Instructions for the ESOL Component of the Elementary Report Card

OCTOBER 20, 2019

Learning Targets that will Prepare you for reporting ESOL Grades

I can assess students' linguistic growth in in 4 modalities using the NLAP Descriptors, Targets of Measure (TOMS) and NYS Common Core ELA Standards as performance indicators.

I can access and complete ESOL component of the Elementary Report Card for students in stand-alone ENL classes.

What is the Bilingual Common Core Initiative?

- 5 levels of language proficiency
  - Entering, emerging, transitioning, expanding, commanding

- Student Performance Descriptors provide examples of typical academic student behaviors by proficiency level and modality

- New Language Arts Progressions provide examples of linguistic demands associated with meeting particular standards (http://www.engageny.org/resource/new-language-arts-progressions-nlap-home-language-arts-progressions-hlap-samples-archive)
- Each ELA Standard has an accompanying New or Home Language Arts Progression (NLAP/HLAP)

Year of Implementation of the Amendments made to CR Part 154

Terms Introduced in 2013	
New Language Arts Progressions & Home Language Arts Progressions	5 levels of language progressions (entering, emerging, transitioning, expanding, commanding)
Linguistic demands	Academic language required to perform a learning task
Terms Introduced in September 2014	
MLL	Multi-language learner (formerly ELL)
ENL	English as a new language
Stand-alone	Formerly called pull-out
integrated	Formerly called push-in
TOM	Targets of measure (NYSESLAT)

What are the ESOL Student Performance Indicators Based on?

Student Performance Descriptors for New Language Arts Progressions

5 Levels		Entering	Emerging	Transitioning	Expanding	Commanding
		When acquiring a new language, students at each level are able to demonstrate the following with their new language receptively (listening, reading) and productively (speaking, writing).				
RECEPTIVE	LISTENING	• Recognize pre-identified tier 1, 2 and 3 words found in the text/context • Associate and organize words with support to understand and analyze the text	• Recognize pre-identified phrases and short sentences found in the text/context • Associate and organize phrases and sentences with support to understand and analyze text	• Recognize information independently • Associate and organize information after teacher modeling to understand and analyze text	• Recognize information independently • Associate and organize information independently using teacher provided tools	• Recognize information independently • Associate and organize information independently with guidance from teacher
	READING	• Recognize pre-identified tier 1, 2 and 3 words found in the text/context • Associate and organize words with support to gain more complex and detailed understanding and analysis of the text	• Recognize pre-identified phrases and short sentences found in the text/context • Associate and organize phrases and sentences with support to gain more complex and detailed understanding and analysis of the text	• Recognize information independently • Associate and organize information after teacher modeling to gain more complex and detailed understanding and analysis of the text	• Recognize information independently • Associate and organize information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text	• Recognize information independently • Associate and organize information independently after guidance from teacher to gain more complex and detailed understanding and analysis of the text
PRODUCTIVE	SPEAKING	• Use pre-taught one word answers • Complete sentence starters • Participate in partnership and teacher lead small group discussions	• Use provided key phrases and short sentences • Complete sentence starters • Participate in partnership and small group discussions	• Use word banks to incorporate key vocabulary and phrases into their discussion • Share ideas without prompting and support • Participate in partnership, small group and whole class discussions	• Use glossaries of terms to independently select and use new vocabulary and phrases • Initiate discourse • Participate in partnership, small group and whole class discussions	• Lead discourse • Participate in partnership, small group and whole class discussions
	WRITING	• Complete cloze-type paragraphs • Use pre-identified key words	• Develop short paragraphs • Use pre-identified key phrases and short sentences	• Develop short essays or text • Use word banks to incorporate key vocabulary and phrases into their writing	• Develop multiple paragraph essays • Use a glossary of terms to independently select and use new vocabulary and phrases	• Develop multiple paragraph essays independently

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Targets of Measure (TOMs)

