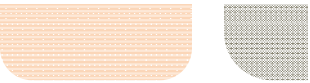




Toward a “Common Definition of English Learner”:

Key Lessons from a National Dialogue

National Conference on Student Assessment
June 23, 2015 **San Diego, CA**



Robert Linqunti
CA Comprehensive
Center at WestEd



H. Gary Cook
Wisconsin Center for
Educational Research

Presentation Purposes

- Provide context for national working sessions
- Recap activities and learnings to date
- Highlight efforts in ELP consortia and stand-alone states
- Describe next steps

Consortia members required to adopt common definition of English learner



Each consortium “must define the term in a manner that is uniform across member states and consistent with section 9101(25) of the ESEA”
(USED, 2010, p. 20)

Federal Definition of LEP

ESEA, 9101(25)

The term limited English proficient...means an individual —

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or ***whose native language is a language other than English***; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) ***who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency***; or (iii) who is migratory, ***whose native language is a language other than English, and who comes from an environment where a language other than English is dominant***;

and...

Federal Definition of LEP ESEA, 9101(25), cont'd.

- D. whose difficulties in speaking, reading, writing, or understanding the English language ***may*** be sufficient to deny [them]:
- the ability to ***meet the State's proficient level of achievement*** on State assessments;
 - the ability to ***successfully achieve in classrooms*** where the language of instruction is English; or
 - the opportunity to ***participate fully in society***.

Permutations of Consortia

PARTICIPATION CHANGES CONTINUALLY

Current as of 6/17/15

| Academic / ELP | WIDA ASSETS | CCSSO ELPA-21 | Stand-Alone |
|-------------------------|--|--------------------|-------------|
| Smarter Balanced | DE, HI, ID*, ME, MI, MO, MT, NC, ND, NH, NV, SD, VT, WI, WY* | IA, OR, WA, WV | CA, CT |
| PARCC | AK, CO, DC, IL, LA MA, MD, MS, NJ, NM, RI | OH | NY |
| Stand-Alone | AL, FL*, GA, IN, KY, MN, OK, PA, TN, UT, VA | AR, KS, LA, NE, SC | AZ, TX |

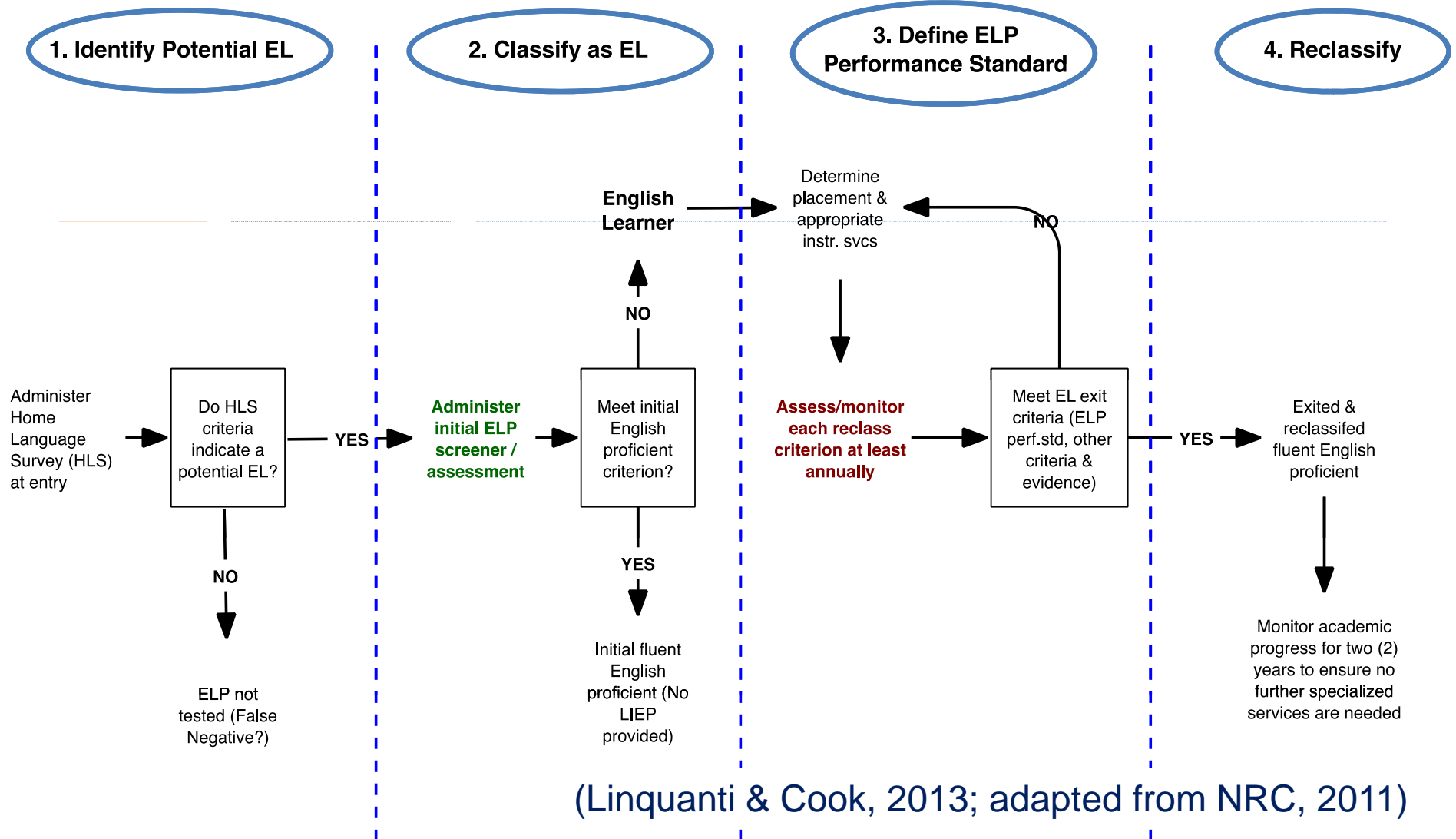
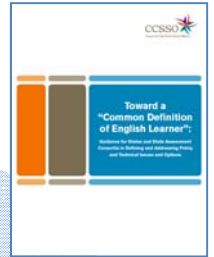
*Transitioning to WIDA

