

I need one year to listen and adjust. *(the silent period)*

It may take me five to seven years to read and write my second language. *(model for me)*

Even though I have mastered conversational English, I’m still an ELL. *(model for me)*

Start me out with yes or no questions. *(rephrase for me)*

Remember to go from concrete to abstract.

This is very important. Remember how you taught or how you learned your first language.

Naturally!

Ask me about my culture. Learn something about my culture – please!

I did not come to you knowing nothing.

Thank you for reading.

From your ELL student.
This session will address the following

SESSION OBJECTIVES/AGENDA

- 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-time permitting
WHAT DO YOU KNOW ABOUT THE FORMAT OF THE NEW NYSESLAT?

TURN AND TALK:
Make a list of as much as you know about the ToMs
<table>
<thead>
<tr>
<th><strong>SPRING 2014 NYSESLAT</strong></th>
<th><strong>SPRING 2016 NYSESLAT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Partially aligned to the Common Core Learning Standards and mapped to</td>
<td>Fully aligned to the Common Core Learning Standards and new Bilingual Common Core</td>
</tr>
<tr>
<td>the 2004 English as a Second Language Standards</td>
<td>Progressions</td>
</tr>
<tr>
<td>Four performance levels:</td>
<td>Five performance levels:</td>
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<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>Greater emphasis on academic and classroom context/language. New test questions that</td>
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<tr>
<td></td>
<td>address the Common Core shift to reading for information and literary purposes.</td>
</tr>
<tr>
<td>Administration period: Spring (extended for Speaking)</td>
<td>Administration period: Spring (extended for Speaking)</td>
</tr>
<tr>
<td>Each modality had its own subtest and was administered in a separate</td>
<td>Grade K: Test is divided by modalities</td>
</tr>
<tr>
<td>session.</td>
<td>Grades 1-12: Three written test sessions administered separately, one booklet per</td>
</tr>
<tr>
<td></td>
<td><strong>Each containing:</strong>  Listening/Reading/Writing.</td>
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<tr>
<td></td>
<td><strong>All grades: Speaking</strong> will be given individually in one session in one booklet.</td>
</tr>
<tr>
<td>Written sessions were by modality:</td>
<td><strong>Written test sessions are tied to global themes:</strong></td>
</tr>
<tr>
<td>Session 1: Listening</td>
<td>Session 1: Theme 1-Listening/Reading/Writing</td>
</tr>
<tr>
<td>Session 2: Reading</td>
<td>Questions (short constructed-response question)</td>
</tr>
<tr>
<td>Session 3: Writing</td>
<td>Session 2: Theme 2-Listening/Reading/Writing</td>
</tr>
<tr>
<td></td>
<td>Questions (short constructed-response question)</td>
</tr>
<tr>
<td></td>
<td>Session 3: Theme 3-Listening/Reading/Writing</td>
</tr>
<tr>
<td></td>
<td>Questions (allow extra time for extended constructed-response question)</td>
</tr>
</tbody>
</table>
A COMPARISON OF OLD AND NEW

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<th>SPRING 2016 NYSESLAT</th>
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<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><strong>One CD for the Listening</strong> session. A CD player was only required for the administration of the Listening session.</td>
<td>Kindergarten, 1 and 2: no CD. Grades 3-12: One CD for use with all three Listening/Speaking/Reading/Writing test sessions (requires CD player for the administration of all three sessions-provided by school).</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). Listening/Speaking/Reading/Writing were all together in one DFA.</td>
<td>Each test session will have its own DFA.</td>
</tr>
</tbody>
</table>
The NYSESLAT is administered in six grade bands:

- Kindergarten NYSESLAT is administered by language modality (LSRW):
  - Speaking Session (Expanded 4 Week Administration Window) Individually administered
  - Listening Session 1
  - Reading Session 2
  - Writing Session 3

- Grades 1-12 NYSESLAT assessments integrate language modalities through the use of Global Themes in each test administration session by grade bands listed above:
  - Speaking Session (Expanded 4 Week Administration Window) Individually administered
  - Listening, Reading, Writing: Session 1 / Global Theme 1
  - Listening, Reading, Writing: Session 2 / Global Theme 2
  - Listening, Reading, Writing: Session 3 / Global Theme 3

Updated December 2015
SHIFTs REFLECTED IN THE NYseslat

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)
  - Examples: identify/use adjectives, nouns and associated pronouns, verbs; identify and use facts (information); use transitional words; identify claims, findings

- 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

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

(2) New Language Arts Progressions (NLAP)

(3) Synthesized Linguistic Demands (SLDs)

(4) Targets of Measurement (ToMs) / Performance Level Descriptions (PLDs)
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)
Shift 2: Performance Levels (Cont’d)

• Unlike the former NYSESLAT, each test question on the Spring 2016 NYSESLAT is intentionally written to a specific performance level.

| 1) Entering  | 2) Emerging  | 3) Transitioning  | 4) Expanding  | 5) Commanding  |
| (formerly Beginning*) | (formerly Low Intermediate*) | (formerly Intermediate*) | (formerly Advanced*) | (formerly Proficient*) |

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.

