Planning Instruction Aligned to NYSESLAT Targets of Measurement

Middle School Principals’ Association of the City of New York
Brooklyn Marriott
March 5, 2016
9:45-10:45
Presenters: Aileen Colon & Sara Martinez
The Goals of today’s session

Participants will:

- Become familiar with the purpose and function of the NYSESLAT Targets of Measurement (ToMs) and the Performance Level Descriptions (PLDs)
- Understand how the ToMs and PLDs support teachers of ELLs to identify linguistic targets during their lesson planning and to provide scaffolding for students at each of the five language levels
Task: Text Analysis

After selecting the text, begin to think about the language focus of your lesson. Based on the text you may decide to focus on the following:

- What is your content focus?
- What is the text structure?
- What language will be required for the students to demonstrate an understanding of the concepts? (Multi meaning words, use of transition words and figurative language.)
New York Times
Shirtwaist Factory Fire (1911)

- It was Saturday, March 25, 1911. The work week was ending at the Triangle Waist Company factory in Lower Manhattan, and the men and women who operated the sewing machines and cut the cloth were pushing away from their tables, with some anticipating a night on the town and all looking toward to their one day of rest.
- On the 8th floor, flames suddenly leaped from a wastebasket under a table in the cutters’ area.
- While workers frantically struggled with pails of water to douse it, the fire hopscotched to the other waste bins and snared the paper patterns hanging from strings overhead.
- The fire spread quickly---so quickly that in a half hour it was over, having consumed all it could in the large, airy lofts on the 8th, 9th and 10th floors of the Asch Building, a half block east of Washington Square Park.
- In its wake, the smoldering floors and wet streets were strewn with 146 bodies, all but 23 of them young women.
- The Triangle Shirtwaist factory fire, as it is commonly recorded in history books, was one of the nation’s landmark disasters, a tragedy that enveloped the city in grief and remorse, but eventually inspired important shifts in the nation’s laws, particularly those protecting the rights of workers and the safety of buildings.
Word usage and Grammar

- verb (used with object), **strewed, strewn** [stroon], **strewing**.

1. to let fall in separate pieces or particles over a surface; scatter or sprinkle: *to strew seed in a garden bed.*
2. to cover or overspread (a surface, place, etc.) with something scattered or sprinkled: *to strew a floor with sawdust.*
3. to be scattered or sprinkled over (a surface): *Sawdust strewed the floor.*
4. to spread widely; disseminate: *to strew rumors among the troops.*

- *The clothes were strewn all over the bedroom floor.*
## Target of Measurement

### GENERAL CLAIM 1

**Claim**
Students can determine information in a grade-level text.

<table>
<thead>
<tr>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
</tr>
</thead>
</table>
| **ANCHOR 1**

Students can identify key narrative elements and central ideas in a grade-level text.  

**TOM.R.7–8.1**

Students can identify words, phrases, or sentences that *signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme* in a grade-level text.  

*indicate, signal, or refer to:*
- a character, an individual, a subject, or a topic  
- multiple points of view  
- the setting  
- an event or an action  
- evidence or information  
- a literary device  
- two or more main ideas  
- a message or a theme  

| **ANCHOR 2**

Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.  

**TOM.R.7–8.2**

Students can identify words, phrases, or sentences that *signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions* in a grade-level text.  

*signal or convey:*
- a key detail  
- an opinion or a result  
- a sequence of events or actions  
- a chronology of ideas  
- a cause and effect relationship  
- a comparison or contrast of information  
- a problem and solution relationship  
- a conclusion

| **ANCHOR 3**

Students can determine the meaning of vocabulary in a grade-level text.  

**TOM.R.7–8.3**

Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact in a grade-level text.  