Key Policy/Process Tasks

1. Identify potential English learners
 - Home language surveys (HLS)
2. Establish initial EL classification
 - ELP classification instruments & process
3. Define “English proficient”
 - ELP assessment performance standard
4. Reclassify English learners
 - Potential “exit” criteria & process

(Linguanti & Cook, 2013)

4-Stage Framework to Move Toward More Common EL Definition



CCSSO-Sponsored National Activities to Date



- Working session on Stages 1 & 3 (Sept. 2013)
 - Paper published on Home Language Survey
 - Paper published on Reference ELP PLDs
- Working session on Stage 2 (May 2014)
 - Paper published on initial EL classification
- Working session on Stage 4 (Sept. 2014)
 - Paper on EL reclassification *in press*

Home Language Survey Guidance

Reprising the Home Language Survey:
Summary of a National Working Session on
Policies, Practices, and Tools for Identifying
Potential English Learners

January 2014

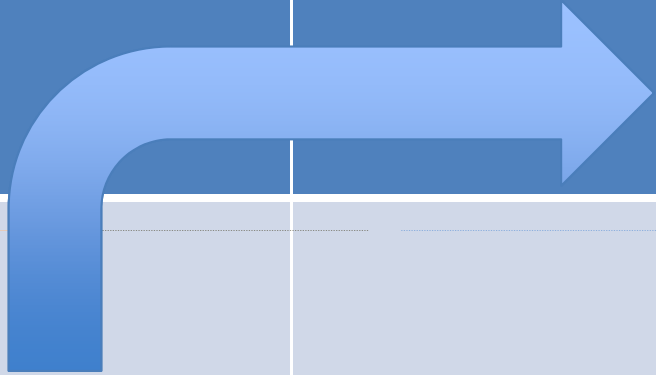


- Explicitly state purposes & uses
- Clarify the construct
- Develop questions – e.g.,
 - *Which language(s) does your child currently understand and speak?*
 - *Which language(s) does your child most often use at home, in school, outside school?*
 - *Which language does your child most often hear at home, in school, outside school?*
- Set administrative procedures, interpretation rules

(Linguanti & Bailey, 2014)

Stage 1.

HLS relation to ELP “Screener”



| HLS Result (Stage 1) | | Initial ELP Assessment Result (Stage 2) | |
|-------------------------|---------------------|--|----------------|
| | | Proficient | Not Proficient |
| HLS Result (Stage 1) | Potential EL | I-FEP | EL |
| | Not Potential EL | [“EO”] | “Discovered” |

Example from CA: Initial CELDT Examinees (2012-13)

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------------------|---------------------|--------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-------------------|-------------------|---------------------|
| Advanced | 3,765 (2.0%) | 1,920 (12.0%) | 983 (10.0%) | 828 (10.0%) | 995 (13.0%) | 1,144 (16.0%) | 1,323 (20.0%) | 1,401 (21.0%) | 1,111 (20.0%) | 2,625 (22.0%) | 1,002 (15.0%) | 1,106 (20.0%) | 848 (21.0%) | 19,051 (6.0%) |
| Early Advanced | 14,115 (7.0%) | 3,749 (23.0%) | 1,803 (18.0%) | 1,328 (16.0%) | 1,355 (18.0%) | 1,469 (21.0%) | 1,134 (17.0%) | 1,301 (19.0%) | 945 (17.0%) | 2,449 (20.0%) | 1,321 (20.0%) | 1,316 (23.0%) | 965 (24.0%) | 33,250 (11.0%) |
| Intermediate | 44,889 (22.0%) | 3,875 (24.0%) | 2,412 (24.0%) | 2,124 (25.0%) | 1,741 (23.0%) | 1,374 (20.0%) | 1,253 (18.0%) | 955 (14.0%) | 829 (15.0%) | 1,857 (15.0%) | 1,120 (17.0%) | 1,016 (18.0%) | 757 (19.0%) | 64,202 (22.0%) |
| Early Intermediate | 55,122 (27.0%) | 2,059 (13.0%) | 1,502 (15.0%) | 1,132 (13.0%) | 711 (9.0%) | 542 (8.0%) | 705 (10.0%) | 638 (10.0%) | 553 (10.0%) | 1,144 (9.0%) | 854 (13.0%) | 684 (12.0%) | 514 (13.0%) | 66,160 (22.0%) |
| Beginning | 83,484 (41.0%) | 4,628 (29.0%) | 3,433 (34.0%) | 3,067 (36.0%) | 2,787 (37.0%) | 2,476 (35.0%) | 2,364 (35.0%) | 2,408 (36.0%) | 1,999 (37.0%) | 3,970 (33.0%) | 2,450 (36.0%) | 1,518 (27.0%) | 959 (24.0%) | 115,543 (39.0%) |
| Number tested | 201,375 (100.0%) | 16,231 (100.0%) | 10,133 (100.0%) | 8,479 (100.0%) | 7,589 (100.0%) | 7,005 (100.0%) | 6,779 (100.0%) | 6,703 (100.0%) | 5,437 (100.0%) | 12,045 (100.0%) | 6,747 (100.0%) | 5,640 (100.0%) | 4,043 (100.0%) | 298,206 (100.0%) |

Potential ELs: ~300,000

“False Positives”: 52,000+ (17%) False Negatives: ??

Current CA HLS Questions

*First
language used*

1. *Which language did your child learn when he/she first began to talk?*

*Frequency of
language
use/exposure*

2. *Which language does your child most frequently speak at home?*

3. *Which language do you (the parents or guardians) most frequently use when speaking with your child?*

*Frequency of
language exposure?*

4. *Which language is most often spoken by adults in the home? (Parents, guardians, grandparents, or any other adults)*

Draft Proposed CA HLS Questions Stage 1.

