NYSESLAT

Instructional Implications: Alignment to CCLS

Presenter: Eva Garcia, Yazmín Torres
Meeting the Challenges

• Beginners

- Differentiate instruction for newly arrived beginners versus beginners who have been here more than a year
- Eliminate test preparation sessions for newly arrived beginners and design an instructional program that considers stages of language acquisition
- Integrate language structures, functions and vocabulary in student’s daily program
- Emphasize and focus instruction on speaking opportunities throughout the school day
- Use the native language for instruction to continue content learning (Science, Social Studies, Mathematics)
Meeting the Challenges

**Intermediate**

- Schedule time to plan instruction between ESL and content area teachers
- Content Areas teachers of ELLs should be familiar with ESL methodologies
- Continue to provide support in listening and speaking while increasing time in reading and writing
- Continue vocabulary instruction and language structures
- Grammar model lessons should be integrated into the writing program for ELLs
Meeting the Challenges

Advanced

• These students can be mainstreamed into the regular program during literacy periods in preparation for achieving proficiency level
• Continue intensive academic vocabulary instruction
• Increase opportunities for oral discussion and defending and arguing an issue (debate)
• Consider how vocabulary and content is delivered in core subjects
Meeting the Challenges

Proficient

• Identify, monitor and support former Ells
• These students are still entitled to two years of ESL support and testing accommodations
AMA O Status

• Information about your Local Education Agency (LEA) AMAO status can be found at the NYSED OBE-FLS website:
  http://www.p12.nysed.gov/biling/docs/TitleIIIAMAOAllLEAsInformation.pdf

• If your LEA met the AMAOs for the 2009-2010 school year, and has met AMAOs for two (2) or more consecutive years, your LEA is deemed in good standing and does not have to submit any reports.
If you have beginner students, they can take State Assessments in their native language for the exception of ELA, English Regents and NYSESLAT.
Accommodations for ELLs

English language learners are allowed accommodations
Why not use them?
What can principals do?

• Become familiar with all school reports related to ELLs (LAP, Part 154, Title 3, NYSESLAT, BESIS).

• Meet with all teachers serving ELLs for the purpose of looking at NYSESLAT results and prepare for planning.

• Establish time for conversations centered around ELL issues.
Closing the “achievement gap” for ELLs

- High expectations for ELLs
- Professional development for all teachers coming into contact with ELLs
- Collaborative planning time
- School-wide familiarity with Title III AMAO targets - for the purpose in making changes to instructional program
- Rigorous academic program for ELLs
To discuss the instructional implications for the speaking and writing subtests

- How do we prepare ELL students for the Spring 2014 administration of the NYSESLAT?
- How can we use the scoring rubrics to adjust instructional programs and planning for instruction?
- How can we support students in the classroom to provide speaking and writing opportunities that will demonstrate growth in L2?
Phase 1 (2013-2014)

- New Grade Bands:

<table>
<thead>
<tr>
<th>Grade</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-12</th>
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- Structure and format will remain the same
- Mapped to the existing ESL Standards
- Greater emphasis on *academic language*
- Will feature CCLS shift to *Reading for Information*
How to Help ELLs Academic Language?

Brief Tip for Teacher

Video
Phase 2 (2015)

- Fully aligned to CCLS
- Aligned to Bilingual Common Core Progressions (new levels):

<table>
<thead>
<tr>
<th>Five (5) levels of Language Progressions</th>
<th>Formerly Four (4) Levels of Language Development</th>
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<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
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<td>Emerging</td>
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<td>Transitioning</td>
<td>Advanced and Proficient</td>
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<td>Expanding and Commanding</td>
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</table>
Changes in Speaking Subtest

- Must be scored by a teacher who is NOT the student’s ESL teacher or the student’s ELA teacher

- Schools have three options for administering and scoring the Speaking Subtest:
  - Assign someone other than the student’s teacher to administer and simultaneously score the Speaking subtest
  - The student’s teacher administers the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student’s responses
  - The student’s teacher administers and records the student’s responses which would subsequently be scored by a disinterested teacher.
Changes in Writing Subtest

- Responses to the constructed-responses questions **must be scored by a committee of teachers**

- No one teacher may score more than approximately one-half of the constructed-response questions in a student’s Writing subtest booklet.