*provide:*
- a context clue to find meaning  
- textual information to find meaning  
- language imagery to find meaning  
- the impact of words in a text
# Targets of Measurement

## 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.7–8.4**

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 or a topic, a description, a claim and evidence, events, or a relationship.**

**Language Purpose/Function/Characteristics**

- **determine:**
  - the development of a story or a topic (key details, characteristics, facts, description)
  - the development of a claim, reasons, evidence, or examples
  - the development of a connection between ideas
  - the development of a sequence of events
  - the development of a cause and effect relationship
  - the development of a comparison or contrast of information
  - the development of a problem and solution relationship
  - the development of an argument
  - the development of a theme or a message

### ANCHOR 5

**Students can determine elements, connections, and topics that are established by text structures in grade-level texts.**

**TOM.R.7–8.5**

Students can identify **significant elements, connections, relationships, topics, and/or themes that are established** by text structures. Text structures are defined here as **words, phrases, and sentences that work together to determine elements, connections, and topics** in grade-level texts.

**Language Purpose/Function/Characteristics**

- **establish:**
  - a significant element (idea, character, event, etc.)
  - a significant connection (between characters, ideas, events, etc.)
  - a significant relationship (of characters, ideas, themes)
  - a significant topic
  - a significant theme
WHAT ARE ToMs?

TARGETS OF MEASUREMENT (ToMs)

The \textit{NYSESLAT Targets of Measurement} documents describe what students should be able to do at each grade band level, linked to specific targets of measurement and their linguistic purposes. Resource files are provided by each modality. Educators can use this resource to ensure their instruction and formative assessment are aligned with these targets.

- **ToMs** are NYSESLAT specific
- **ToMs** are aligned to the Common Core grade-level standards.
- **ToMs** are modality driven
- **ToMs** support teachers by providing a \textit{road-map} for English language instruction for each grade.
TOMs provide guidance about language

*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)

Looking at the Toms helps us to identify the:

- **Purpose** of language
- **Function** of language
- **Language objectives** or the language necessary to ensure that students accomplish instructional goals.

The *Linguistic Demands* are articulated for the purposes of assessment development as Targets of Measurement (ToMs)

- The NYSESLAT test questions measure the ToMs
### Common Core Grade 7 Standard (RI.7.5): Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### Grade Level Academic Demand

Analyze How Major Sections of Text Contribute to Overall Structure and Development of Ideas

**Linguistic Demands:** The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging, and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).

- Use sentence structures to describe how major sections contribute to the whole text (e.g., This section contributes _____; This section adds information on _____.)

### Example to Address the Linguistic Demands

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
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</thead>
</table>
| What steps have we taken toward making it the century of the child? So far, very, very few. Why does the Children’s Era still remain a dream of the dim and distant future? Why has so little been accomplished?—in spite of all our acknowledged love of children, all our generosity, all our good-will, all the enormous spending of millions on philanthropy and charities, all our warm-hearted sentiment, all our incessant activity and social consciousness? Why? We have only been a sort of silly reception committee, a reception committee at the Grand Central Station of Life. Trainload after trainload of children are coming in, day and night—nemelied refugees arriving out of the Nowhere into the Here. Trainload after trainload—many unwelcome, unwanted, unprepared for, unknown, without baggage, without passports, most of them without pedigrees. These *unlimited* hordes of refugees arrive in such numbers that the reception committee is thrown into a panic—a panic of activity. | In a mini lesson and small group/whole class conversations, model how to analyze the author’s structure of a text and how individual parts contribute to development of the whole text.
  - Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
  - Use sentence structures to describe how major sections contribute to the whole text (e.g., This section contributes _____; This section adds information on _____.)
  - In the first paragraph, the author uses a question form (bold) (e.g., What steps have we taken toward making it the century of the child?).
  - In the second paragraph, the author describes refugees children using adjectives (italics) (e.g., unwanted, unwelcome, nemelied). The meaning of the prefix *un* in *unwelcome* and *unlimited* means no/not. This can also be a source of linguistic analysis.

<table>
<thead>
<tr>
<th>Shift 2: Performance Levels (Cont’d)</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>
</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.
WHAT ARE PLDs?