Current languages used

1. Which language(s) does your child **currently**...

- a. understand?
- b. speak¹?
- c. read [for Grades 1 and higher]?
- d. write [for Grades 1 and higher]?

Frequency of English use

2. Which language does your child usually **use**...

- a. at home with **parent(s)/guardian(s)**?
- b. at home with brothers and sisters **(if applicable)**?
- c. at home with other family members **(if applicable)**?
- d. in school, **including preschool if enrolling kinder** (if applicable)?
- e. **in other places, with friends and others (if applicable)** ?

Frequency of English exposure

3. Which language does your child usually **hear**²...

- a. at home with **parent(s)/guardian(s)**?
- b. at home with brothers and sisters **(if applicable)**?
- c. at home with other family members **(if applicable)**?
- d. in school, **including preschool if enrolling kinder** (if applicable)?
- e. **in other places, with friends and others (if applicable)**?

¹ For American Sign Language (ASL) users, to “speak” means to sign using ASL.

² For ASL users, to “hear” means to view ASL being signed.

**CA
Pilot Q's
(post-
Focus
Groups)**

Language Survey (Home and Other Contexts)

Student Name: _____ School: _____

Date of Birth: _____ Grade Entering: _____

Directions: Please answer all questions. If a question is *not* applicable to your child, please check the "Not applicable" box for that question. For questions 2.a-e and 3.a-e, if your child uses (or hears) more than one language with *equal frequency* in a situation, please list *all* languages that apply.

1.a. Which language/ or languages does your child currently understand?

1.b. Which language/ or languages does your child currently speak¹?

1.c. Which language/ or languages does your child currently read?

Not applicable ☐

1.d. Which language/ or languages does your child currently write?

Not applicable ☐

2.a. Which language does your child most frequently use at home with parent(s)/guardian(s)?

2.b. Which language does your child most frequently use at home with brothers and sisters?

Not applicable ☐

2.c. Which language does your child most frequently use at home with other family members/ caregivers?

Not applicable ☐

2.d. Which language does your child most frequently use in school or preschool?

Not applicable ☐

2.e. Which language does your child most frequently use outside of home and school with friends and others?

3.a. Which language does your child most frequently hear² at home with parent(s)/guardians?

3.b. Which language does your child most frequently hear at home with brothers and sisters?

Not applicable ☐

3.c. Which language does your child most frequently hear at home with other family members/ caregivers?

Not applicable ☐

3.d. Which language does your child most frequently hear in school or preschool?

Not applicable ☐

3.e. Which language does your child most frequently hear outside of home and school with friends and others?

State/Consortium Activity with HLS

- CA: Pilot validation study of proposed HLS underway (*REL-West, CA CC, UCLA*)
- WIDA ASSETS: Common EL Def. Committee piloting HLS process in volunteer states
- NYS's new regulations regarding HLS administration in place
- Continued x-state/consortium communication

Initial EL Classification Guidance



Strengthening Policies and Practices for the
Initial Classification of English Learners:
Insights from a National Working Session

January 2015



1. Guidelines for initial EL classification
2. Strategies to address EL misclassification
3. Approaches to support comparability of criteria and procedures within and across states and consortia

(Cook & Linquanti, 2015)

Initial EL Classification Issues

- Variability in how ELs initially classified
- No provisions to identify & correct misclassifications

Table 1. State EL Classification Assessments and Locus of Authority (as of May 2014, includes District of Columbia)⁵

| Initial EL Classification ELP Assessment (Type and Number) | Authority for Defining EL Classification Process | | Total |
|--|--|--------------------------|-----------|
| | LEA Alone | LEA, with SEA Guidelines | |
| State Summative ELP Test | 2 | 3 | 5 |
| Single State-developed Screener | 1 | 0 | 1 |
| Single Commercial Screener | 6 | 0 | 6 |
| Multiple Commercial Screeners | 6 | 1 | 7 |
| Single Consortium Screener | 14 | 2 | 16 |
| Multiple Consortium Screeners | 11 | 5 | 16 |
| Total | 40 | 11 | 51 |

(Cook & Linquanti, 2015)

Where Misclassifications Can Occur

| | | Initial ELP Assessment Result (Stage 2) | |
|-------------------------|------------------|--|----------------|
| | | Proficient | Not Proficient |
| HLS Result (Stage 1) | Potential EL | I-FEP | EL |
| | Not Potential EL | ["EO"] | "Discovered" |

(Cook & Linquanti, 2015)

How Students Can Be Classified/Misclassified

Table 2. Permutations of language classification and special education status

| Language Classification | Not Special Ed-identified | Special Ed-identified |
|---|---------------------------|-----------------------|
| English Learner | I | II |
| Non-EL linguistic-minority (Initially English fluent / native bilingual) | III | IV |
| Monolingual English (“English Only”) | V | VI |