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.

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.

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.

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.
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.
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 BCCI and the NLAP (former ESL standards)*
  - 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.
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 a general claims and a 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: Let’s review

- 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 what you notice

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)

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
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<tbody>
<tr>
<td><strong>GENERAL CLAIM 1</strong></td>
<td>ANCHOR 1&lt;br&gt;Students can identify key narrative elements and central ideas in grade-level spoken discourse.</td>
<td>TOM.L.K.1&lt;br&gt;Students can identify illustrated words, phrases, or sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>identify or refer to:&lt;br&gt;a character or an individual&lt;br&gt;the setting&lt;br&gt;an event or an action&lt;br&gt;a feeling&lt;br&gt;a narrator&lt;br&gt;a main idea</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 2&lt;br&gt;Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</td>
<td>TOM.L.K.2&lt;br&gt;Students can identify illustrated words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</td>
<td>signal or describe:&lt;br&gt;a key detail&lt;br&gt;a sequence of events&lt;br&gt;a comparison or contrast of information&lt;br&gt;a cause or an effect</td>
</tr>
<tr>
<td></td>
<td>ANCHOR 3&lt;br&gt;Students can determine the meaning of vocabulary in grade-level spoken discourse.</td>
<td>TOM.L.K.3&lt;br&gt;Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.</td>
<td>provide:&lt;br&gt;a context clue to find meaning</td>
</tr>
<tr>
<td><strong>GENERAL CLAIM 2</strong></td>
<td>ANCHOR 4&lt;br&gt;Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</td>
<td>TOM.L.K.4&lt;br&gt;Students can identify illustrated language structures in grade-level spoken discourse. Language structure is defined at this grade as words, phrases, and sentences that together develop a story, a description, or a sequence of events.</td>
<td>determine:&lt;br&gt;the development of a story&lt;br&gt;the development of a character&lt;br&gt;the development of a description&lt;br&gt;the development of a sequence of events</td>
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</table>
## WRITING – GRADE K

<table>
<thead>
<tr>
<th>Claim</th>
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</thead>
</table>
| **GENERAL CLAIM 1** | **ANCHOR 1** | **TOM.W.K.1** | Write letters of the alphabet  
Write high-frequency, grade-level words  
Write simple (s+v) sentences |
| Students can structure thoughts and ideas in writing. | Students can produce the foundational features of the English language in writing. | Students can produce letters, sequence letters to produce grade-level words, and separate words with spaces. |  |
| **GENERAL CLAIM 2** | **ANCHOR 2** | **TOM.W.K.2** | provide or describe:  
an individual, an event, a place, or an object  
a feeling or a reaction  
one or more events (in order)  
an opinion  
information on a topic |
| Students can write about literary and informational texts and topics. | Students can create and structure a written text. | Students can draw or write to provide descriptions and events to write a story or write about a topic. |  |

