Illinois State Board of Education

STANDARDS-BASED INSTRUCTION AND ASSESSMENT

STANDARDS-BASED INSTRUCTION

STANDARDS-BASED INSTRUCTION FOR ALL STUDENTS WITH EQUITABLE AND MEANINGFUL ACCESSIBILITY FOR ENGLISH LEARNERS

This section specifically addresses the instructional needs of English learners. In Illinois, there are legally mandated standards that must be used for instructional delivery. These standards are applicable to all students, not exclusively to English learners. English learners require mandated English language development standards and meaningful access to core content.

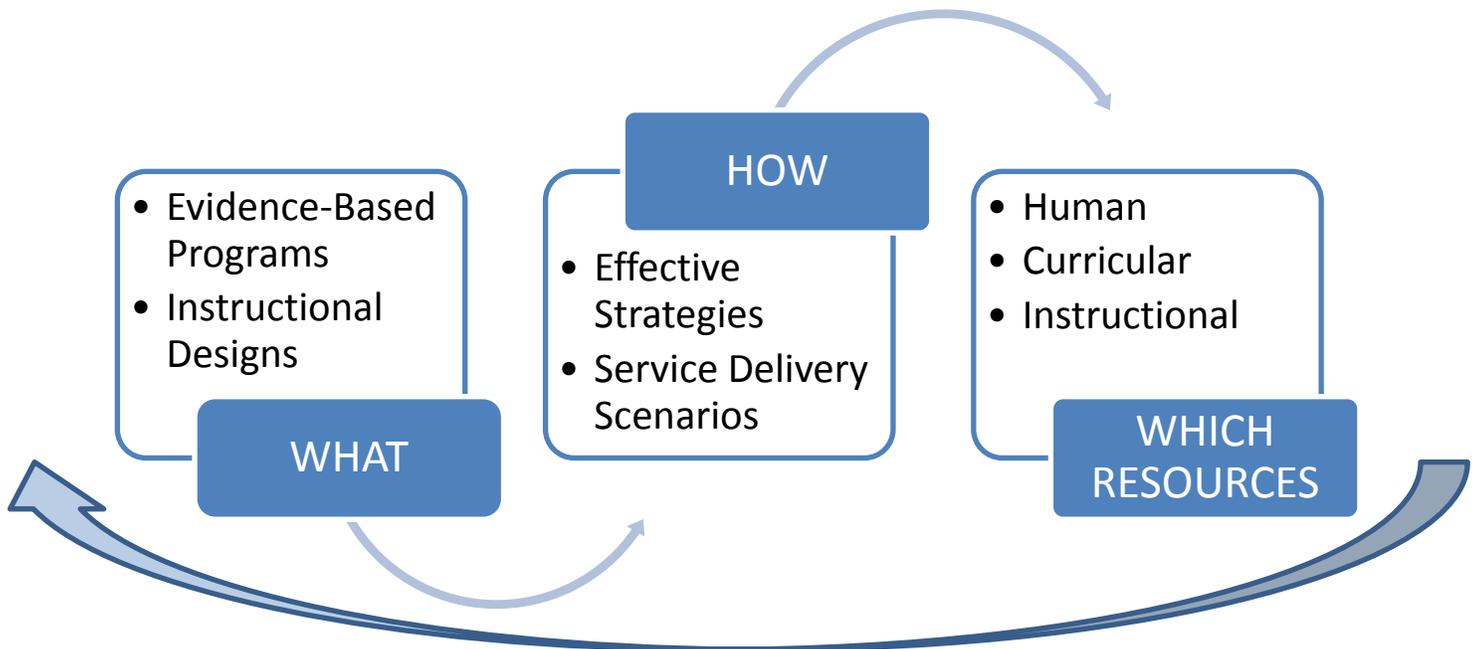| CONTENT INSTRUCTION FOR ALL STUDENTS	Services for English Learners (driven by Legal (TBE/TPI requirements) and Instructional Designs)		
	ACCESSIBILITY TO CORE CURRICULUM FOR ELs	ENGLISH LANGUAGE DEVELOPMENT/ESL	
Rigorous content instruction aligned to Illinois Learning Standards provided to ALL students.	*Cohesive, district-wide, collective systemic and structural support to ensure equitable and meaningful access to content instruction for English learners.*	*Rigorous English Language Development/ English as a Second Language instruction aligned to WIDA ELD standards for English learners.*	**FAMILY ENGAGEMENT** **SCHOOL CLIMATE AND CULTURE** **ELs' NATIVE CULTURES AND HISTORIES**
Language Arts Content and Literacy	Accessibility to Language Arts Content for ELs	Language of Language Arts	
Math Content and Literacy	Accessibility to Math Content for ELs	Language of Math	
Science Content and Literacy	Accessibility to Science Content for ELs	Language of Science	Social and Instructional Language
Social Studies Content and Literacy	Accessibility to Social Studies Content for ELs	Language of Social Studies	
Other Content Areas and Literacy[6]	Accessibility to Other Content for ELs	**Language of Other Content**	