WRITING – GRADE BAND 1–2			
Claim	**Anchor**	**Target of Measurement**	**Language Purpose/Function/Characteristics**
GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	**ANCHOR 1** Students can create and structure a written text.	**TOM.W.1–2.1** Students can **use grade-appropriate language to introduce and complete thoughts and ideas** in a written text.	**produce:** a brief introduction a complete thought or idea
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	**ANCHOR 2** Students can adapt vocabulary appropriately when writing.	**TOM.W.1–2.2** Students can **use grade-appropriate words and phrases to describe detailed thoughts, feelings, and ideas** in a written text.	**provide or describe:** an individual, an event, a place, or an object a feeling or a reaction relevant details for description
	ANCHOR 3 Students can develop a narrative written text.	**TOM.W.1–2.3** Students can **use grade-appropriate language to provide descriptions with details and two or more events in sequence** to develop a narrative text.	**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** Students can **use grade-appropriate language to provide an opinion with a reason and additional information** to develop an informational text.	**produce or develop:** an opinion about a topic a reason for an opinion facts or information about a topic

The 9 Point Rating System

ELA

New York State Scoring System		Rochester City School District Scoring System
4	Exceeds Standards	9: Exceeding standards with distinction 8: Exceeding standards
3	Meets Standards	7: Beginning to exceed standards 6: Meeting the standards
2	Partially Meets Standards	5: Meeting most of the standards 4: Partially meeting standards 3: Beginning to meet standards
1	Far Below Standards	2: Far Below standards 1: No evidence of meeting standards

ESOL

Rochester ESOL Language Proficiency Level Identification Scoring System	
4	9: Proficient/Transitional-Commanding 8: High Advanced-Expanding
3	7: Advanced-Expanding 6: High Intermediate-Transitioning
2	5: Intermediate-Emerging/Transitioning 4: Low Intermediate-Emerging 3: High Beginner-Entering/Emerging
1	2: Beginner-Entering 1: Newcomer-Entering

Common Core Standard and Grade Level Standard Correlation

Progressions include what students can do and are organized by domain and modality

NEW LANGUAGE ARTS PROGRESSIONS

Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.

Common Core Grade 3 Standard (W.3.1): Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons, b. Provide reasons that support the opinion; c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons; d. Provide a concluding statement or section.

MAIN ACADEMIC DEMAND:
Develop Persuasive Writing Using Reasoning and Evidence

GRADE LEVEL ACADEMIC DEMAND:
Develop Coherent and Persuasive Opinion Pieces

5 Levels of Language Progressions	Entering	Emerging	Transitioning	Expanding	Commanding
	When acquiring a new language, student performance of the standard using grade level topics or texts and with proper supports at each level demonstrates that they are:				
RECEPTIVE — Oracy and Literacy Links	**L.** Able to identify the introduction to a topic, opinion, and conclusion in an opinion piece by organizing *pre-identified key words into a Main Idea/Supporting Reasons graphic organizer*, as topics or text are read aloud in class, or in *partnership and/or teacher-led small group* discussions, in *new and/or home language*. **R.** Able to identify *two or more* supporting reasons in an opinion piece by organizing them into the *Main Idea/Supporting Reasons graphic organizer* and highlighting linking words in the text *that appear on a provided list (i.e. and, but,* or others listed below), when reading topics or text in *new and/or home language*.	**L.** Able to identify the introduction to a topic, opinion, and conclusion in an opinion piece by organizing *pre-identified key phrases and short sentences* into a *Main Idea/Supporting Reasons graphic organizer*, as topics or text are read aloud in class, or in *partnership and/or small group* discussions, in *new and/or home language*. **R.** Able to identify *two or more* supporting reasons in an opinion piece by organizing them into the *Main Idea/Supporting Reasons graphic organizer* and highlighting linking words in the text *that appear on a provided list (i.e. for example,* or others listed below), when reading topics or text in *new and/or home language*.	**L.** Able to identify the introduction to a topic, opinion, and a conclusion in an opinion piece by organizing them into a *Main Idea/Supporting Reasons partially completed graphic organizer*, as topics or text are read aloud in class, or in *partnership, small group, and/or whole class* discussions, in *new and occasionally in home language*. **R.** Able to identify *lists of* supporting reasons in an opinion piece by organizing them into the *Main Idea/Supporting Reasons* graphic organizer and highlighting linking words in the text *after teacher modeling (i.e. also, as,* or others listed below), when reading topics or text in *new and occasionally in home language*.	**L.** Able to identify the introduction to a topic, opinion, and a conclusion in an opinion piece by *independently* organizing them into a *Main Idea/Supporting Reasons graphic organizer*, as topics or text are read aloud in class, or in *partnership, small group, or whole class* discussions, in *new language*. **R.** Able to identify *lists of* supporting reasons in an opinion piece by organizing them into the *Main Idea/Supporting Reasons* graphic organizer and *independently* highlighting linking words in the text *(i.e. like, for instance, because* or others listed below), when reading topics or text in *new language*.	**L.** Able to identify the introduction to a topic, opinion, and a conclusion in an opinion piece by organizing them into *a note taking guide or taking notes independently*, as topics or text are read aloud in class, or in *partnership, small group, or whole class* discussions, in *new language*. **R.** Able to identify *lists of* supporting reasons in an opinion piece by independently noting them into the *note taking guide or taking notes independently* and highlighting linking words used *(i.e. however, in contrast, in conclusion* or others listed below), when reading topics or text in *new language*.

