

Evidence of Language Use: Progress Monitoring for English Learners in Multi-tiered Systems of Support
Part III: Connecting WIDA Tools to Collecting Evidence of Language Use



Ana Sainz de la Peña
 Francine Dutrisac
 Paula Zucker



Pennsylvania Training and Technical Assistance Network

3-Part Webinar

Evidence of Language Use: Progress Monitoring for English Learners in Multi-tiered Systems of Support

Part I: Language Use and the State-Required Reclassification, Monitoring and Re-Designation of English Learners

Part II: Targeting Progress Monitoring of Language Use for English Learners

Part III: Connecting WIDA Tools to Collecting Evidence of Language Use

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Act 48 Requirements

You must attend all three webinars to be awarded ACT 48 credits. Please contact Marci Davis at mdavis@pattan.net, if you are participating as a group.

You must connect to the webinar online in order to receive Act 48 credits and complete the Survey Monkey provided at the end of this webinar.

Using only your phone to access the webinar will not be accepted.

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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PDE's Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

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Part I: State-Required Reclassification, Monitoring and Re-Designation of English Learners

- This session focused on the collection of evidence of language use and the interpretation and implementation of the PDE **State-Required Reclassification, Monitoring and Re-Designation of English Learners (ELs)** for the 2017-2018 school year.
- Participants examined how this document will impact instruction and assessment of English learners.

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Part II: Targeting Progress Monitoring of Language Use for English Learners

This session focused on effective progress monitoring strategies for English learners, as related to language use. Participants were able to apply these best practices to their school context.

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Part III: Connecting WIDA Tools to Collecting Evidence for Language Use

This session will demonstrate how to utilize WIDA Tools while collecting evidence for language use in the classroom. Participants will examine the WIDA Tools, as they consider how to embed them into their instruction and assessment practices.

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Outcomes

Participants will:

1. identify WIDA tools to collect evidence of language use to progress monitor language development in MTSS
2. examine classroom practices of students' performance to collect evidence of language use

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New *Reclassification, Monitoring, and Redesignation of ELs*— October 1, 2017



OSSE • Districts & Administrators • Curriculum • Educating English Learners • Reclassification and Exit Criteria

RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELS

Once ELs attain English proficiency as defined in the state reclassification procedure, they must be reclassified as former ELs. The academic progress of former ELs must be actively monitored to ensure personnel for a period of two (2) years after reclassification. Former ELs must be reported to the state as such for a period of four years after reclassification.

State Reclassification, Monitoring, and Redesignation of ELs Criteria and Procedures (PDF) This document is in effect as of October 1, 2017.

Training materials related to the reclassification procedure are being developed and will be made available as soon as possible.

<http://www.education.pa.gov/Teachers/%20-%20Administrators/Curriculum/English/%20As/%20A/%20Second/%20Language/Pages/Reclassification-and-Exit-Criteria.aspx>

Reclassification Exit Procedures for This Year

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
5.5	8.4

	Language Use Inventories	ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essay	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories: 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

Reclassification Criteria

- The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS 2.0 scores, are likely to reach the threshold.
- Once ACCESS 2.0 scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

Reclassification Criteria

LEAs must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS 2.0 scores

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School-Wide Systems for Student Success: PA's MTSS Model

Academic Systems

Tier 3/Tertiary Interventions

Few

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

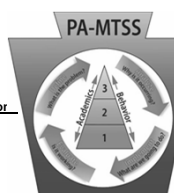
Some

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

All

- All students
- Preventive, proactive



Behavioral Systems

Tier 3/Tertiary Interventions

Few

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

Some

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

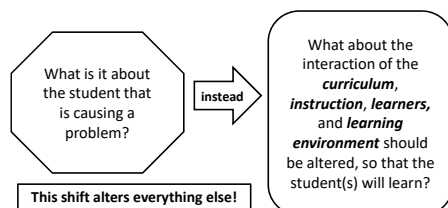
All

- All settings, all students
- Preventive, proactive

Winco PBS Network, Revised May 15, 2008.
Adapted from "What's school-wide PBS?" OSEP
Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://www.osep.org/technical.htm>