Table 2. The relationship of content instruction and English language development.

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[6] Instruction in subjects that are *either required by law* (see 23 Ill. Adm. Code 1) *or by the student's school district.*

WHAT IS MEANINGFUL ACCESS TO INSTRUCTION FOR ENGLISH LEARNERS?

Meaningful access to instruction for English learners must include these required components:

- Content-driven, standards-based, differentiated English language development instruction to <u>ensure full access to the core curriculum.</u>

- Home language instruction in all content areas and heritage culture and language (for all dual language and transitional bilingual instructional designs to ensure grade-level content learning, access to the core curriculum, and promote <u>bilingualism and biliteracy).</u>

- Home language support as needed to <u>improve comprehension</u> of and <u>meaningful participation of ELs in</u> core instruction in sheltered and English language instructional programs.

WHAT IS ACCESSIBILITY TO CORE CURRICULUM THROUGH CONTENT INSTRUCTION FOR ENGLISH LEARNERS?

Rigorous content instruction aligned to Illinois Learning Standards must be provided to ALL students, including English learners. The Standards focus on critical thinking, problem solving, and analytic skills. The Illinois Learning Standards for Content have established the standards that students are expected to master, however, how educators teach the standards may take on different pathways depending on the students' needs. Differentiation is the key to making the content comprehensible and accessible to all students as it gives students the tools they need so that they can handle whatever comes their way (Wormeli, 2006).

For English learners, access to core content is either through the home language in TBE programs or through ESL and sheltered instruction in TPI programs. Access to core curriculum for English learners requires intentional and deliberate decisions about instructional approaches/strategies, appropriate selection of materials, resources and assessment, aligning content learning with language learning. The collaboration between bilingual education/ESL teachers and general education teachers is essential to optimize students' educational attainment.

WHAT IS ENGLISH AS A SECOND LANGUAGE (ESL)/ENGLISH LANGUAGE DEVELOPMENT (ELD)?

Illinois State rules require English Language Development standards as an anchor for teaching English as a Second Language (ESL). Educators sometime refer to ESL as ELD instruction.

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.10 SUBTITLE A SUBCHAPTER f
Section 228.10
ESL means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is designed to promote students' English language development; it is not to be confused with English language arts which is designed to promote students' conceptual development).

"English Language Development Standards":
"2012 Amplification of English Language Development Standards Kindergarten-Grade 12" for students in kindergarten through grade 12 published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium.
"Early English Language Development Standards Ages 2.5-5.5 2013 Edition" (2013) for students in preschool education programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium.

Both Illinois Learning Standards for Content and Illinois English Language Development Standards must be used in tandem when addressing the needs of ELs.

Illinois English Language Development Standards recognize that English language development occurs over multiple years, is variable, and depends on many factors (e.g. age, maturation, classroom experiences, programming, motivation, and attitudes).
ESL instruction is a required component of all EL programs of instruction. A well-designed ESL program should incorporate both of the following critical components:

1. **Targeted English Language Development:** This component provides "…dedicated time for focused instruction in how English works, providing [ELs] with an understanding of the basic structures of language — in all four domains — for a variety of registers, especially the academic language register needed to engage in academic discourse across all content areas" (Council of the Great City Schools, 2014). In other words, ELs must have the opportunity to learn what makes English different from their home language, and the rules and structures of the English language. Targeted English language development may be provided as a stand-alone course or block or may be a designated time within the school day for a self-contained ESL or bilingual education teacher. It can be thought of as the learning of the language needed to engage with content-area instruction in English.