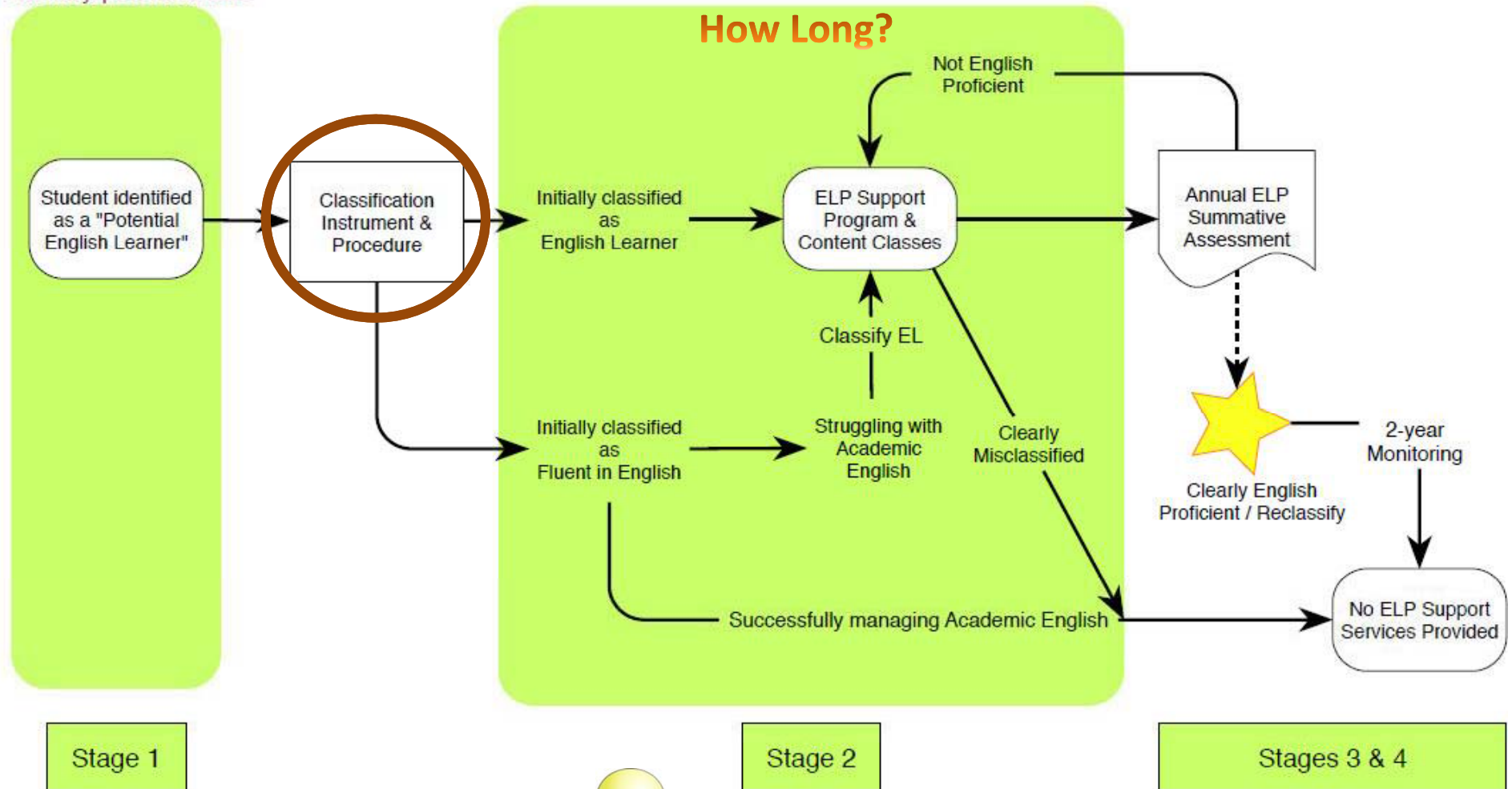
(Cook & Linquanti, 2015)

Initial EL Classification Model Stage 2.

"Pre-classification Period"
Identify potential ELs

Provisional Classification Period

How Long?



National Working Session Idea



(Cook & Linquanti, 2015)

Initial EL Classification Guidance (1 of 2)

Strengthening Policies and Practices for the
Initial Classification of English Learners:
Insights from a National Working Session

States and districts should:

- 1. provide common guidance on purposes, policies, and practices*
- 2. ensure initial classification process appropriately and consistently implemented*
- 3. consider "provisional classification" period to allow for correction of misclassifications*
- 4. differentiate procedures and tools for K-1, yet ensure optimal decisions*
- 5. align initial classification assessment to state ELP standards*

(Cook & Linquanti, 2015)

Initial EL Classification Guidance (2 of 2)

Strengthening Policies and Practices for the Initial Classification of English Learners: Insights from a National Working Session

6. *examine validity of instruments and procedures used*
7. *identify and share policies, practices, and tools that reduce misclassifications*
8. *Districts within state/states within consortia should use single initial class. assessment; allow multiple assessments only w/ evidence of comparability*

ELP assessment consortia should:

9. *provide guidance on instrument(s), data collection/analysis protocols, admin. policies & procedures*
10. *conduct studies of instruments, procedures, and practices to assure comparability of initial classification outcomes*

(Cook & Linquanti, 2015)

Defining “English Proficient”

- Should be consistent with Federal “LEP” definition
- ELP consortia should explore common English proficient performance descriptors
- Empirical approaches should be used to identify English proficient range

(See Cook, Linquanti, Chinen, & Jung, 2012)

What Does English Proficient Mean?

- Goal – Determine English language proficiency level range that reflects “English proficient”



Relate ELP to content assessment performance *without requiring a minimum content test performance*