- Neither the student’s ESL teacher nor the student’s ELA teacher may score any of the constructed-response questions in that student’s Writing subtest booklet.
Summary of Phase One Changes to the NYSESLAT Subtests

<table>
<thead>
<tr>
<th></th>
<th>Speaking</th>
<th>Listening</th>
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In Phase Two, additional revisions will be made to the NYSESLAT to fully align it to the CCLS and new Bilingual Common Core Standards. It is anticipated that the first administration of the fully CCLS aligned NYSESLAT will occur in Spring 2015.
<table>
<thead>
<tr>
<th>Subtest</th>
<th>Question Type</th>
<th>Response Type*</th>
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</table>

*Response Type: MC = multiple-choice question; CR = constructed-response (open-ended) question.
Approximation to grade-level fluency

- **Ideas expressed clearly** and effectively
- **Uses vocabulary that is context-related and precise**-(general academic and domain-specific words as appropriate).
- **Demonstrates command of the conventions of standard English** grammar and usage

**Social and academic interaction k-12**
Speaking
k-12 Score Point 2

- Relevant response that approximates grade-level fluency
  - Appropriately describes the person, thing, or event in the graphic
  - Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)
  - Demonstrates command of the conventions of standard English grammar and usage (correct verb tense, subject-verb agreement)

Sentence Completion
Speaking k-12 Score Point 2

Relevant response that approximates grade-level fluency

- Is complete (addresses both parts of the oral prompt)
- Approximately integrates and evaluates the visual information
- Ideas are expressed clearly
- Uses vocabulary that is context-related and precise (academic and domain specific words as appropriate for the task)
- Demonstrates command of the conventions of standard English grammar and usage

Picture Description

NYS/NYC RBE-RN
Speaking k-12 Score Point 2

- Relevant response that approximates **grade-level fluency**
  - *Is complete* (addresses both parts of the oral prompt)
  - Appropriately **integrates and evaluates the graphic information** (response is accurate)
  - *Ideas are expressed clearly* (coherent and cohesive)
  - Uses vocabulary that is context-related and **precise** *(academic and domain-specific words as appropriate to the task)*
  - Demonstrates command of the conventions of standard English **grammar and usage**

**Response to graphic information**
In summary daily lessons to support speaking should include:

- Speaking opportunities
- Vocabulary in the content areas
- Grammar as a warm up exercises or embedded in lessons (tenses).
- Language frames or sentence completion exercises
- Embed picture description into daily lessons
- Use of graphs, charts, illustrations etc
- Storytelling, paraphrasing, summarizing
## Writing

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Grade</th>
<th>Implications for Instruction</th>
</tr>
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<tbody>
<tr>
<td>Letter Writing</td>
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<td></td>
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<tr>
<td>Word Writing</td>
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<td>Sentence Writing</td>
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<td>Picture-Based Story</td>
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<td>Descriptive Writing Paragraph</td>
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<tr>
<td>Fact-Based Essay</td>
<td>3-12</td>
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</table>
Writing (kindergarten) Score Point 1

- Recognizable as the correct letter
- May be uppercase or lowercase
- Letter may be reversed if a reversal does not turn it into a different letter

Letter Writing
Writing K-2 Score Point 2

- Clearly recognizable as the correct word
- No spelling errors
- Letters may be uppercase, lowercase, or both
- Letters may be reversed if word meaning does not change

Word Writing
Writing K-2 Score Point 2

Shows grade-appropriate control of written English conventions

- Capitalizes first word in a sentence
- Includes all words in the correct order
- Maintains appropriate word spacing
- Uses grade-appropriate spelling (phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1-2)
- May contain a few letter reversals
- Uses appropriate end punctuation (grades 1-2)

Sentence Writing
Writing 3-12 Score Point 4

The response:

- Addresses the task and includes reasons supported by relevant details from the source material provided
- Integrates information from the source material using student’s own words
- Is clear, coherent, and well organized
- Uses precise language and domain-specific vocabulary that is appropriate to the task
- Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Fact-Based Essay
Goal of descriptive writing: To create a vivid picture of a person, place, or a thing.