There are PLDs 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
<table>
<thead>
<tr>
<th>2016 READING Performance Level Descriptions – Grades 7–8</th>
</tr>
</thead>
</table>
| **GENERAL CLAIM 1**
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. |

<table>
<thead>
<tr>
<th>Entering</th>
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<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
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<tbody>
<tr>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.</td>
<td>Student can, with limited support, identify most simple or expanded sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.</td>
<td>Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.</td>
<td>Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.</td>
</tr>
</tbody>
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| Anchor 2 |
Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text. |

<table>
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<th>Commanding</th>
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<tr>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.</td>
<td>Student can, with limited support, identify most simple or expanded sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.</td>
<td>Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.</td>
<td>Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.</td>
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| Anchor 3 |
Students can determine the meaning of vocabulary in a grade-level text. |

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<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
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<tr>
<td>Student may determine the literal meaning of some Tier 1 words and their impact in a grade-level text.</td>
<td>Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.</td>
<td>Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.</td>
<td>Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.</td>
<td>Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.</td>
</tr>
<tr>
<td>GENERAL CLAIM 2</td>
<td>Entering</td>
<td>Emerging</td>
<td>Transitioning</td>
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<tr>
<td>Students can determine the development of ideas in grade-level texts.</td>
<td>Not applicable for this performance level.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.</td>
<td>Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.</td>
</tr>
<tr>
<td>Anchor 4</td>
<td>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</td>
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<tr>
<td>Target of Measurement 4</td>
<td>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 or a topic, a description, a claim and evidence, events, or a relationship.</td>
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</tr>
<tr>
<td>Anchor 5</td>
<td>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</td>
<td>Not applicable for this performance level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target of Measurement 5</td>
<td>Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</td>
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</tbody>
</table>

**Target of Measurement 4**

- Students can determine the development of ideas in grade-level texts.

**Target of Measurement 5**

- 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 or a topic, a description, a claim and evidence, events, or a relationship.
How are the ToMs Aligned with the PLDs?

- Separate ToMs are aligned with **Performance Level Descriptions (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 level of language proficiency.
Task: Differentiation

Think about the needs of your students in an ELL classroom. What are their language levels? What types of scaffolding will each group of language learners need to be able to engage with the linguistic demands within the text?
Planning

Partner Activity

Working with a grade level partner and using the same nonfiction text, use the ToMs and the PLDs to differentiate your lesson for students at each of the proficiency levels.
What are some actionable steps that support classroom teachers’ work with ELLs?

Leaders:

- communicate a compelling rationale to focus on instructional practices to serve diverse learners
- directly engage in teaching and learning initiatives to support a culture of learning
- target all classroom teachers for ELL professional development
- use data to identify areas for instructional improvement and shape professional development
- align, integrate, and coordinate supports for teachers
- blend district and school level initiatives
  - create opportunities for staff to work collaboratively
  - support data-based discussions of individual student progress
  - leverage local expertise in schools and communities to serve ELLs
- value students’ language and culture
In addition...

Teachers need to know how to address:

- **Language progressions**: How students learn language, both in terms of general language acquisition and in terms of the acquisition of discipline-specific academic language

- **Language demands**: What kinds of linguistic expectations are embedded within specific texts and tasks with which students are being asked to engage

- **Language scaffolds**: How specific representations and instructional strategies can be used to help students gain access to the concepts as well as to the language they need to learn

- **Language supports**: How classrooms and schools can be organized to support students in continually building a deep understanding of language and content
**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.
Reflection

As an administrator, how can I support teachers of ELLs?

How can the ToMs support planning for targeted language instruction?

What is the importance of identifying language objectives?

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

- Freeman Field, Rebecca. *Positioning ELLs at the Core of the Core*, 2012
- 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](http://www.readwritethink.org)
- Colorín Colorado: [www.colorincolorado.org](http://www.colorincolorado.org)
- CREATE: Center for Research on the Educational Achievement and Testing of English Language Learners. [www.cal.org/create](http://www.cal.org/create)
- August, D., Shanahan, T. *Developing reading and writing in second-language learners*, 2008
- Unabridged Audio Book: *The Triangle Shirtwaist Factory Fire: Flames of Labor Reform* by Michelle Houle
- [http://www.history.com/topics/triangle-shirtwaist-fire](http://www.history.com/topics/triangle-shirtwaist-fire)
FINAL THOUGHTS

Please complete Feedback Survey. Thank you.
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감사합니다

Grazie

Thank You

Merci

Danke

Ευχαριστίες

Dank

Gracias

Obrigado

Dalu

Köszönöm

Tack

Seé

ありがとう