



# PACE - Formative Assessment and the California ELA/ELD Framework

Thursday, October 23, 2014

Jo Ann Isken, Chair,  
Instructional Quality Commission  
California Department of Education

**CALIFORNIA DEPARTMENT OF EDUCATION**

Tom Torlakson, State Superintendent of Public Instruction



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Essential Understandings

1. Genesis and structure of the new California ELA/ELD Framework
2. The significance of formative assessment in the new framework



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Content Standards

- Standards define what a student should know and be able to do by a specific point in time
- Content Standards form the basis for:
  - Curriculum frameworks
  - Instructional materials adoptions
  - Statewide assessment system



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# General Purpose of Frameworks

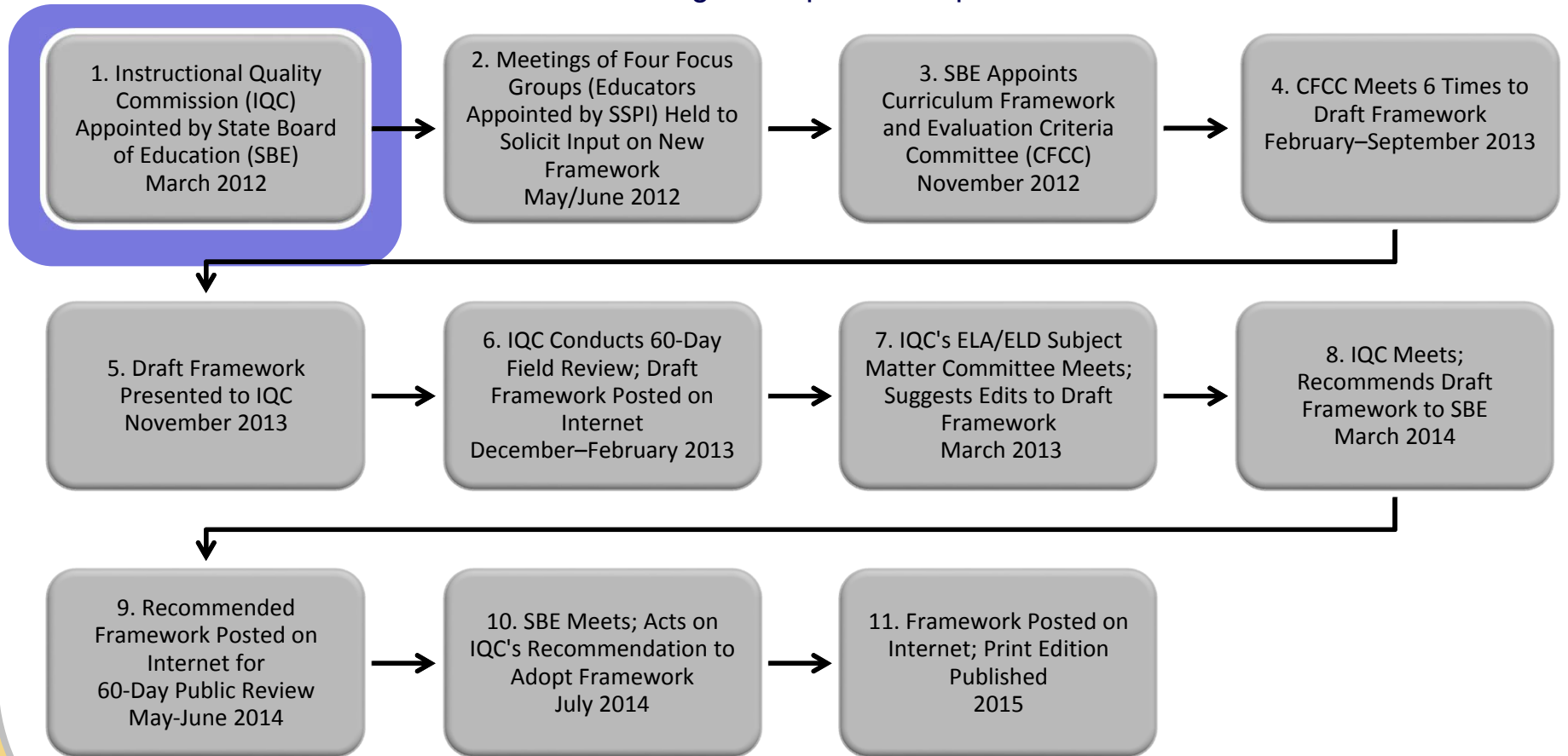
- Provide support for teachers and guidelines for educational programs
- Guidance to school districts in the development of local curriculum
- Direction to publishers for the development of instructional materials
- Guidelines for local selection of instructional resources (Grades 9–12)
- Reflect current and confirmed research
- Guidance for teacher professional development programs, in-service, pre-service and teacher licensing standards