		Entering	Emerging	Transitioning	Expanding	Commanding
PRODUCTIVE	**Oracy and Literacy Links**	**S.** Able to persuade by *completing sentence starters* that address an introduction, opinions, reasons and a conclusion, using *pre-taught one word answers* that include linking words (*i.e. and, but,* or others listed below), when speaking about topics or text in *partnership and/or teacher-led small group discussions* in *new and/or home language.*	**S.** Able to persuade by *completing sentence starters* that address an introduction, opinions, reasons and a conclusion, using *provided key phrases and short sentences* that include linking words (*i.e. for example, or others listed [below]* ... *nership, small group ... whole class ... ions in new and ... ionally in home ... age.*	**S.** Able to persuade by *participating in discussions* that address an introduction, opinions, reasons and a conclusion, using *a word bank* that includes linking words (*i.e. also, as,* or others listed below), when ...king about topics or text ...*nership, small group ...* whole class ...sions in *new and* ...ionally in *home* ...age.	**S.** Able to persuade by *initiating discourse* that addresses an introduction, opinions, reasons and a conclusion, using *a glossary of terms* that includes linking words (*i.e. like, for instance, because,* or others listed below), when speaking about topics or text in *partnership, small group and/or whole class discussions* in *new language.*	**S.** Able to persuade by *leading discourse* that addresses an introduction, opinions, reasons and a conclusion, using linking words (*i.e. however, in contrast, in conclusion,* or others listed below), when speaking about topics or text in *partnership, small group and/or whole class discussions in new language.*
		W. Able to develop a persuasive opinion piece by *completing cloze type paragraphs* that address an introduction, opinions, reasons and a conclusion, using *pre-taught one word answers* that include linking words (*i.e. and, but,* or others listed below), when writing about topics or text *new and/or home language.*	**W.** Able to develop a persuasive opinion piece by *writing short paragraphs* that address an introduction, opinions, reasons and a conclusion, using *pre-identified key phrases and short sentences* that include linking words (*i.e. for example,* or others listed below), when writing about topics or text in *new and/or home language*	**W.** Able to develop a persuasive opinion piece by *writing a short essay* that addresses an introduction, opinions, reasons and a conclusion, using *a word bank* that includes linking words (*i.e. also, as,* or others listed below), when writing about topics or text in *new and occasionally in home language.*	**W.** Able to develop a persuasive opinion piece by *writing a multiple paragraph essay* that addresses an introduction, opinions, reasons and a conclusion, using *a glossary of terms* that includes linking words (*i.e. like, for instance, because,* or others listed below), when writing about topics or text in *new language.*	**W.** Able to develop a persuasive opinion piece by *writing a multiple paragraph essay* that addresses an introduction, opinions, reasons and a conclusion, using linking words (*i.e. however, in contrast, in conclusion,* or others listed below), *independently,* when writing about topics or text *in new language.*

Progressions include what students can do and are organized by domain and modality

Identifying Linguistic Demands in Relation to Grade Level ELA Standard allows you to Target Learning Activities at the Next Level Above Students' Proficiency Level

Common Core Grade 3 Standard (W.3.1): Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion; c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons; d. Provide a concluding statement or section.	GRADE LEVEL ACADEMIC DEMAND: *Develop Coherent and Persuasive Opinion Pieces*

