CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell
                   Commissioner of Education

DATE: September 2, 2015

SUBJECT: Update on Connecticut English Language Proficiency (CELP) Standards

Executive Summary

Introduction

The CSDE Academic Office will be presenting new English Language Proficiency standards to the State Board of Education at the September 2, 2015 meeting and is proposing Board adoption of the standards in October or November of 2015. These standards, and stakeholder engagement and feedback collection, were reviewed by the Academic Standards and Assessment Committee in June 2015. The committee members' feedback regarding stakeholder engagement and standards implementation has guided the activities held to date as well as those planned throughout the 2015-16 school year and beyond.

English Learners in Connecticut
In recent years, the number of English learners (ELs) in Connecticut's schools has grown annually while the total number of Connecticut students has declined. In the 2014-2015 school year, ELs comprised 6.6 percent of Connecticut's public school students in kindergarten through twelfth grade. Almost 35,000 Connecticut students are identified as ELs, and it is projected that this number will continue to rise, as it has over the past five years. ELs arrive in Connecticut's schools with a vastly diverse range of academic and linguistic skills and bring with them unique experiences and cultural backgrounds.

In an era of enhanced academic rigor and heightened expectations for all students, it is critical to address the specific needs of ELs. Like their native English-speaking peers, ELs are required to learn more rigorous content, but they are also tasked with the additional challenge of learning English concurrently. While ELs have the same potential as native English speakers to engage in cognitively complex tasks, it is vital that they receive appropriate supports in order to achieve this potential. (NGA Center & CCSSO, 2010, p. 1).

The Need for New English Language Proficiency Standards
Connecticut's current English Language Learner Framework was issued in 2005. This Framework was based on the TESOL International Association's standards that were developed in 1999, and which have since been updated and revised in 2006.

The Connecticut English Language Learner Framework does not reflect the increased rigor required to make all students college- and career-ready. Now more than ever, it is vital for ELs to participate more fully in the curriculum and develop language and content at the same time. Given that ELs are an extremely diverse group with varying needs, it is important to address their needs in order to enable them to access academic content and engage with it meaningfully. While almost all of all of Connecticut's districts are home to at least one EL, in

2014-2015 the Educational Reform and Alliance Districts accounted for over three quarters of Connecticut's ELs, although their share of all students was only 39 percent (draft 2015 EL Data Bulletin). This underscores both the importance of enabling students to engage with rigorous content in the content areas while enhancing their English language proficiency concurrently and the challenge of effectively meeting the diverse needs of this population of students. The Connecticut English Language Proficiency (CELP) Standards are ten clear standards that elucidate the specific language and linguistic skills needed to effectively interact with content while enhancing one's language proficiency.

Development of the Standards and Requirements for Board Adoption
In 2013, the Council of Chief State School Officers began working with WestEd's Assessment and Standards Development Services to guide the development of a new set of English language proficiency (ELP) standards. This work was initiated with the intention of developing ELP standards that would correspond to college- and career-ready standards for English language arts, mathematics and science, and resulted in the development of the "ELPA21" standards. In Connecticut, a committee of educators, administrators, and higher education representatives was convened with a goal of selecting or developing new ELP standards. After thorough consideration of the options, the committee unanimously chose to move forward with the "ELPA21" standards, and then named them the Connecticut English Language Proficiency Standards (CELP) for our state. Subsequent committee work involved the vetting of proficiency descriptors, development of progressions and supporting documents and expansion of correspondences to content areas.

In addition, Principle 1 of Connecticut's ESEA Flexibility Request requires the Board to adopt new English Language Proficiency (ELP) Standards aligned to College- and Career-Ready Standards by fall 2015. A guiding question linked to the requirement is found below. ESEA Flexibility Guidance Question (1.B.3) states,

> Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students? (p. 55)

The department has worked diligently toward a proposal of Board adoption of the CELP standards. The attached document titled, "2013-2017 "Timeline for Implementation of Connecticut's new English Language Proficiency Standards and Assessment aligned to College- and Career-Ready Standards" demonstrates the steady, consistent, and inclusive work conducted by the department prior to proposing SBE adoption.