# CALIFORNIA DEPARTMENT OF EDUCATION

## *English Language Arts/English Language Development Framework Development Process*

This chart shows the major steps of the curriculum framework development process.

All meetings are open to the public.





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# *ELA/ELD Framework –* A Truly Collaborative Effort

- Focus Group members—all educators in California K–12 public schools, four regional meetings
- ELA/ELD CFCC members—over half teachers (most with experience teaching English learners and students with disabilities), other educators and county office administrators, and a professor
- IQC—one-half teachers
- Expert ELA and ELD Writers—Nancy Brynelson, Hallie Yopp Slowik, Pam Spycher, Rachel Lagunoff, Marcia Kosanovich, Sarah Feldman
- Staff of the Curriculum Frameworks and Instructional Resources Division



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# More Collaborators

- The field—provided comments and completed the survey
- County Offices of Education—some held discussion forums on the 1<sup>st</sup> draft
- English language arts authors and experts Carol Jago, John Shefelbine, and Louisa Moats
- Professional/state organizations—ACSA, CEEL, CABE/Californian's Together, CSTA, TF on Civic Learning, CA Subject Matter Projects, Education Trust West, Child Nutrition Advisory Council, California Arts organizations



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# More Collaborators

- Staff from CDE Divisions—Language Policy and Leadership, Special Education, Professional Learning Support, Child Development, After School, Assessment Development and Administration
- State Board of Education





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

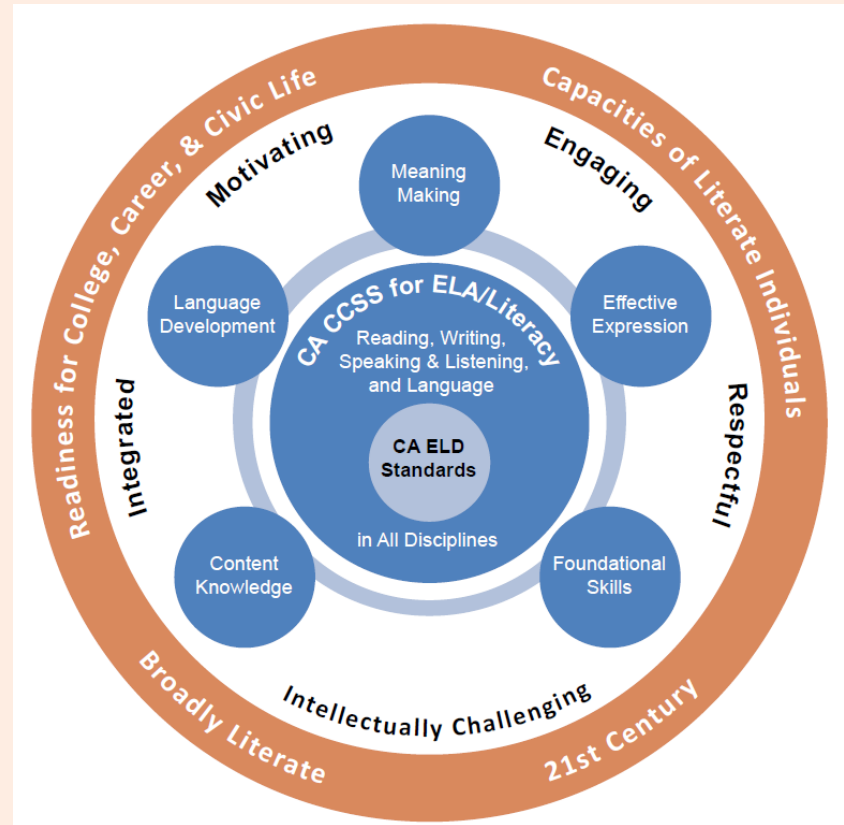
# What Guided the Organization and Content of the *ELA/ELD Framework?*

- *Vision and goals for all of California's children and youth*
- Focus on key themes of CA CCSS for ELA/Literacy in grade spans and individual grade levels
- Integration of CA ELD standards
- Emerging research and instructional practices



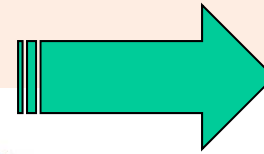
**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Goals, Themes, and Contexts for Implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



The CA ELD Standards  
Standards  
**AMPLIFY**  
the CA CCSS for  
ELA/Literacy.