## WRITING – GRADE BAND 1–2

<table>
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</tr>
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</table>
| **GENERAL CLAIM 1** | **ANCHOR 1** | **TOM.W.1–2.1** | produce:  
a brief introduction  
a complete thought or idea |
| Students can structure thoughts and ideas in writing. | Students can create and structure a written text. | Students can use grade-appropriate language to introduce and complete thoughts and ideas in a written text. |  |
| **GENERAL CLAIM 2** | **ANCHOR 2** | **TOM.W.1–2.2** | provide or describe:  
an individual, an event, a place, or an object  
a feeling or a reaction  
relevant details for description |
| Students can write about literary and informational texts and topics. | Students can adapt vocabulary appropriately when writing. | Students can use grade-appropriate words and phrases to describe detailed thoughts, feelings, and ideas in a written text. |  |
| **ANCHOR 3** | Students can develop a narrative written text. | **TOM.W.1–2.3** | produce or develop:  
details for a description  
two or more events in order |
| **ANCHOR 4** | Students can develop an informational written text. | **TOM.W.1–2.4** | produce or develop:  
an opinion about a topic  
a reason for an opinion  
facts or information about a topic |
<p>| | | | |
| | | | |</p>
<table>
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<td><strong>GENERAL CLAIM 1</strong></td>
<td></td>
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</table>
| Students can determine information in a grade-level text. | ANCHOR 1  
Students can identify key narrative elements and central ideas in a grade-level text. | TOM.R.1–2.1  
Students can identify words, phrases, or sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text. | identify or refer to:  
a character or an individual  
the setting or a place  
an event or an action  
a feeling  
a narrator  
a subject or a topic  
an idea or information  
a main idea |
| | | | signal or describe:  
a key detail  
a sequence of events  
a comparison or contrast of information  
a cause and effect  
a reason given by an author |
| | ANCHOR 2  
Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text. | TOM.R.1–2.2  
Students can identify words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in a grade-level text. | provide:  
a context clue to find meaning  
textual information to find meaning |
| | ANCHOR 3  
Students can determine the meaning of vocabulary in a grade-level text. | TOM.R.1–2.3  
Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in a grade-level text. | determine:  
the development of a story or topic  
the development of a character  
the development of a description  
the development of a sequence of events or actions  
the development of information  
the development of a comparison or contrast relationship  
the development of a cause and effect relationship  
the development of a relationship between characters or ideas |
| **GENERAL CLAIM 2** | | | |
| Students can determine the development of ideas in grade-level texts. | ANCHOR 4  
Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts. | TOM.R.1–2.4  
Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, a sequence of events, or a relationship. | establish:  
a significant idea  
a significant event  
a relationship between characters  
how a character changes |
| | ANCHOR 5  
Students can determine elements, connections, and topics that are established by text structures in grade-level texts. | TOM.R.1–2.5  
Students can identify significant ideas, events, and/or relationships that are established by text structures. Text structures are defined as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts. | |

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<td>GENERAL CLAIM 1</td>
<td>Students can participate in discussions about academic topics.¹</td>
<td>ToM.S.K.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.</td>
<td>uses grade-appropriate language: phrases; words; short/simple sentences; question words (e.g., who, what, where, when, why, how); frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., to, from, in, out, on, off, for, of, by, with) to contribute to a conversation to elicit an exchange with peers and adults to ask and answer questions about relevant information</td>
</tr>
<tr>
<td>ANCHOR 1</td>
<td>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</td>
<td>ToM.S.K.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.</td>
<td>uses grade-appropriate language: phrases; words; short/simple sentences; question words (e.g., who, what, where, when, why, how); frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., to, from, in, out, on, off, for, of, by, with) to contribute to a conversation to elicit an exchange with peers and adults to ask and answer questions about relevant information</td>
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<td>ANCHOR 2</td>
<td>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</td>
<td>ToM.S.K.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story.</td>
<td>uses grade-appropriate language: phrases; words; short/simple sentences; question words (e.g., who, what, where, when, why, how); frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., to, from, in, out, on, off, for, of, by, with) to name a book to describe people, places, things, and events to identify key details to provide additional details to retell a story</td>
</tr>
<tr>
<td>ANCHOR 3</td>
<td>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</td>
<td>ToM.S.K.3 Students can use grade-appropriate language to provide an opinion about a topic.</td>
<td>uses grade-appropriate language: phrases; words; short/simple sentences; question words (e.g., who, what, where, when, why, how); frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., to, from, in, out, on, off, for, of, by, with) to name a topic to express an opinion about a topic to provide information about a topic</td>
</tr>
</tbody>
</table>