Overview of CELP Standards
The CELP Standards are 10 clear standards that involve the language necessary to engage in content-specific practices in English language arts (ELA) and literacy, mathematics, social studies and science, and the linguistic features that enable students to use that language. To clarify how a student can demonstrate proficiency at various grade levels and English proficiency levels, sets of grade bands and proficiency levels were delineated. These grade bands and proficiency levels are based on developmental appropriateness and widely accepted language levels. The grade bands used are K, 1, 2-3, 4-5, 6-8, and 9-12. In addition, five language levels are used, with Level One representing a beginner level English Learner and Level Five representing an English Learner who has English proficiency consistent with native English speakers.

For each grade level band there is a set of descriptors for each CELP standard. These descriptors explain to teachers and other service providers what an EL is able to do at the five proficiency levels. Connecticut is the first state to have developed a progressions document to illustrate what the expectations are for a given standard both across grade levels and English proficiency levels. Revisions to this document were made collaboratively by the statewide CELP standards committee to ensure that descriptors are linguistically and developmentally appropriate as students' progress through the grade level bands.

Content area correspondences are a hallmark of the CELP standards document. For each grade level, content area correspondences have been determined for each CELP standard. These correspondences are to practice standards in the areas of English language arts (based on the anchor standards), mathematics, science, and with the inquiry practices in social studies. Connecticut is the only state to date to identify correspondences between the ELPA 21 standards and social studies standards. In grades 6-12, correspondences have also been identified with literacy in the content areas. These correspondences provide a valuable bridge for all educators, but particularly for content area educators to identify which CELP standards align to their content standards in order to provide ELs opportunities to engage with and learn new rigorous content.

The CELP standards committee also developed a CELP Linguistic Supports document that is part of the larger CELP Standards document. The linguistic supports provide a broad range of vetted web sites, videos and research materials to help teachers understand what activities are appropriate, rigorous and useful for EL students at different linguistic proficiency levels and in various content areas. This resource also contains position statements from the national professional organization for each content area on ELs. Furthermore, the resource offers strategies for working with EL students that may be dually identified as students with special education needs.

Support for CELP Standards Adoption
Surveys of Connecticut stakeholders reveal widespread support for CELP adoption among administrators and teachers across all grade levels. To date, stakeholder engagement has included face-to-face sessions at RESCs and CAS, as well as a presentation to CAPELL, which is Connecticut's professional organization for professionals that work with ELs. A webinar is planned for superintendents and Boards of Education, and a series of family and community engagement sessions are also upcoming. Additionally, the CELP standards will be presented to the Education Committee of the General Assembly in September.

Follow-up Activities
As shown in the attached timeline, the department will continue to engage stakeholders and collect feedback on the proposed CELP standards. If adopted, the department will continue its development of a robust system of professional learning modules and institutes accessible to K-12 educators and teacher preparation institutions statewide and disseminate transition guidelines that provide time for districts to receive support in upgrading curriculum.

The State Board of Education's adoption of the CELP standards will provide a rigorous and attainable road map for students to successfully develop English proficiency and content knowledge. It will support Connecticut's ongoing efforts to ensure that all students are well-prepared for college, career, and life.

Prepared by:
Megan Alubicki Flick
ESL/Bilingual Consultant, Academic Office

Approved by:
Ellen E. Cohn
Deputy Commissioner

2013-2017 Timeline for Implementation

Connecticut's new English Language Proficiency Standards and Assessment aligned to

College- and Career-Ready Standards

(Conditions of Principle 1 of Connecticut's Federal ESEA Flexibility Waiver)