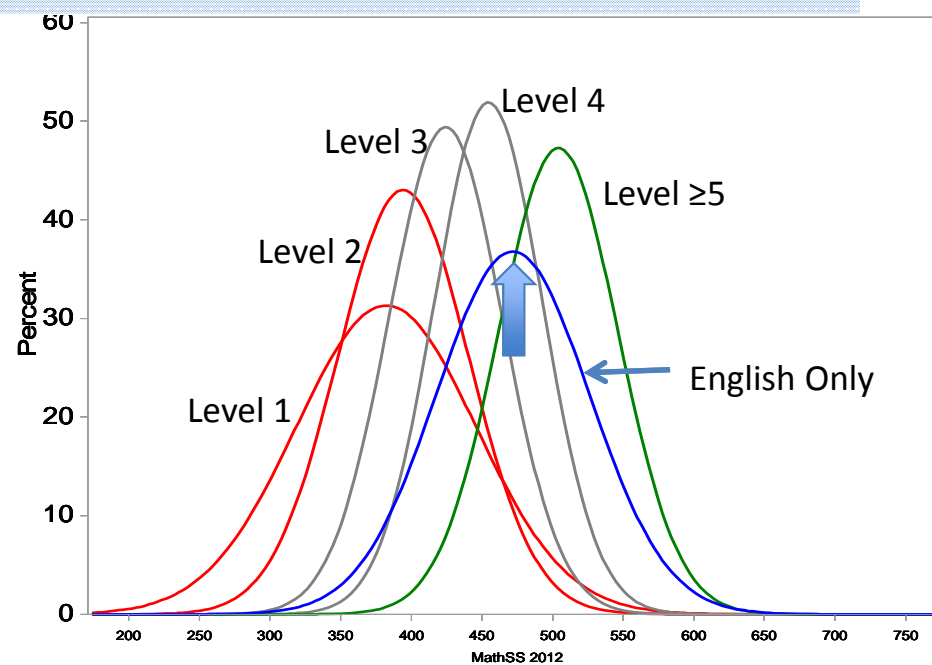
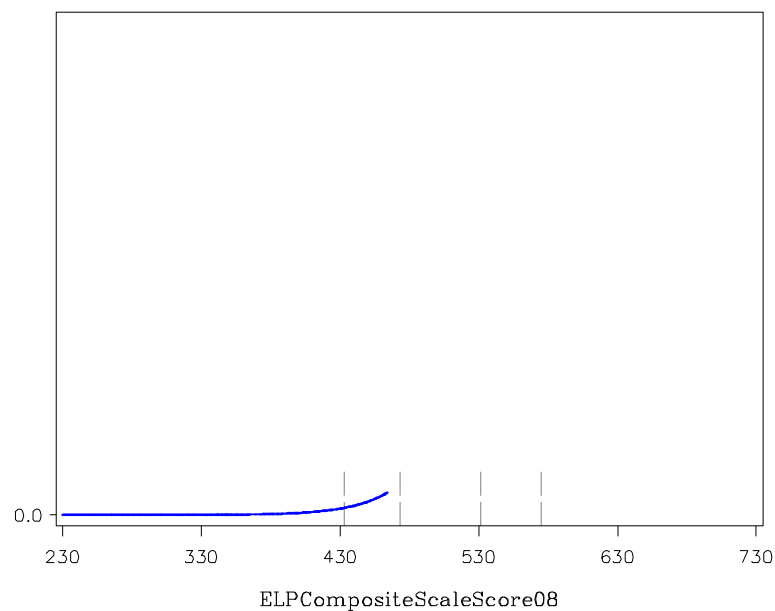
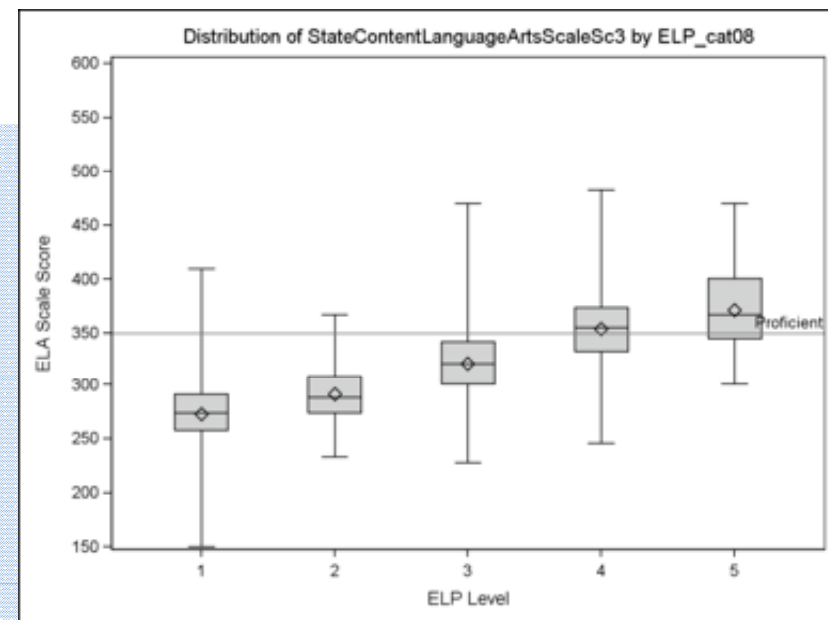
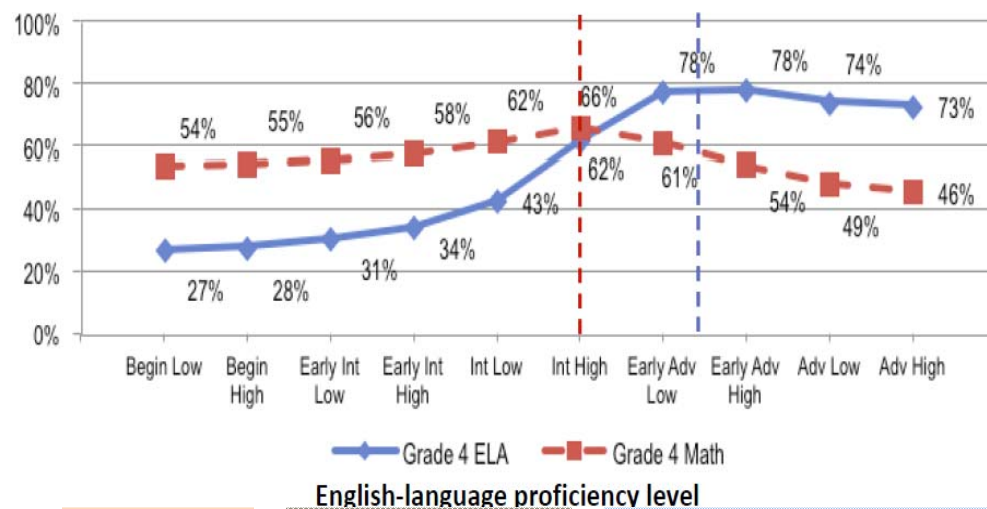
- Key Assumptions
 - A meaningful relationship exists between ELP and content assessment performance
 - ELP level becomes less related to content achievement as students approach English language proficiency