Linguistic Demands: *words, phrases and forms that link ideas. The following are some examples in English, that may vary based on the language of instruction.*

- **Giving a reason:** *as, due to/due to the fact that, because of, since*
- **Giving examples:** *for example, for instance, namely*
- **Adding information:** *and, also, in addition, as well as, too, furthermore, moreover, apart from, besides*
- **Cause and Effect:** *because, since, therefore*

- **Contrasting ideas:** *like, unlike, while, although, but, however, on the one hand*
- **Providing conclusions:** *consequently, this means that, as a result, the result, to conclude, in doing so*
- **Summarizing:** *the former, the latter, the first reason is, lastly, the following*

Examples to Address the Linguistic Demands: *words, phrases and forms that link ideas found in a social studies/historical text. The following are some examples in English, that may vary based on language of instruction and content area. In the first three levels, students can approach this linguistic demand in new and/or home language.*

- Analyze in small groups/whole class how sentences are modified depending on the linking words and phrases used:
  - These children live in poverty, **but [however]** the Blue Truck brings a surge of happiness **and** curiosity.
  - The blue truck is here, **thanks to [due to]** the hard work of Relief International, an organization that provides relief to victims of natural disasters **and** civil conflicts.

- In a mini lesson and small group/whole class conversations, model how opinion pieces have an opinion, supporting reasons and a conclusive statement:
  - The children in the Kelenterli refugee settlement can't sit still when they know that the Blue Truck is coming. The Blue Truck is here, thanks to the hard work of Relief International, an organization that provides relief to victims of natural disasters **and** civil conflicts. These children live in poverty, **but** the Blue Truck brings a surge of happiness **and** curiosity. Their goal is simple. For a few hours each week; the children of Kelenteterli and other settlements, are given the opportunity to borrow books. **In doing so**, they may feel they are part of a new generation growing up in Azerbaijan. "For us" says the librarian, "the mobile library is as important as air or water."
  - Margriet Ruurs, writer and educator, contacted libraries around the world and asked them to share stories about their libraries **and** to record the happy faces of children receiving books. **The result** is this inspiring photo essay, which is a celebration of books, readers and librarians.

Source: Ruurs, M. (2005). *My Librarian is a Camel. How books are brought to children around the world.* Boyds Mills Press.

Rubric for ESOL Component of RCSD Elementary Report Card

New Language Arts Progressions Rubric for Entering Ratings in the ESOL Component of the Elementary Report Card

NYSESLAT CONVERSION: Beginning = Entering Intermediate = Emerging & Transitioning Advanced = Transitioning/Expanding Proficient/Transitional = Commanding
When acquiring a new language, students at each level are able to demonstrate the following with their new language receptively (listening, reading) and productively (speaking, writing).

