

# **Framework for High-Quality English Language Proficiency Standards and Assessments -Revision-**

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**Assessment and Accountability Comprehensive Center**

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Assessment and Accountability  
Comprehensive Center

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# Overview

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- Background
- Purpose
- Process
- Next Steps

# Background

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- US Department of Education
  - Office of the Deputy Secretary of Education
  - Office of Elementary and Secondary Education
  - Office of English Language Acquisition
- Response to state needs

# Purpose

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- For States
- **Interpretation and implementation of Title III requirements for ELP standards and assessments**
- **Evaluation (by States and/or their consultants), improvement, identification of technical assistance needs**
- **NOT for Federal Peer Review**

# Process

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- Overview
  - Initial draft (Fall 2007)
  - Initial review and comment (Fall 2007)
  - Submission to Department for review and comment (Fall 2007)
  - Draft revision (Fall 2007)
  - State review and comment on draft; public comment (Fall 2007-Winter 2008)
  - Facilitated/regional meetings with states (Fall 2007-Spring 2008)
  - Pilot (Winter/Spring 2008)
  - Revision (Summer/Fall 2007)

# Process (continued)

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- Considered:
  - Public hearing comments (June 20, July 18, July 26)
  - State questions/challenges
  - Title III requirements
  - Title I guidance documents
  - Efficiencies between Title I and Title III efforts
  - Research, evidence-supported theory, and best/promising practices
  - Stage of state implementation of relevant NCLB requirements
  - Feedback/public comments
  - Information from pilot

# Process (continued)

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- Pilot
  - Winter/Spring 2008
  - Six states: Colorado, Indiana, Michigan, Tennessee, Washington, Wisconsin
  - Consultants: Frances Butler, Gary Cook, Ellen Forte, Stanley Rabinowitz, Charlene Rivera, Ed Roeber, Edynn Sato
  - Systematic application and evaluation of the draft Framework; indepth examination of state ELP standards and/or assessments

# Process (continued)

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## **Integrated diverse areas of expertise that included:**

- Standards
- Assessment
- Measurement and Psychometrics
- Curriculum and Instruction
- Teacher professional development and Teacher preparation
- Accountability
- Policy
- State- and district-level administration
- Classroom teaching
- English learner students, students with disabilities, low-performing students
- Early childhood through adult education
- English language development/proficiency, applied linguistics, academic content expertise



# Nature of feedback: General

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- Appropriateness, relevance
- Clarity
- Feasibility, usability

# Framework: General Structure

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- Two Documents
  - Brief
  - Full Framework
- Two Sections
  - Standards
  - Assessments
- Three “Phases”
  - Foundational elements
  - Development
  - Implementation
- Key elements and considerations

# Framework: Organization

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The following are excerpts/examples that show the organization of the full Framework document

Criteria and considerations will be presented in a worksheet format in order to facilitate state review of information related to its ELP standards and assessments. Each criterion will be listed, along with relevant key considerations and an indication of its importance in terms of validity, reliability, bias/sensitivity, quality, and/or utility. Examples of relevant documents also will be provided.

1. [Criterion]

Criterion	Consideration	Importance	Examples of relevant documents	What the state has	What the state needs	Next steps
In this column, each criterion will be listed	In this column, the consideration(s) associated with each criterion will be listed—they will be labeled as “a”, “b”, “c”, etc.	In this column one (or more as appropriate) will be listed (definitions will be provided):  Validity Reliability Bias/ sensitivity Quality Utility	In this column examples of “evidence” will be listed (e.g., Technical Manual, List of content review committee members, TAC minutes)	This column will be blank; it is for the states to complete	This column will be blank; it is for the states to complete	This column will be blank; it is for the states to complete

An “at a glance” table will list all criteria related to high-quality ELP standards and assessments and indicate its importance in terms of validity, reliability, bias/sensitivity, quality, and/or utility.

Draft example

<b>Criterion</b>	<b>Importance</b>	<b>Validity</b>	<b>Reliability</b>	<b>Bias/ Sensitivity</b>	<b>Quality</b>	<b>Utility</b>
<b>1.1 Organization/structure of the standards</b>						
<b>1.2 Number of standards</b>						
<b>1.3 Level of specificity/granularity of the standards</b>						
<b>1.4 Alignment</b>						
<b>1.5 Training</b>						
<b>1.6 Monitoring and Evaluation</b>						

An “at a glance” table will list all criteria related to high-quality ELP standards and assessments and indicate the document/source in which the state may have relevant information.

Draft example

Criterion	1.1	1.2	1.3	1.4	1.5
<b>Document</b>					
State Administrative Code / Law					
Manuals / Guides					
Technical Reports and Research Studies					
Meeting Reports / Minutes					
Training and Professional Development Materials					
Parent Resources					

# Implications

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- Help with interpretation and implementation of federal requirements affecting EL students
- Facilitate state processes for development, implementation, evaluation, and improvement of ELP standards and assessments (multiple points of entry, common language/terminology for discussing high-quality ELP standards and assessments)
- Support system efficiencies and overall coherence and improvement of state standard and assessment systems
- Apply relevant research, theory, best/promising practices that support/serve the interests of EL students

# Next Steps

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- Complete full Framework document (Winter)
- Encourage review of state ELP standards and assessments using Framework elements and considerations



# For more information

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