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MTSS Assumes a Systems-Level Orientation



Adapted from Batsche and Elliott materials (citing Ken Howell)

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PA's Model also Endorses:

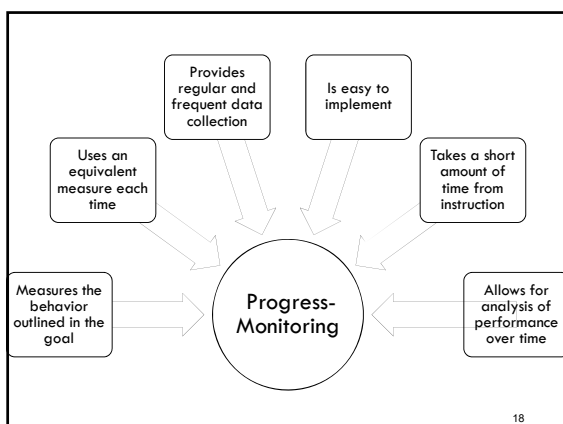
1. **A continuum** of technically adequate data sources that converge, with heavy reliance upon **functional assessments** (sensitive to incremental growth)
2. A focus on **variables within our control**
3. **Academic and behavioral deficiencies** = difference or "**gap**" between expected and actual performance (heavy reliance on **progress-monitoring data**)
4. An instruction and intervention diet **matched to need** using **Evidence-Based Practices (EBPs)**

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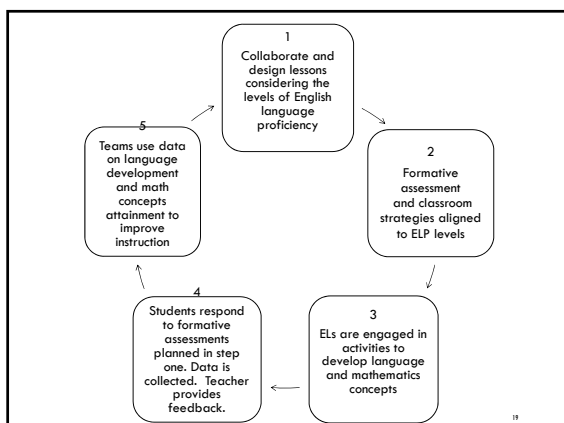
WHY PROGRESS-MONITOR? A.K.A. THE TOOTHPICK TEST?



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WE PROGRESS-MONITOR USING THESE INDICES

Reading

- Oral Reading Fluency (ORF)
- Word Use Fluency (WUF)
- Reading Comprehension
- MAZE
- Retell Fluency
- Early Literacy Skills
 - Initial Sound Fluency (ISF)
 - Letter Naming Fluency (LNF)
 - Letter Sound Fluency (LSF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF)

Spelling

Written Expression

Behavior

Math

- Math Computation
- Math Facts
- Early Numeracy
- Oral Counting
- Missing Number
- Number Identification
- Quantity Discrimination

CURRICULUM-BASED MEASURES FOR PROGRESS

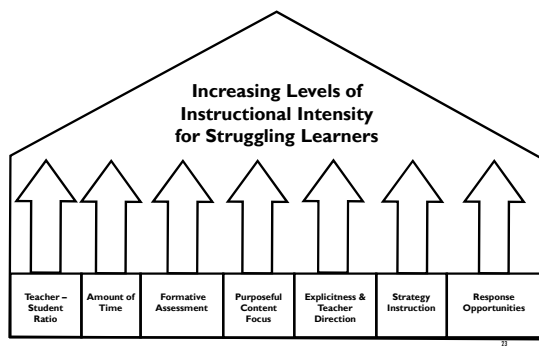
Curriculum-Based Measures in Reading (CBM-R; Deno, 1985) can be given frequently, take little time to administer, are sensitive to reading growth, and are well correlated with reading comprehension tests. CBM-R uses the number of words read correctly (WRC) to paint a picture of a student's overall reading proficiency.