5 Levels		1-2 Entering	3-4 Emerging	5-6 Transitioning	7-8 Expanding	9 Commanding
RECEPTIVE	LISTENING	☐ Student is able to recognize tier 1,2 and 3 words found in the text/context of a discussion when given support or supplemental materials ☐ Associates and organizes words with support to understand and analyze a text during a read-aloud or when watching a video	☐ Student is able to recognize pre-identified phrases and short sentences found in the text/context of a discussion when given support or supplemental materials ☐ Associates and organizes phrases and sentences with support to understand and analyze a text during a read-aloud or when watching a video	☐ Recognizes information independently of a discussion when given support or supplemental materials ☐ Associates and organizes information after modeling to understand and analyze text during a read-aloud or when watching a video	☐ Recognizes information independently in order to participate in a discussion ☐ Associates and organizes information independently using teacher-provided tools when listening to a read-aloud or video	☐ Recognizes information independently ☐ Associates and organizes information independently after guidance from teacher during a read-aloud or when watching a video
	READING	☐ Student recognizes tier 1,2 and 3 words found in the text/context when supported with preview activities ☐ Associates and organizes words with support to gain more complex and detailed understanding and analysis of the text	☐ Recognizes pre-identified phrases and short sentences found in the text/context when supported with text pre-reading activities ☐ Associates and organizes phrases and sentences with support to gain more complex and detailed understanding and analysis of the text	☐ Recognizes information independently ☐ Associates and organizes information after teacher modeling to gain more complex and detailed understanding and analysis of the text	☐ Recognizes information independently ☐ Associates and organizes information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text	☐ Recognizes information independently ☐ Associates and organizes information independently after guidance from teacher to gain more complex and detailed understanding and analysis of the text
PRODUCTIVE	SPEAKING	☐ Uses pre-taught one word answers ☐ Completes sentence starters ☐ Participate in partnership and teacher-led small group discussions	☐ Uses key phrases and short sentences as provided by teacher ☐ Completes sentence starters ☐ Participates in partnership and small group discussions	☐ Uses word banks to incorporate key vocabulary and phrases into discussion ☐ Shares ideas without prompting and support ☐ Participates in partnership, small group and whole class discussions	☐ Uses glossaries of terms to independently select and use new vocabulary and phrases ☐ Initiates discourse ☐ Participates in partnership, small group and whole class discussions	☐ Leads discussions ☐ Participates in partnership, small group and whole class discussions
	WRITING	☐ Completes cloze-type paragraphs ☐ Uses pre-identified key words	☐ Develops short paragraphs ☐ Uses key phrases and short sentences provided by teacher	☐ Develops short essays or text ☐ Uses word banks to incorporate key vocabulary and phrases into writing	☐ Develops multiple-paragraph essays ☐ Uses a glossary of terms to independently select and use new vocabulary and phrases	☐ Develops multiple paragraph essays independently

Revised 1.13.2014

CR Part 154 Regulation in Regard to Parent Notification

School staff is required to meet with parents or persons in parental relation at least once a year, **IN ADDITION TO** other generally required meetings with parents, to discuss with parents their child's academic content and language development progress and needs.

If you don't see those students in a stand-alone class, what assessment information will you share with them?

Formative Assessments can serve as means of differentiation or scaffolds in an integrated co-taught setting

Writing	Speaking
· **Completed note catchers** · **Graphic organizers** · **Student completed tables, graphs and other forms of data collection methods** · **Journals** · **Exit tickets** · **Summaries** · **Group work** · **Collaborative writing with google docs** · **Rewriting stories with new endings, characters and/or plots**	· Group discussions · Think, pair, share · Group work (product) · Video creation · Presentations · Retelling stories · Using puppetry to demonstrate a concept or skill
Listening	Reading
· **Fist to five and other quick modes of info gathering** · **Note catchers** · **Exit tickets** · **Sequencing of ideas, plots, word order or other chronological concepts**	· Jig saws · Comprehension questions · Reading followed by group discussions · Pair share comprehension · Quizzes · Rewriting stories with new endings, characters and/or plots

Teaching in an Integrated setting Requires Integration of Core Content Standards

2nd Grade Example

- **ELA Anchor Standard 4**: Students can develop an informational written text.
- ELA 2.4
  - Students can use grade appropriate language to provide an opinion with a reason and additional information to develop an informational text.

- 2nd Grade Social Studies Practice A.2
- Gathering and Using Evidence: Identify, select, and evaluate evidence from diverse sources.

- Math 2.MD Measurement and Data: Represent and interpret data (Draw a picture graph and a bar graph to represent data...

Links to Content Area Standards:

Math:

http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf

Social Studies:

http://www.engageny.org/resource/new-york-state-k-12-social-studies-framework

Science:

http://www.p12.nysed.gov/ciai/mst/sci/ls.html

The Technical Piece: How do I Enter My grades?

Please follow the links provided for detailed support on how to enter ESOL grades:

http://intranet/departments/Teaching%20and%20Learning/default.aspx

Grades K-5 RCSD Report Card Webinar (VIDEO)

https://www3.gotomeeting.com/register/532778758

Grade 6 RCSD Report Card Webinar (VIDEO)

https://www3.gotomeeting.com/register/589313478

 Additional Links:

NLAPS

http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative

Targets of Measure (TOMs)

https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-targets-measurement

IMT LAB support

In person support will be available on the following dates at the IMT Lab in the basement of Central Office.

TBD

Tracy Cretelle at tracy.cretelle@rcsdk12.org or Madeline Strong at madeline.strong@rcsdk12.org