How descriptive writing be supported in daily classroom instruction?
The Five-Step Writing Process for Descriptive Essays

1. Pre-Writing Phase:

What do you want to describe?

✓ a person
✓ a place
✓ a memory
✓ an experience
✓ an object
Why are you writing your descriptive essay?

✓ Usually, you have a particular *reason* why you need to write this descriptive essay.

✓ Getting in touch with this *reason* can help you focus your description and imbue your language with a particular perspective or emotion.
Imagine that you want to write a descriptive essay about your grandfather.

chose to write about his
• physical appearance
• the way that he interacts with people.

However, rather than providing a general description of these aspects, you want to convey
• your admiration for his strength
• kindness.

This is your reason for writing the descriptive essay.

To achieve this, you might focus one of your paragraphs on describing the roughness of his hands, roughness resulting from the labor of his work throughout his life, but you might also describe how he would hold your hands so gently with his rough hands when having a conversation with you or when taking a walk.
2. Drafting the Descriptive Essay:

How should you write your description?

*Begin with sentence.

* Demonstrate the difference between *tell* and *show*

Activity: Write a sentence that shows the following rather than tell.

• I grew tired after dinner.
• Vilma is content with her birthday present.
• Carlos is sad because his dog pass the way.
• Grandma Gladys kindness is admirable.
• The crystal vase is delicate.
In summary, daily lessons to support writing should include:

- Capitalization and punctuation
- Writing words and sentences
- Spacing between words
- Spelling of common words, Dolch list
- Main ideas with details to support picture story
- Complete sentences-What is a complete sentence?
- Descriptive words and visualization
- Working with informational text or content area text
- Domain specific vocabulary
Demystifying NYSESLAT: Best Instructional Practices

Presenter: Eva García, Yazmín Torres

NYS/NYC RBE-RN
NYS/NYC RBERN at Fordham University
DEMystifying NyseSlAT for Good Instructional Practices

Listening Section—List what students are expected to do in this section? Think of academic language, student engagement, vocabulary and questioning—strategies for teachers to use and for students.

Speaking Section—List what students are expected to do in this section? Think of rubrics that can be used in assessing speaking opportunities for ELs. Possibly using Ivannia’s work.

Reading—List what students are expected to do in this section? Discuss types of passages, format, types of genre and what strategies for teachers and students. Possibly refer to Mary Cappellini’s book.

Writing—List what students are expected to do in this section? Discuss types of writing.
Planning ahead for 2013 NYSSELT

NYC RBERN at Fordham University

- How do we prepare ELL students for the Spring 2013 administration of the NYSSELT?
- How can we use the scoring rubrics to adjust instructional programs and plan for instruction?
- How can we support students in the classroom to provide speaking and writing opportunities that will demonstrate growth in L2?

**Speaking Sections of NYSSELT**

- Speaking opportunities
- Vocabulary in the content areas
- Grammar as a warm up exercises or embedded in lessons (tenses).
- Language frames or sentence completion exercises
- Embed picture description into daily lessons
- Use of graphs, charts, illustrations etc
- Storytelling (1 Question)

**Writing Sections of NYSSELT**

- Capitalization and punctuation
- Writing words and sentences
- Spacing between words
- Spelling of common words
- Main ideas with details to support picture story
- Complete sentences—What is a complete sentence?
- Descriptive words and visualization
Overview of the Picture Word Inductive Model

Steps of the PWIM

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.

Strengths of the PWIM.