PROGRESS-MONITORING LOGISTICS

1. Which students will be progress-monitored bi-monthly? Weekly?
2. Will ALL educators assist with progress-monitoring and why?
3. Who will schedule regular data meetings to help teams analyze the progress-monitoring data and response of students who are being monitored?
4. Who will help the problem-solving team calculate and interpret Rate of Improvement?

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Progress-Monitoring Should Inform Intensity!



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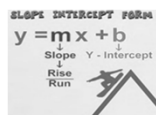
WHAT IS RATE OF IMPROVEMENT (ROI)?

ROI is a quantitative measure of the student's rate of progress in response to an intervention (RTI).

ROI is calculated based on data derived from progress monitoring (e.g., words correct per minute per week – wcpm/wk).

ROI can be represented as a number (e.g., 1.2 wcpm/wk) and can be displayed graphically.

WHEN IS ROI USED?



- ROI is used during supplemental instruction in Tiers 2 and 3 to inform instructional decision-making.
- ROI is also used when a student is referred for an evaluation to determine eligibility for special education as part of the RTI component of a full and individual evaluation.

Connections to WIDA Tools: Performance Definitions Speaking and Writing Interpretive Rubrics Can Do Descriptors, K-12 Can Do Descriptors Key Uses, K-12



Pennsylvania Training and Technical Assistance Network

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...			
Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5; Bridging			
At each grade, toward the end of a given level of English language proficiency and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Equivalently related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrases, with phrases, prepositional phrases) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with content-specific connotations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences As fits with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single sentences or questions As fits within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, WH questions, declaratives) Common social and instructional forms and phrases 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

- https://www.wida.us/standards/CAN_DOs/



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		Can Do Descriptors: Grade Level Cluster 6-8				
		For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:				
		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Proficiency
READING	<ul style="list-style-type: none"> • Associate letters with sounds, and letters • Match common-related phonograms to letters, signs, and words • Recognize the meanings of print • Find single words in written materials • Write simple words (e.g., "what," "when," "where") • Use picture dictionaries/flashcards 	<ul style="list-style-type: none"> • Sequence information with of letters and non-lexical items • Locate main idea in a series of pictures • Find information from text sources (e.g., "who," "what," "where") • Read simple text (e.g., simple phrases) • Read and draw (e.g., simple words, picture labels) • Use a picture glossary • Use a single word bank (e.g., word bank) • Complete simple exercises • Use 1 to 2 support L2 (e.g., pictures) • Use illustrated dictionaries and glossaries 	<ul style="list-style-type: none"> • Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words (e.g., "light," "white," "black") • Use a glossary • Make predictions based on illustrations • Identify frequently used affective words (e.g., "like," "love," "dislike") to understand meaning in text • Use "yes," "no," "all," "some" to understand meaning between fact and opinion • Answer questions about explicit information in text • Use English dictionaries and glossaries 	<ul style="list-style-type: none"> • Obtain paragraphs • Identify main points of paragraphs • Identify figurative language (e.g., "look at this!") • Interpret adject clauses or phrases • Use a glossary • Make notes to effect understanding • Use a picture glossary of difficult words to understand meaning in text • Use a variety of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> • Differentiate and apply multiple meanings of words • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and express opinions • Use a grade-level text to gain information 	Language Skills
	<ul style="list-style-type: none"> • Draw common-related pictures • Produce high-frequency words • Write sentences and phrases • Copy vocabulary/image cards • Generate lists from single word bank (e.g., name words, list of food group) 	<ul style="list-style-type: none"> • Complete pattern sentences • Extend "sentence stems" • Write simple sentences (e.g., "I like _____") • Connect simple sentences (e.g., "I like _____ because _____") • Complete graphic organizers with personal information • Respond to yes/no, choice, and some WH? questions 	<ul style="list-style-type: none"> • Produce short paragraphs with main idea and some details (e.g., "I like _____") • Connect compound sentences (e.g., "I like _____ because _____") • Explain topic in pre-laboratory • Complete composition information, errors, corrections • Give reasons, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> • Create multiple-paragraph essays • Develop ideas • Connect common related topics • Use details/examples to support ideas • Use transition words to create coherent paragraphs • Compose "letter/ads" • Prepare a persuasive text (e.g., note to principal for new materials) 	<ul style="list-style-type: none"> • Compare responses to text to explain paragraphs or text • Write paragraphs expressing multiple/complex/contradictory ideas • Begin writing academic essays • Cite literary essays or articles 	
WRITING						