¹ Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘buyed’ instead of ‘bought’ may be a non-ELL error 1 because it is an irregular verb that all students may not have mastered
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<td>ANCHOR 1</td>
<td>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</td>
<td>ToM.S.1–2.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.</td>
<td>use grade-appropriate language: (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns (including personal, collective, and possessive nouns and matched verbs, and frequently occurring irregular plural nouns); frequently occurring irregular verbs (e.g., sat, hid, told); pronouns (including personal, possessive, reflexive, and indefinite pronouns); conjunctions (e.g., and, but, or, so, because); adjectives; and/or prepositions to contribute to a conversation to ask questions about relevant information to elicit an exchange with peers and adults</td>
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<td>ANCHOR 2</td>
<td>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</td>
<td>ToM.S.1–2.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story.</td>
<td>use grade-appropriate language: (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns (including personal, collective, and possessive nouns and matched verbs, and frequently occurring irregular plural nouns); frequently occurring irregular verbs (e.g., sat, hid, told); pronouns (including personal, possessive, reflexive, and indefinite pronouns); conjunctions (e.g., and, but, or, so, because); adjectives; and/or prepositions to name a book to describe people, places, things, and events to identify key details to provide additional details to recount details to retell a story</td>
</tr>
<tr>
<td>ANCHOR 3</td>
<td>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</td>
<td>ToM.S.1–2.3 Students can use grade-appropriate language to provide details or facts about a topic and provide an opinion supported by a reason.</td>
<td>use grade-appropriate language: (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns (including personal, collective, and possessive nouns and matched verbs, and frequently occurring irregular plural nouns); frequently occurring irregular verbs (e.g., sat, hid, told); pronouns (including personal, possessive, reflexive, and indefinite pronouns); conjunctions (e.g., and, but, or, so, because); adjectives; and/or prepositions to introduce a topic to focus on a topic to provide details or facts about a topic to express an opinion about a topic and provide a reason to identify key information</td>
</tr>
</tbody>
</table>
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...)
WHAT ARE PLDs: PERFORMANCE LEVEL DESCRIPTORS?

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?
### GENERAL CLAIM 1

Students can participate in discussions about academic topics.1

<table>
<thead>
<tr>
<th>Anchor 1</th>
<th>Anchor 2</th>
<th>Anchor 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</td>
<td>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</td>
<td>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</td>
</tr>
<tr>
<td><strong>Target of Measurement 1</strong></td>
<td><strong>Target of Measurement 2</strong></td>
<td><strong>Target of Measurement 3</strong></td>
</tr>
<tr>
<td>Students can use grade-appropriate language to ask questions and contribute to a conversation.</td>
<td>Students can use grade-appropriate language to describe or convey relevant details and narrate a story.</td>
<td>Students can use grade-appropriate language to provide details or facts about a topic and provide an opinion supported by a reason.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student does not respond or uses words or short phrases to ask questions and contribute to a conversation.</strong></td>
<td>Response may contain errors that totally obscure meaning.</td>
<td>Student uses phrases and simple sentences to ask questions and contribute to a conversation.</td>
<td>Response may contain errors in words and structure that mostly obscure meaning.</td>
<td>Student uses simple and/or compound sentences to ask questions and contribute to a conversation.</td>
<td>Student uses simple, expanded, and compound sentences and fluid language to ask questions and contribute to a conversation.</td>
</tr>
<tr>
<td><strong>Student does not respond or uses words or short phrases to describe or convey relevant details and/or narrate a story.</strong></td>
<td>Response may contain errors that totally obscure meaning.</td>
<td>Student uses phrases and simple sentences to describe or convey relevant details and/or narrate a story.</td>
<td>Response may contain errors in words and structure that mostly obscure meaning.</td>
<td>Student uses simple and/or compound sentences to describe or convey relevant details and narrate a story.</td>
<td>Student uses simple, expanded, and compound sentences and fluid language to describe or convey relevant details and narrate a story.</td>
</tr>
<tr>
<td><strong>Student does not respond or responds with words or short phrases to provide details or facts about a topic and/or provide an opinion supported by a reason.</strong></td>
<td>Response may contain errors that totally obscure meaning.</td>
<td>Student uses phrases and simple sentences to provide details or facts about a topic and/or provide an opinion supported by a reason.</td>
<td>Student uses simple and/or compound sentences to provide details or facts about a topic and provide an opinion supported by a reason.</td>
<td>Student uses simple, expanded, and compound sentences to provide details or facts about a topic and provide an opinion supported by a reason.</td>
<td>Student uses simple, expanded, and compound sentences and fluid language to provide details or facts about a topic and provide an opinion supported by a reason.</td>
</tr>
</tbody>
</table>

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1. Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘bought’ instead of ‘bought’ may be a non-ELL error because it’s an irregular verb that all students may not have mastered.
<table>
<thead>
<tr>
<th>Anchor 1</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify key narrative elements and central ideas in grade-level spoken discourse.</td>
<td>Student may, with substantial support, identify a few illustrated words, phrases, or predictable sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>Student can, with moderate support, identify some illustrated words, phrases, or a few simple sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>Student can, with limited support, identify most illustrated phrases, simple sentences, or a few expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td>Student can identify most illustrated simple or some expanded sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</td>
<td></td>
</tr>
</tbody>
</table>

### Target of Measurement 1

Students can identify illustrated words, phrases, or sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.