(Cook, Linquanti, Chinen, & Jung, 2012)

Multiple Methods to Identify English-Proficient “Sweet Spot”

- *Decision Consistency* – ELP Level & content achievement categorizations
- *Logistic Regression* – Likelihood that ELs at given ELP level will score proficient on content assessment
- *Descriptive Box Plots* – Graphically represents ELP and content assessment relationships
- *Equivalent Distribution* – Identifies ELP score/level where content test performance distribution of comparably-situated ELs and non-ELs is equivalent

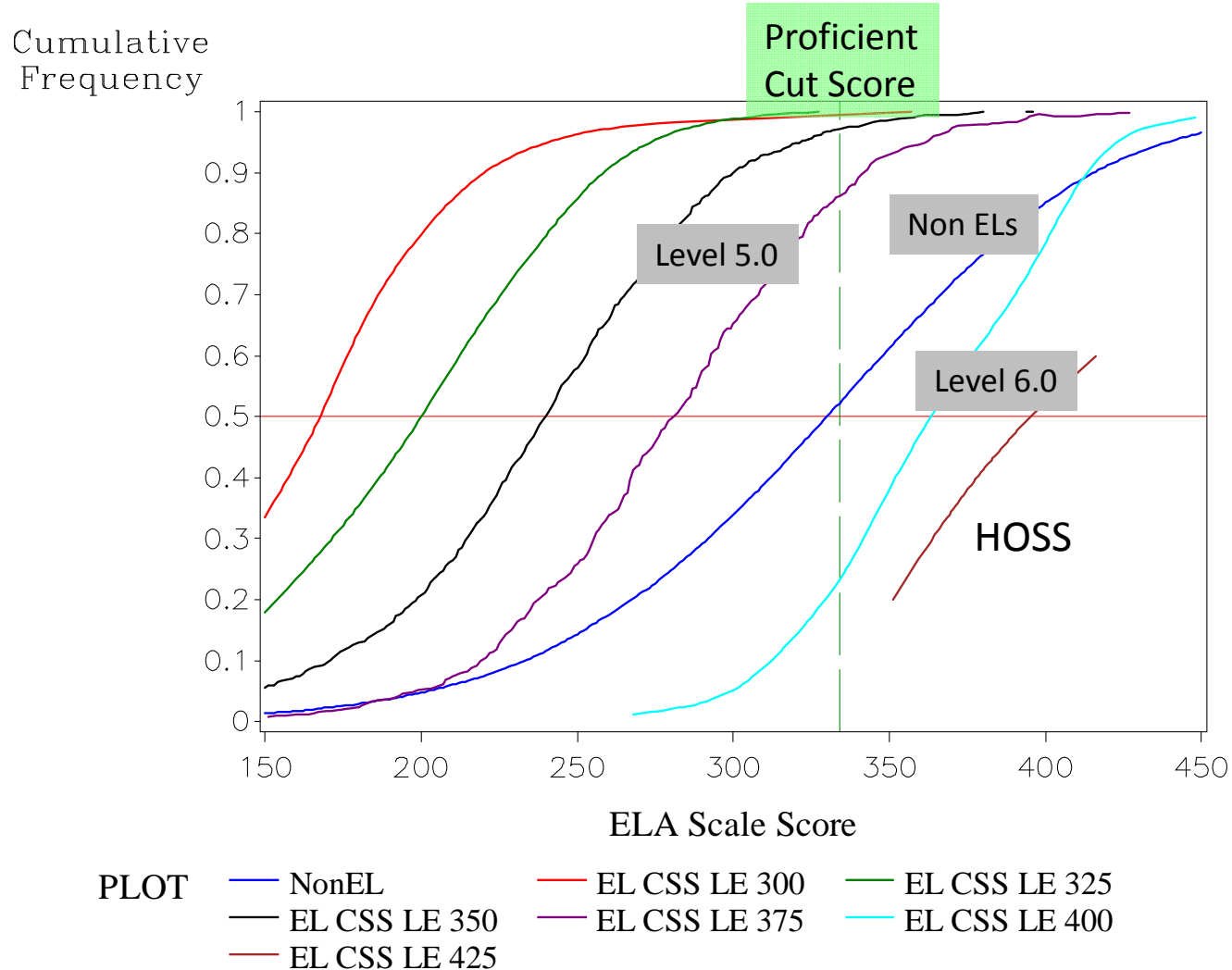
(See Linqianti & Cook, 2013; Cook, Linqianti, Chinen, & Jung, 2012)