2. **Content-Based English Language Development:** ELs must have opportunities to develop academic English within the content areas. "The language learning that occurs during a student's experience with the different content areas…is especially valuable for [ELs] because it extends and stretches their language development in new and various directions" (Council of the Great City Schools, 2014). Content-based language development can be thought of as learning language through the content areas.

3. In addition, time for **social-emotional development** are critical components of EL services.

ENGLISH LANGUAGE DEVELOPMENT (K-12)

English Language Development/ESL (K-12) [7]	
Language Development Standard	WIDA's Features of Academic Language

SOCIAL AND INSTRUCTIONAL LANGUAGE	English learners communicate for Social and Instructional purposes within the school setting.	Social language is the everyday register used in interactions outside and inside school.	
LANGUAGE OF LANGUAGE ARTS	English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	Instructional language is the language that typifies classroom discourse from teacher to teacher across content areas. Academic language is used to communicate ideas, concepts, and information necessary for academic success. It is the oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment. The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing register, genre/text type, topic, task/situation, and participants' identities and social roles.	

	Performance Criteria	*Features*
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Organization/cohesion of ideas • Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	• Types and variety of grammatical structures • Conventions, mechanics and fluency • Match of language forms to purpose/perspective
Word/ Phrase Dimensions	**Vocabulary Usage** *(Specificity of word or phrase choice)*	• General, specific, and technical language • Multiple meanings of words and phrases • Formulaic and idiomatic expressions • Nuances and shades of meaning • Collocations

Additional Language Development Standard rows (left column):

- **LANGUAGE OF MATH** — English learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- **LANGUAGE OF SCIENCE** — English learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- **LANGUAGE OF SOCIAL STUDIES** — English learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

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[7] WIDA (2012).

RELATIONSHIP BETWEEN CONTENT INSTRUCTION AND ENGLISH LANGUAGE DEVELOPMENT

The Illinois Learning Standards[8] apply to students in general education settings, as well as all students participating in a program for English Learners (ELs). This means that, for the EL population, districts must focus on both the content standards and the specific language needs of all ELs at their individual levels and in all domains of English language proficiency. Districts should have two main goals in mind for ELs:

- Access to standards-based instruction: All students must be able to meaningfully engage with rigorous, grade-level appropriate instruction that aligns with the Illinois Learning Standards for Content.
- Illinois English Language Development Standards: Districts must support ELs with the tools, resources, and program structures necessary to accelerate academic language achievement and ensure that students are fully engaged in rigorous instruction, preparing them for college, career, and life.

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[8] Illinois Learning Standards includes, but is not limited to, Common Core State Standards, Next Generation Science Standards, Illinois Early Learning and Development Standards, Illinois English Language Development Standards (WIDA), etc.

ASSESSMENT

THE DESIGN OF CONTENT AND LANGUAGE ASSESSMENT FOR ENGLISH LEARNERS

This section covers how assessments should be designed to accurately measure the achievement and progress of English learners.

Comprehensive assessment for English learners (ELs) begins with identifying the characteristics of the student population and matching them to the systematic planning, collection, analysis, and interpretation of data for both language proficiency and academic achievement. These data subsequently offer feedback that impacts instruction and contributes to decisions affecting ELs. Assessment for ELs is standards-referenced and based on the Illinois Learning Standards, including college and career readiness standards and Spanish language arts standards (when applicable), in conjunction with Illinois English Language Development Standards. The languages of assessment reflect the specific instructional designs that are being implemented.

Assessment occurs at the classroom, program, district, and state levels; in turn, each level speaks to specific purposes and audiences. The goal of all assessment is to provide reliable and valid indicators of student performance. To be equitable, assessment for ELs must also be linguistically and culturally responsive. The following bulleted lists address the overall considerations in the selection of EL measures and considerations in the design of measures of academic achievement and language proficiency.