The Can Do Descriptors work in conjunction with the WIDA Performance Descriptors of the English Language Learners. The Can Do Descriptors are then often cited in L1 linguistic competency, 2. vocabulary usage and 3. language content to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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WIDA Can Do Key Uses - Research Findings

The type of language used most often in academic and business settings were **recount, explain, argue, and discuss**.

These four forms of languages were grouped into what WIDA calls **Key Uses** because they represent the “keys” to academic success (Board of Regents of the University of Wisconsin System, 2016; Lundgren, 2015).

https://www.wida.us/standards/CAN_DOs/

Here Are the Definitions and Examples of Each Key Use

- **Recount**—To display knowledge or narrate experiences or events.
 - ☐ State the steps to make something
 - ☐ Describe experiences
 - ☐ Order steps to get the answer
 - ☐ Produce information reports
- **Explain**—To clarify the “why” or the “how” of ideas, actions, or phenomena.
 - ☐ Examine relationships among content-related ideas and concepts
 - ☐ Show relationships between cause and effect
 - ☐ State consequences of behaviors
 - ☐ Describe factors that contribute to events

Here Are the Definitions and Examples of Each Key Use
– continued

- **Argue**—To persuade by making claims supported by evidence.
 - ☐ State preferences or opinions
 - ☐ Present claims supported by evidence
 - ☐ Critique the reasoning of others
 - ☐ Give reasons for a stance
- **Discuss**—To interact with others to build meaning and share knowledge.
 - ☐ Contribute ideas to a conversation
 - ☐ Extend knowledge with a mentor
 - ☐ Elaborate ideas with peers
 - ☐ Question and critique ideas in small groups

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Potential Uses for the *Can Do Descriptors, Key Uses Edition*:

- Collaborate and engage in conversations about academic language use as students move along the continuum of language development
- Advocate for equitable access for language learners to grade-level content based on their level of language proficiency
- Attend to students' academic language use in content classrooms
- Differentiate instruction and classroom assessment based on language learners' levels of language proficiency

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New WIDA Speaking and Writing Interpretive Rubrics Guidance

<https://www.wida.us/get.aspx?id=2145>

- Describing spoken and written language is a complex task. WIDA uses the terms dimension and proficiency level to describe various aspects of spoken and written language.
- WIDA has identified three dimensions and six proficiency levels. The dimensions are:
 - **discourse dimension**, which describes linguistic complexity (e.g., how connected are the ideas, how detailed are the facts, how appropriate is the register?)
 - **sentence dimension**, which describes language forms (e.g., how varied are the sentence patterns, how fluid is the phrasing, how complex are the structures?)
 - **word/phrase dimension**, which describes vocabulary usage (e.g., how specific are the word choices, how appropriate are the words to the context?)

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WIDA Interpretive
Speaking Rubric[illegible]

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WIDA Interpretive
Writing Rubric[illegible]

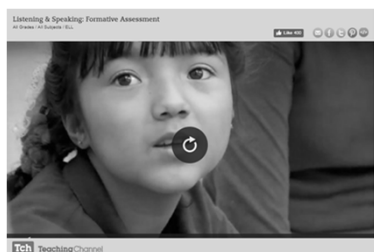
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Examples of Effective Progress Monitoring Practices



<https://www.teachingchannel.org/videos/assess-listening-speaking-skills-ousd>

What evidence of language use is the teacher collecting? What do you notice about the students' language use?