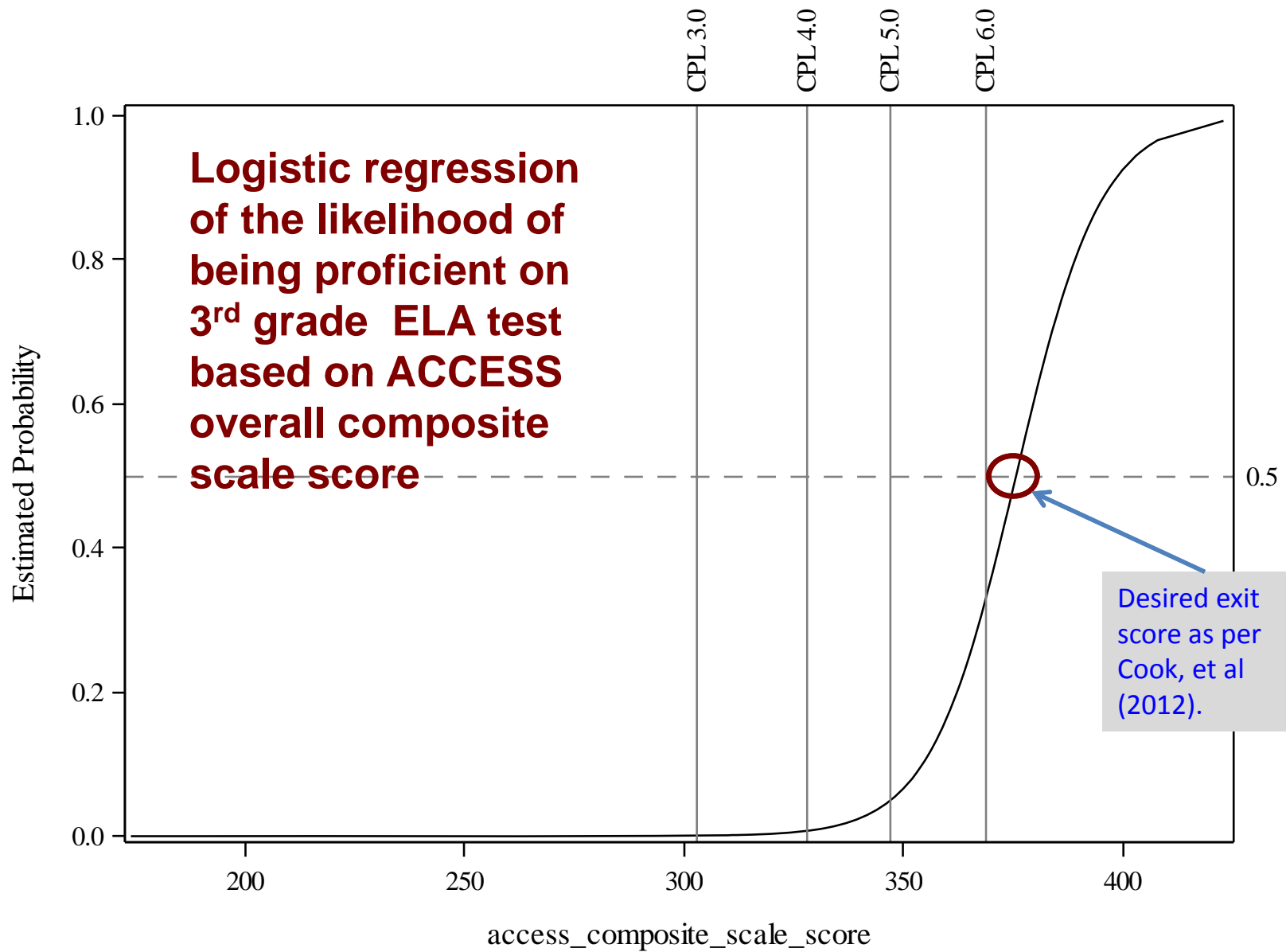


(See Linqianti & Cook, 2013; Cook, Linqianti, Chinen, & Jung, 2012)

Coming to a CCR assessment near you...

Grade 3 ELA Assessment CDFs by ACCESS CompSS Ranges (CPL 6.0 = CSS 369)





Reference Performance Level Descriptors

Reference Performance Level Descriptors:
Outcome of a National Working Session on
Defining an "English Proficient" Performance Standard