## CA ELD Standards

### Using English Purposefully:

Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

### Meaningful Interaction:

- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

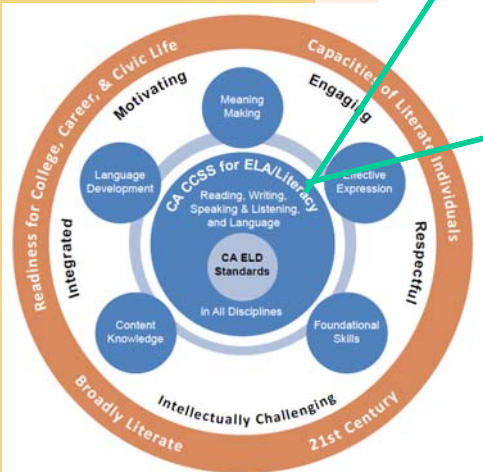
### Knowledge of Language:

- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

**The Why: Purposes**

**The How: Processes**

**The What: Resources**





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Table of Contents - Chapters

- Introduction
1. Overview of the Standards
  - 2: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment
  - 3-7: Content and Pedagogy for Grades TK–1; 2–3; 4–5; 6–8; and 9–12
  - 8: Assessment
  - 9: Access and Equity
  - 10: Learning in the 21<sup>st</sup> Century

# Table of Contents – Chapters (Cont.)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

- 11: Implementing High-Quality  
ELA/Literacy and ELD Instruction:  
Professional Learning,  
Leadership, and Program  
Supports
- 12: Instructional Materials to Support the  
CA CCSS for ELA/Literacy and CA  
ELD Standards  
Appendix A: Role of Literacy in the  
CCSS and Book Resources for  
Teachers  
Resources/Glossary



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# What are New Features of *ELA/ELD Framework*?

- Use of snapshots and demonstrate integration of ELA and ELD and assessment in classroom practice
- Live links to research, resources and websites for additional support
- Dynamic document



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# The Paradigm *Shift*

- Standards define what a student should know and be able to do by a specific point in time
- Content Standards form the basis for:
  - Curriculum frameworks
  - *Statewide assessment system*
  - Instructional materials adoptions



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# The Central Role Formative Assessment

- Formative Assessment is a core idea in the ELA/ELD framework





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 1

## Overview of the Standards

“The CA CCSS for ELA/Literacy call for increased rigor of thought and complexity of text; an intertwining of curriculum, instruction, and assessment, increased teacher professionalism and expertise to teach effectively.” (p.12)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 1

## Overview of the Standards

“This includes students who are English language learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.” (p.20)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 2

## Key Considerations for ELA/Literacy and ELD Curriculum, Instruction, and Assessment

“While there are several purposes for assessment, the most important purpose is to inform instruction. Using the results of assessment to make decisions to modify instruction in the moment, within a specific lesson or unit of instruction, or across a longer time frame is a dynamic part of the teaching and learning process promoted in this framework. Formative assessment, in particular, provides many benefits to teachers and students.” p.65



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 2

## Key Considerations for ELA/Literacy and ELD Curriculum, Instruction, and Assessment

“It [formative assessment] is a cycle of inquiry that moves learning forward (Bailey and Heritage 2008). The process of formative assessment equally involves students as it does teachers, and applied effectively it can help students understand “learning intentions and criteria for success,” receive feedback about their progress toward learning goals, and use that feedback to plan next steps (Black and Wiliam 2009, Hattie 2012, 143).” p.66



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 2

## Key Considerations for ELA/Literacy and ELD Curriculum, Instruction, and Assessment

“To best serve students, teachers should **routinely engage in formative assessment** and use what they learn about students to **guide grouping practices.**” p. 69