Observations

- What evidence of language use is the teacher collecting?
- What do you notice about the students' language use?

Evidence of Language use

Teacher was very intentional in listing expected outcomes in language use

Targeted (making eye contact, using transition words, asking questions for clarification or to augment the discussion)

Had developed a checklist (students were familiar with this type of assessment)

Had a contingency plan for those students who had not participated (additional teacher prompting)

What else did you observe? Please post it for us to share.

<http://www.learnalberta.ca/content/eslapb/video.html>



Farida, Grade 5, ELP 3
Mustafa, Grade 5, ELP 4

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Speaking Tasks

- Must be related to topics in content students already learned during class
- ESL/content teacher conducting the interview must be intentional in posing questions to elicit elaborated responses (tell me more, can you explain, why do you think this happened, etc.)
- Use a checklist to capture specific evidence of language use
- Use rubric to evaluate responses and to provide feedback about student's performance

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<http://www.learnalberta.ca/content/eslapb/video.html>



Stephanie, Grade 7, ELP 3
Erdene, Grade 7, ELP 4

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GRADE 4 LEVEL 4

A is very different to B but they are the same in some ways. First the differences are the population and the climate. My village had only 20,000 people living there while this city has one million people. In my village we have two seasons but here there's mostly strangers. Next, the climate was hotter and winter as we have two seasons. They are called the rainy and dry seasons. This city has four seasons which are all different, spring, summer, fall and winter. Summer is the same as our dry season but our dry season is way hotter. Winter is different because it is so cold and there is so much snow. The things that are the same are the families and school. In my village families had different numbers of people and not all were dad and kids. It's like that here in this city too. Families have just a mom or dad or sometimes a grandparent. Another thing that is the same is school. My village school had 250 kids too. We had classrooms, books, papers and teachers. Here there are the same things, more computers and no uniforms! Finally, even though these two places are different, one thing about them is that they are both home to me.

Student writing sample:

[Country A] is very different to [Country B], but they are the same in some ways. First way is size. [Country A] is smaller and [Country B] is bigger. [Country A] has less than one millions people. [Country B] has two millions. Second way is weather. Here is snow and cold. [Country B] is rainy and hot, or sometimes nice but hot. [Country A] has four seasons but [Country B] has two seasons – dry and raining. [Country A] has museums at many places but [Country B] has only two small museums. [Country A] doesn't have many trains but in [Country B] we see trains all of the time and they carry many people at everywhere.

Those are the different and same stuff about [Country A] and [Country B].

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GRADE 4 LEVEL 5

The two places I have lived are very different, but they are the same in some ways. First the differences are the population and the climate. My village had only 20,000 people living there while this city has one million people. In my village we have two seasons but here there's mostly strangers. Next, the climate was hotter and winter as we have two seasons. They are called the rainy and dry seasons. This city has four seasons which are all different, spring, summer, fall and winter. Summer is the same as our dry season but our dry season is way hotter. Winter is different because it is so cold and there is so much snow. The things that are the same are the families and school. In my village families had different numbers of people and not all were dad and kids. It's like that here in this city too. Families have just a mom or dad or sometimes a grandparent. Another thing that is the same is school. My village school had 250 kids too. We had classrooms, books, papers and teachers. Here there are the same things, more computers and no uniforms! Finally, even though these two places are different, one thing about them is that they are both home to me.

Student writing sample:

The two places I have lived are very different, but they are the same in some ways. First the differences are the population and the climate. My village had only 20,000 people living there while this city has one million people. In my village we have two seasons but here there's mostly strangers. Next, the climate was hotter and winter as we have two seasons. They are called the rainy and dry seasons. This city has four seasons which are all different, spring, summer, fall and winter. Summer is the same as our dry season but our dry season is way hotter. Winter is different because it is so cold and there is so much snow. The things that are the same are the families and school. In my village families had different numbers of people and not all were dad and kids. It's like that here in this city too. Families have just a mom or dad or sometimes a grandparent. Another thing that is the same is school. My village school had 250 kids too. We had classrooms, books, papers and teachers. Here there are the same things, more computers and no uniforms! Finally, even though these two places are different, one thing about them is that they are both home to me.