The basic steps of the PWIM stress these components of phonics, grammar, mechanics, and usage:

- Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- Students hear and see letters identified and written correctly many times.
- Students hear the words spelled correctly many times and participate in spelling them correctly.
- In writing the sentences, the teacher uses standard English (transforming student sentences if necessary) and uses correct punctuation and mechanics (e.g., commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After several lessons and experience with the teacher modeling the devices, the students learn how to use them, too.
Sentence Combining Challenge: Warm-Ups

Although short, simple sentences can be used effectively, too many of them can make your writing seem repetitive, choppy, and not connected well. The challenge in the following questions is to create one correct and effective sentence out of each series of short, basic sentences.

Sample

It was dark.
It was stormy.
It was night.
I was lost.

Combined: I was lost in a dark and stormy night.

The sentences in most of the following questions can be combined in more than one way. Find the construction that you feel is the most naturally flowing and effective.

1. Her backpack was bulging.
   Her backpack was heavy.
   Her backpack was full.
   It contained overdue library books.

2. The mall was crowded.
   The young people were excited.
   The record store was holding a sale.
   The sale was 50% off all CD’s.

3. The teacher looked for his notebook.
   Pages in his notebook were missing.

4. She looked at the history assignment.
   It was long.
   It was complicated.
   It was due next week.
   She made a decision.
   She decided not to start it right away.

5. He looked at his English notebook.
   It was the night before the exam.
   The exam was important.
   The exam was important.
# Writing Paragraphs

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<th>Identify Sentence</th>
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<tr>
<td><strong>1. Introductory Sentence(s):</strong> Usually only stated in the opening paragraph, the 'Introduction Sentence' outlines the main focus of the essay/assignment.</td>
</tr>
<tr>
<td><strong>2. Topic Sentence(s):</strong> This introduces the specific topic of the paragraph in question.</td>
</tr>
<tr>
<td><strong>3. Topic Developing Sentence(s):</strong> This sentence gives additional information about the topic.</td>
</tr>
<tr>
<td><strong>4. Topic Expanding Sentence(s):</strong> Outlines the 'slant' or 'argument' of the paragraph. Usually this sentence requires a signposting term such as: 'However'; 'Conversely'; 'Frequently'; 'Additionally' etc.</td>
</tr>
<tr>
<td><strong>5. Topic Concluding Sentence(s):</strong> Concludes the discussion of the topic. Can also be used as a link to the next paragraph.</td>
</tr>
</tbody>
</table>

Hand-shaking is a greeting convention in many cultures. People routinely shake hands at a first meeting. In some cultures, the practice is to shake hands on parting also. This can be symbolic of drawing business to a close. However, in other cultures the greeting and farewell are supplemented by a kissing gesture where two people touch cheek to cheek. In France, there appears to be some protocol to this behavior, which is rarely understood by those from other cultures. Salutations vary across the globe and traditions often differ even within one country.

*From McMillan and Weyers, How to Write Great Essays, 119.*
<table>
<thead>
<tr>
<th>What does it look like?</th>
<th>What does it smell like?</th>
<th>What does it sound like?</th>
<th>What does it feel like?</th>
<th>What does it taste like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Essay Moods and Purpose

Select a place to describe. Close your Eyes and picture this place. Open your eyes and complete the questions below to plan your essay.

<table>
<thead>
<tr>
<th>What place will I describe to my reader, who <strong>probably hasn’t been there</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why am I choosing this place, and not another?</td>
</tr>
<tr>
<td>Where is this place? How did I get there?</td>
</tr>
<tr>
<td>Does it remind me of other places I’ve been?</td>
</tr>
<tr>
<td>How was I feeling? Did I feel different at the end of the day?</td>
</tr>
<tr>
<td>Have I felt this way before? If so, where? Can I make a connection to both places?</td>
</tr>
<tr>
<td>What do I want my reader to feel after reading my essay?</td>
</tr>
<tr>
<td>Which one of the senses will you use to describe and paint a picture for your readers? Smell, taste, touch, see, feel</td>
</tr>
</tbody>
</table>

NYC RBERN Template
Planning Ahead

✓ Prepare a monthly calendar for the monthly support with specific topics to support instruction in listening, speaking, reading and writing.

✓ Look at the listening and reading sections - informational text as read aloud etc.
Thank you!

Contact Information

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