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 3

## Content and Pedagogy

### TK through Grade One

**“Formative assessment as well as interim assessments of children’s developing skills are crucial in determining the targets of instruction for each child and tailoring instruction to meet their needs and advance their skills. (See Chapter 8 for a discussion of assessment.)” p. 35**



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 3

## Content and Pedagogy TK through Grade One

“It is crucial that all children learn how to engage in discussions and, importantly, that they feel welcome to contribute. Teachers play a critical role in ensuring that both of these happen. **Formative assessment, in the form of close observation, informs teachers’ decisions for in-the-moment scaffolding** as well as their plans for subsequent instruction.” p. 142



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 4

## Content and Pedagogy

### Grades Two and Three

**“Formative assessment will inform teachers’ practice and is a crucial component of effective writing instruction.** Romero (2008) suggests teachers employ the following types of informal approaches in order to engage in formative assessment in the area of writing:

- Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)...

p. 22





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 5

## Content and Pedagogy

### Grades Four and Five

**“Formative assessment takes a variety of forms.**

Skilled teachers gather information as they observe students during instruction, conference with students about texts they are reading, and carefully review their responses to texts, media and peers.

They **adapt their instruction** in the moment and in their planning of subsequent lessons. They prepare and **deliver differentiated instruction in order to meet the instructional needs of each of their students.** (See Chapter 9 for more information on differentiation and Chapter 8 for more information on formative assessment.)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 5

## Content and Pedagogy

### Grades Four and Five

#### **“Formative Assessment in Writing**

As in all grades and all subject matter, **formative assessment is a crucial part of writing instruction.** Formative assessment occurs moment-to-moment, daily, and weekly as teachers observe and interact with students and as they view and discuss with students their in-process and completed work. **Formative assessment informs instruction:** Teachers make adjustments as they teach, and they plan subsequent lessons based on what they learned about their students.”



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 6

## Content and Pedagogy

### Grades Six through Eight

“As noted throughout the ELA/ELD Framework, in order to serve students well, **teachers conduct formative assessment processes** along with interim and benchmark assessments to determine students’ progress toward learning goals. What teachers learn about each student through these processes informs immediate and subsequent instruction, with the purpose being to close the gap between the student’s current status and the learning goal.” p 54



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 7

## Content and Pedagogy

### Grades Nine through Twelve

“Teachers, specialists, administrators, and others **should create structures for collaboration** in which all school professionals have opportunities to work together to learn about standards and instructional approaches, share successful practices, **plan curriculum and instruction, develop formative and other assessments, analyze student work**, and modify schedules and instruction as needed.” p.11



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 7

## Content and Pedagogy

### Grades Nine through Twelve

“In these settings teachers need to identify and address the **points of shared responsibility**—specific literacy tasks and assignments and groups of students, such as ELs and others—**for which joint planning and monitoring are necessary.**” p.11



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 8

## Assessment

- Purpose and types of assessments
- Assessment cycles, highlighting the use of formative assessment to guide instruction
- Student involvement in assessment
- Assessment of ELD Progress
- Assessment for intervention
- Mandated California assessments and Smarter Balanced Assessment System
- Technical quality of assessments



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 8 – Focus on Formative Assessment

“A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ attainment of curricular learning targets/goals.”

(Smarter Balanced Assessment Consortium)

Smarter Balanced Resources:

<http://www.cde.ca.gov/ta/tg/sa/index.asp>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## Snapshot 8.2 Formative Assessment in Grade Two

In a second-grade classroom comprised of native English speaking children and children who are ELs, the children have been working on retelling folktales they have read together in class and conveying the central message of the tale (RL.2.2). The EL children, in particular, have been working on using the past tense to indicate the tales happened in the past (ELD.PII.2.3). In this lesson, students are engaged in small group work, and during this time, the teacher selects groups of three students to recount one of the folktales the class has read that week. In this situation, she wants to give each student sustained opportunities to use language while she and the others in the group listen. She asks the first student to begin, then after a while asks the second child to carry on and so on. When the students have finished, the teacher asks them to say what they think the main message of the story is. Each child offers an opinion and there follows a discussion about whether there is agreement about the main message or not. From the recounting activity, the teacher has evidence that one student uses the past tense consistently and mostly with accuracy, while the other two do not. Two of the children are able to convey the message of the text, but another has not really grasped it. After her discussion with the group, she makes quick notes about each student and what is next for them instructionally. She continues this process with one more group before independent reading time is over, and she will find other opportunities during the week to assess other small groups in the same way.