In selecting assessments of academic achievement or language proficiency at the program or district levels, administrators and school leaders are to consider the:
- demographics of the EL population, including their distribution across grade levels, along with their linguistic and cultural backgrounds
- educational experiences of the students inside and outside the United States
- linguistic and cultural experiences of the students
- students' conceptual development
- language(s) of instruction
- need for accommodations for ELs with disabilities

- inclusion of sizeable numbers of ELs in the development of the measure (e.g., piloting, field-testing, standard-setting as reported in the technical manual)
- presence of multiple perspectives in student tasks
- reporting of data by subgroup
- interpretation of data within a linguistic and cultural context

In designing content assessment at the classroom and program levels, teachers and school leaders are to consider the:

- literacy of ELs (in English and/or the home language)
- linguistic, cultural, educational, and instructional experiences of the students
- language(s) of instruction for the particular content areas
- supports used to maximize students' access to content during instruction
- accommodations used for state testing for ELs and ELs with disabilities
- ways to provide standards-referenced student feedback on ELs' academic achievement.

In designing language proficiency assessment at the classroom and program levels, teachers and school leaders are to consider the:

- language proficiencies of the EL population within and across language domains
- complexity of academic language use
- linguistic, cultural, educational, and instructional experiences of the students
- supports used for instruction to extend into assessment
- accessibility for all ELs and accommodations for ELs with disabilities
- ways to provide ELs standards-referenced feedback on their language development.

The purpose for assessment must match the design of the assessment and the use of the data. If there is a mismatch between the purpose and the measure, then the assessment is not valid and there is no confidence in the usability of the data. Additionally, the purpose of assessment tends to be associated with a specific level of implementation; for example, monitoring daily progress of individual students occurs at a classroom level while monitoring overall student progress on a quarterly basis, let's say, may occur at a grade level, department level, or program level. Table 3 outlines the primary purposes for assessment at each level of implementation along with suggested measures.

Purpose for Assessment in K-12 Settings	Measures at the Classroom Level	Measures at the Grade/Department and Program Levels	Measures at the State Level
1. Screening students to determine eligibility for language support services			• Home Language Survey • WIDA Screener
2. Monitoring progress of students' language development and academic achievement	• Instructionally embedded assessment • Student self- and peer assessment	• Common district or school assessment of academic achievement (with accommodations) • Common language assessment with supports	
3. Fulfilling federal accountability requirements			• PARCC (with EL accommodations) • Additional non-academic variable • ACCESS for ELLs 2.0
4. Reclassifying students within or transition from language support services		• Teacher recommendations based on classroom assessment data (e.g., student portfolios)	• ACCESS for ELLs 2.0
5. Evaluating instructional support services	• Teacher surveys & focus groups	• Common district or school assessment of academic achievement (with accommodations) • Common language assessment with supports • School leader interviews	• PARCC (with accommodations for all ELs) • ACCESS for ELLs 2.0 (with accommodations for ELs with disabilities) • Alternate ACCESS for ELLs (for ELs with significant cognitive disabilities)

Table 3. Purposes for Assessing ELs and Suggested Measures at the Classroom, Grade/Department/Program, and State Levels (Gottlieb, 2016).

The features of Illinois' instructional designs for ELs by their very nature dictate the languages of assessment. It is important to maintain a one-to-one correspondence between the language(s) of instruction and the language(s) of assessment at the classroom, program, and district levels. For instance, if literacy instruction is exclusively in the students' home language for ELs in a Transitional Bilingual Education (TBE) setting, then it is premature to assess the students' literacy in English. Likewise, the language allocation in dual language designs mirrors the amount of assessment in the home language in relation to that in English; for example, in 90/10 programs, 90 percent of assessment is to be in ELs' home language and 10 percent in English; in 50/50 programs, the languages of assessment (as instruction) are shared. Table 4 provides a guide for the languages of assessment by instructional design.

Instructional Design	Differentiated English Language Proficiency Assessment at the Classroom and Program Levels	Accommodated Assessment of Academic Achievement in English at the Classroom and Program Levels	Assessment of Academic Achievement in the Home Language at the Classroom and Program Levels
Dual Language—Two Way	X	All content areas taught in English with home language support	Core courses in home language
Dual Language—One Way	X		Core courses in home language
Transitional Bilingual Program: Self-Contained	X	All content areas taught in English with home language support	Core courses in home language
Transitional Bilingual Program: Collaboration	X	All content areas taught in English with home language support	Core courses in home language
Transitional Program in English: Self-Contained	X	X (with home language support as provided during instruction)	
Transitional Program in English: Collaboration	X	X (with home language support as provided during instruction)	

Table 4. Illinois' Instructional Designs for ELs and Their Corresponding Languages of Assessment