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GRADE 8 LEVEL 4

Stop Global Warming

Global warming is a serious threat to Earth, causing many harmful effect on the environment and the ozone layer (which protect Earth from harmful sun ray's). The first reason for global warming is deforestation. Many trees get cut. They clean the air. This leads to global warming. To reduce the effect of global warming, people that cut trees should replant new trees instead to maintain balance. The second reason for global warming is garbage. Too much packages around things we buy and too many plastic bags cause global warming. We must reduce the things we buy, recycle the garbage we make and not use so much things. The last reason for global warming is fossil fuels. Fossil fuels are burned for energies. If we did not burn the fossil fuels we will not have the global warming. Smoke from factories, industries and mainly nuclear plants cause global warming is not from one country but countries all over the world. Smoke needs to stop and that means no more fossil fuels. We need to make more fuel-efficient vehicles and find other ways to make power. If we use everything the proper way, we can reduce global warming and Earth will be saved.

Student writing sample:

Global warming is a serious threat to Earth, causing many harmful effect on the environment and the ozone layer (which protect Earth from harmful sun ray's). The first reason for global warming is deforestation. Many trees get cut. They clean the air. This leads to global warming. To reduce the effect of global warming, people that cut trees should replant new trees instead to maintain balance. The second reason for global warming is garbage. Too much packages around things we buy and too many plastic bags cause global warming. We must reduce the things we buy, recycle the garbage we make and not use so much things. The last reason for global warming is fossil fuels. Fossil fuels are burned for energies. If we did not burn the fossil fuels we will not have the global warming. Smoke from factories, industries and mainly nuclear plants cause global warming is not from one country but countries all over the world. Smoke needs to stop and that means no more fossil fuels. We need to make more fuel-efficient vehicles and find other ways to make power. If we use everything the proper way, we can reduce global warming and Earth will be saved.

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When Do We Progress Monitor? Recommendations

- 4 times per academic year (beginning of the year and at the end of each marking period)
- Clearly delineated observation dates of progress monitoring throughout the academic year

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How Do We Progress Monitor? Recommendations

- Select the appropriate rubric to monitor the targeted language domain
- Identify focus skills to be strategically monitored
- Through student observation, gather evidence of focus skills
- Determine the value of evidence collected

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In Conclusion

Concepts addressed today:

1. identify WIDA tools to collect evidence of language use to progress monitor language development in MTSS
2. examine classroom practices of students' performance to collect evidence of language use

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What have we learned in our three webinars?



- PDE Reclassification Criteria
- The implementation of the Reclassification Rubrics
- Connections with WIDA Tools to collect evidence of language use in the classroom
- Opportunities to observe classroom practices and the collection of evidence of language use

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Resources

Pennsylvania Department of Education (October 2017)
Reclassification criteria

<http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx#tab-1>

Common European Framework of Reference for Languages (CEFR)
https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Cook, G., Boals, T., & Lundberg, T. (2011, November). *Academic achievement for English learners: What can we reasonably expect?* Kappan, 93(3), 66-69. Retrieved from <https://www.wida.us/get.aspx?id=485>

Fairfax Public Schools *Seeking Instructional Solutions for English Language Learners Effective Practices in Implementing RTI² for English Learners*
http://www.doe.virginia.gov/federal_programs/esel/tech_assistance_academy/2015/Seeking-Instructional-Solutions-for-English-Language-Learners.pdf

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Resources

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Contact Information

www.pattan.net

Dr. Victor Rodriguez-Diaz
Assistant Director
Vrodriguez@pattan.net



Commonwealth of Pennsylvania
Tom Wolf, Governor

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