January 2014

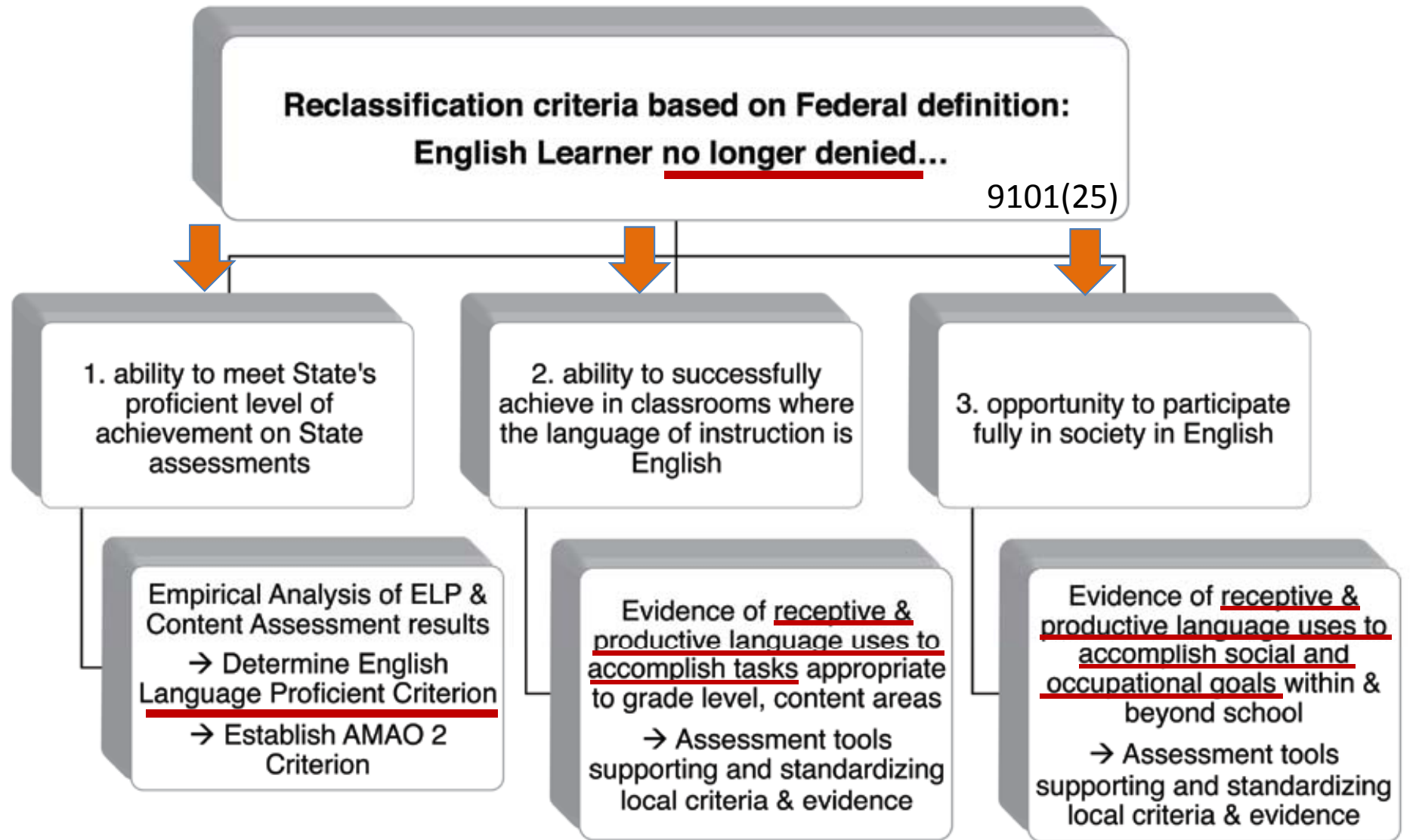


(Cook & MacDonald, 2014)

- Examines common descriptions of ELP performance across states and consortia
- Support cross-state & consortia comparisons of ELP

| RANGE OF PERFORMANCE IN ENGLISH – descriptors reflect performance at exit stage of each level | | | | | | |
|---|---|--|---|---|---|---|
| | PRODUCTIVE | | | RECEPTIVE | | |
| | Low | Moderate | High | Low | Moderate | High |
| ORAL | Engages in basic oral interactions in direct informational exchanges on familiar and routine social and academic topics | Engages comfortably in most social and academic discussions on familiar topics using extended discourse | Produces, initiates, and engages in sustained extended interactions tailored to specific purposes and audiences on a variety of social and academic topics, including new and unfamiliar topics | Understands simple or routine directions and short, simple conversations and discussions on familiar social and academic topics | Comprehends most social and academic discussions on familiar topics and follows discussions related to feelings, needs and opinions in extended discourse | Comprehends longer, elaborated directions, and extended conversations and discussions on familiar and unfamiliar topics in academic and social contexts |
| | Uses repetitive phrasal and sentence patterns with formulaic structures common across discipline areas | Uses a variety of sentence structures with varying complexity | Uses a variety of sentence structures with varied levels of complexity tailored to the communicative task | Demonstrates an understanding of repeated phrases and simply-constructed sentences | Comprehends a variety of grammatical constructions and sentence patterns common in spoken language in academic and social contexts | Comprehends a wide variety of complex and sophisticated sentence structures in varied academic and social interactions |
| | Uses commonly used words and phrases | Uses specific and some technical content-area vocabulary and words or phrases with shades of meaning | Uses a range of abstract, specific and technical content-related vocabulary; uses a range of idiomatic expressions and words or phrases with multiple meanings | Demonstrates an understanding of words and phrases from familiar contexts and previously learned content material | Understands specific and some technical content-related vocabulary; some idiomatic expressions and words or phrases with multiple meanings | Understands a wide range of specific, technical and idiomatic words and phrases; comprehends words and phrases with multiple meanings |
| TEXT-BASED | Produces basic written texts in directed tasks or activities on familiar and routine topics | Produces texts that express ideas to meet most social and academic needs | Produces texts to meet a variety of social needs and academic demands for specific purposes and audiences | Demonstrates an understanding of simple sentences in short, connected texts with visual cues, on familiar topics | Demonstrates comprehension of increasingly complex texts; identifies detailed information on unfamiliar topics with fewer contextual clues | Demonstrates comprehension of a variety of complex texts and identifies general and detailed information in texts on familiar and unfamiliar topics |
| | Produces simple sentences | Produces texts that reflect a grasp of basic grammatical structures and sentence patterns with evidence of emerging use of more complex patterns | Produces texts using a variety of grammatical structures and a broad range of sentence patterns matched to purpose | Demonstrates an understanding of basic, routinely used language structures in social and content-area texts | Demonstrates comprehension of a variety of complex grammatical constructions and sentence patterns in social and content-area texts | Demonstrates comprehension of a wide variety of complex and sophisticated sentence structures from varied social and content-area texts |
| | Uses high frequency and commonly-learned vocabulary and phrases drawn from social contexts and content areas | Uses more varied vocabulary that extends beyond the everyday to include content-specific vocabulary, some idiomatic expressions, and words or phrases with multiple meanings | Uses a broad range of vocabulary, including abstract and technical terms; uses a broader range of idiomatic expressions and words or phrases with multiple meanings appropriate to context | Demonstrates comprehension of frequently occurring content words and phrases in social and content-area texts | Demonstrates comprehension of more varied vocabulary that extends beyond the everyday to include content-specific vocabulary, some idiomatic expressions, and words or phrases with multiple meanings | Demonstrates comprehension of a wide range of vocabulary, including abstract and technical terms; comprehends words and phrases with multiple meanings |

Stage 3 (English proficient) to Stage 4 (Exit)



Multiple Evidence Sources of ELP (Linquanti & Cook, 2013)

National EL Reclassification Working Session (Sept. 2014)

- Discussed stress points in current regs, guidance, interpretations, enforcement
- Examined leverage points to strengthen reliability, validity, comparability while maintaining local decision-making
- Explored group ideas for consensus on “required” vs. “permitted” exit criteria

National EL Reclassification Working Session Takeaways

- EL Reclassification Criteria
 - Support setting “English proficient” ELP standard taking account of academic content proficiency
 - Caveat: Corrective criterion option
 - Support classroom language use criterion
 - Caveats: Comparability, incentives
 - No consensus on examining language use for societal/career participation:
 - Seen as too distant, result of other criteria
 - Use for accountability, not reclassification

National EL Reclassification Working Session Takeaways

- EL Reclassification Process
 - Pursue common criteria/process within states
 - Accept variability *w/ transparency* across states
- Training & Monitoring
 - Pilot online calibration, team approach for observational criteria
 - Monitor evidence of consistent process
- States/Consortia
 - Study comparability across districts (states in consortia)