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 9

## Equity and Access

**“A comprehensive internal accountability system, which includes both robust formative assessment approaches and summative yearly assessments, is necessary for ensuring that ELs and Reclassified English Proficient Students** maintain a steady trajectory toward linguistic and academic proficiency and do not fall behind as they progress into and through secondary schooling. “ p.16



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 9

## Equity and Access

“ELs who are developing language and literacy in two languages simultaneously in the elementary grades and all students in two-way immersion programs require a carefully-designed scope and sequence that ensures steady progress in both languages. **This scope and sequence includes on-going formative assessment in both languages** and careful analysis of assessment feedback in order to inform instructional decisions.”  
p. 20



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 9

## Equity and Access

“The foundational structures of MTSS include high-quality core instruction utilizing UDL principles and appropriate supports, strategies, and accommodations. In addition, **assessments and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision-making.**” p.47



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 9

## Equity and Access

“Regular, careful monitoring of students’ progress (including students’ behavior and attitudes) should occur to ensure that instructional approaches and interventions are appropriate and effective. Formative assessments—those conducted in the moment in the immediate context of instruction—can prove very valuable for informing Instruction.” p.59



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 10

## Learning in the 21<sup>st</sup> Century

“The Committee on Defining Deeper Learning and 21st Century Skills

recommends the following research-based teaching methods to support 21st century learners (National Research Council 2012, 181-182):

- **Using formative assessment:**” p.29



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 11

## Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

- Implementing within a collaborative culture
- Professional learning, including sources, research, and critical content
- Leadership and professional collaboration
- Other programs of support (e.g., libraries, extended learning, parents and families)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 11

## Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

**“The entire system needs to mobilize to plan how the implementation of the standards will be initiated, implemented, and sustained and to deploy the needed resources to obtain the materials, provide the professional learning, and create the instructional and assessment supports needed for successful implementation.”** p.6



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 11

## Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

- Teachers' and leaders' professional knowledge and skills:

**-Assessment: understandings of formative assessment as part of instructional practice, analysis methods"**

p.7





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 12

## Criteria for Evaluating Instructional Materials

- Program 1: English Language Arts Basic Program, K–8
- Program 2: English Language Arts/English Language Development Basic Program, K–8
- Program 3: Biliteracy Language Arts/English Language Development Basic Program, K–8
- Program 4: Intensive Intervention Program in English Language Arts, 4–8
- Program 5: Specialized Designated English Language Development Program, 4–8



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 12

## Category 3: Assessment

**“The program provides teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instructional through progress monitoring. Instructional material must have strengths in these areas to be considered suitable for adoption”**



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 12

## Category 3: Assessment

1. ... Assessment should be provided to measure individual student progress over varied durations of time, at regular intervals, and at strategic points of instruction and should include:
  - a. Multiple methods of assessing what students know and are able to do, such as...
  - b. Guidance for making decisions about instructional practices and how to modify instruction...
  - d. Guidance on developing and using assessment tools...students produced indicated by the CA CCSS for ELA and the framework.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 12

## Category 4: Universal Access

...Materials should incorporate recognized principles, concepts, and strategies to meet the needs of students and provide equal access to learning, which could include Universal Design for Learning, Response to Intervention and Instruction, and Multi-tiered Systems of Support, as outlined in Chapter 9 on Equity and Access, in this framework.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Chapter 12

## Category 4: Universal Access

3. Comprehensive guidance and differentiation strategies, which could include the use of technology, to adapt the curriculum to meet students' identified special needs and to provide, effective, efficient instruction for all students. Strategies may include:
  - b. Suggestions for reinforcing or expanding the curriculum, including preteaching, reteaching, and adapting instruction.
6. Materials remind teachers to set high expectations for all students and inform teachers of the progression of skill development and concepts to higher grade levels.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# What's next?

- ELA/ELD Framework “roll-out” sessions to guide statewide implementation
- ELA/ELD Materials Adoption
- Coherence of future frameworks
  - Science
  - History/Social Science