<table>
<thead>
<tr>
<th>Anchor 2</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</td>
<td>Student may, with substantial support, identify a few illustrated words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</td>
<td>Student can, with moderate support, identify some illustrated words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</td>
<td>Student can, with limited support, identify most illustrated phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</td>
<td>Student can identify most illustrated simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</td>
<td></td>
</tr>
</tbody>
</table>

### Target of Measurement 2

Students can identify illustrated words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.

<table>
<thead>
<tr>
<th>Anchor 3</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can determine the meaning of a few Tier 1 words in grade-level spoken discourse.</td>
<td>Student may determine the meaning of a few Tier 1 words in grade-level spoken discourse.</td>
<td>Student can determine the meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.</td>
<td>Student can determine the meaning of most Tier 1 and some Tier 2 words in grade-level spoken discourse.</td>
<td>Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.</td>
<td></td>
</tr>
</tbody>
</table>

### Target of Measurement 3

Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.
<table>
<thead>
<tr>
<th>GENERAL CLAIM 2</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can determine the development of ideas in grade-level spoken discourse.</td>
<td>Not applicable for this performance level.</td>
<td>Not applicable for this performance level.</td>
<td>Student can, with limited support, identify most illustrated phrases, simple sentences, or a few expanded sentences that together develop a story, a description, or a sequence of events in grade-level spoken discourse.</td>
<td>Student can identify most illustrated simple or some expanded sentences that together develop a story, a description, or a sequence of events in grade-level spoken discourse.</td>
<td>Student can identify a variety of illustrated simple or expanded sentences that together develop a story, a description, or a sequence of events in grade-level spoken discourse.</td>
</tr>
</tbody>
</table>

**Anchor 4**
MULTIPLE MEANINGS OF THE WORD “BAT”

1. Heavy stick or cudgel (n.)
2. A wooden or metal club or stick used to play a ball game (n.)
   1. baseball bat
3. In certain games, as baseball, to strike the ball. (v.)
4. To take one's turn as a batter. (v.)
5. A flying, nocturnal, mammal (n.)
6. To wink, or flutter the eyelashes (v.)
7. To hit, wallop (v.)
IDIOMS

- At Bat
- Right off the bat
- Go to bat for
- Bat around an idea
- Blind as a bat
- To have bats in the belfry
  - Not bat an eye
  - Bat a thousand
  - To be at bat
- Like a bat out of hell
- Bat around an idea
  - At bat
All About Bats

https://www.youtube.com/watch?v=b3w9ZbRQiuk
https://www.schooltube.com/video/003196835a384365822b/Stellaluna
Planning lessons using the ToMs and the PLDs

Road Map for Guided Practice

1. Read the entire text.
2. Decide what the [L, S, R, W) focus will be.
3. Look at the corresponding Targets of Measurement.
   
   Read the General claim. NOW decide which general claim & which anchor will give you the language objective.

4. Select the section to be read.
5. Ask the focus question and then re-read the section.
6. Look at the Targets of Measurement for the chosen modality. Note: 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 (cause/effect; compare/contrast; sequence; problem/solution; description) 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 PLD for differentiation or levels.
10. Discuss different types of scaffolding depending on language level.
A bat is a **mammal**. **Mammals** are animals that nurse their young, have hair, and are **warm blooded**. Humans, dogs and whales are **mammals**. But, bats have a special ability. They can fly!

There are about 1,200 types of bats in the world. Most of them eat **insects**. **Insect** eating bats are usually small in size. There are more than 150 types of fruit bats. These bats are usually larger and search for sweet **fruits** and other plants. Some people think bats suck your blood. This is not true. Only three kinds of bats drink blood. This group is known as **vampire** bats. They mostly feed on the blood of **animals** like cows and deer- *not humans*. 
Unit Selections:

- WEEBLY.COM
- Search for Stellaluna
Planning lessons using the ToMs and the PLDs

Analyze the text: “Bats”
Source: Carney, E. Bats: National Geographic Reader

- What is the text structure?
- What is your content focus?
- What language will be required for the students to demonstrate an understanding of the concepts?
  - Technical language
  - Multiple meaning words
  - Morphological analysis:
    - The suffix “ly”
    - Noun pluralization (insect/insects)
  - Cognates
- What is your listening Target of Measurement?
- What is your Speaking Target of Measurement?
- What scaffolds would you use to aid in comprehension of the text?
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?
Q and A
Abby Baruch, NYS-NYC RBE-RN at Fordham University, abaruch@fordham.edu
Howitt, NYS-NYC RBE-RN at Fordham University, howitt@fordham.edu