Date	CELP Standards and Assessment Activities	Stakeholders
November 2005	• Connecticut's original English Language Learner Framework is approved	• Connecticut State Board of Education (CSBE)
September 2013	• Change to Connecticut's existing English Learner Proficiency (ELP) assessment, LAS LINKS FORM A & B. • The new version (FORM C) is more aligned to college and career ready standards. • CSDE funds statewide English Language Proficiency Assessment of all Connecticut English Learners	• Connecticut State Department of Education (CSDE)
September 2013 - June 2014	• Statewide training, supports, and resources to Connecticut school districts, teachers and administrators	• CSDE staff • test vendor
January 2014	• Connecticut launches a family webpage on ctcorestandards.org with resources translated into Connecticut's top 7 languages • Click here to view parent materials on academic standards	• CSDE staff
April 2014 - May 2014	• Connecticut's initial launch of LAS LINKS, FORM C - a more rigorous assessment focusing on academic vocabulary.	• CSDE staff • test vendor
May 2014	• Vendor scoring and delivery of results of LAS LINKS, FORM C Assessment to CSDE and CT school districts	• Test vendor
June 2014	• Data Analysis of LAS LINKS, FORM C	• CSDE staff
September 2014	• Individual student reports sent to parents	• CSDE staff • test vendor
September 2014	• AMAO Letters sent to districts	• CSDE staff • CT school districts
September 2014 – December 2014	• Establish CELP Standards and Assessment Working Group to recommend next generation ELP standards for Connecticut • Meet regularly to review available college and career ready ELP standards and consider developing Connecticut specific ELP standards	• CSDE staff • Connecticut Administrators of Programs for English Language Learners (CAPELL) • CELP Standards and Assessment Working Group
December 2014	• Working Group recommendation of ELPA21 Standards (renamed Connecticut English Language Proficiency Standards (CELP)) for adoption by CSBE	• CELP Standards and Assessment Working Group
January 2015	• Development of Connecticut English Language Proficiency (CELP) Linguistic Supports for Students	• CELP Standards and Assessment Working Group

February 2015	• Update on English Learner and Bilingual Programs	• CSBE Legislative Policy and Accountability Committee
April 2015 – May 2015	• Year two delivery of statewide, fully funded ELP assessment, LAS LINKS, FORM C	• CSDE staff • test vendor
May 2015	• Vendor scoring and delivery of results of LAS LINKS, FORM C Assessment to CSDE and CT school districts	• Test vendor
June 2015	• Data Analysis of LAS LINKS, FORM C	• CSDE staff
June 9, 2015	• Academic Standards and Assessment Committee reviews CELP Standards, Initial Stakeholder Engagement Plan, ESEA Flexibility Requirement, and Proposed SBE Adoption	• CSDE staff • CSBE Standards and Assessment Committee
June 10, 2015	• Based on Standards and Assessment Committee feedback, revision of CELP stakeholder engagement (June- October 2015) as well as Standards and Assessment Implementation (2015-2017)	• CSDE staff • CELP Working Group
June 2015	• CELP Standards and parent materials posted on CSDE webpage email address for feedback (sde.celpstandards@ct.gov)	• CSDE staff
July 2015	• Develop CELP Professional Development (PD) Plan	• CSDE staff • CELP Working Group
July 2015	• Contact and plan CELP presentation(s) and feedback sessions for Legislative Education Committee	• CSDE Leaders and staff
August 4, 2015	• Three Year Approval of Connecticut's ESEA Flexibility Request including Principle 1 conditions related to adoption of standards and administration of a confirmed CCSS aligned assessment of English Language Proficiency	• USDOE • CSDE
August 2015	• Contract with individual evaluator for evaluation of the alignment of LAS Links Form C and D (current assessment) with the CT Core Standards	• CSDE • Middlebury College (Interactive Languages Dept.)

August 2015– December 2015	EXPANDED STAKEHOLDER ENGAGEMENT
	• Presentation of CELP Standards
	  8/11/15-EASTCONN region 8/12/15-ACES region
	  8/13/15-CAS 8/28/15-CABE Webinar
	  8/31/15-CREC region
	• August - mid September: School level, SERC and RESC presentations to family advocacy groups and families
	• September: Education Committee of the CT General Assembly
		• CSDE staff
		• Parent groups
		• Broad Educator groups
		• RESC council meetings,
		• Legislative Education Committee

September 2, 2015	• Full Board reviews CELP standards, progress to date on stakeholder engagement, feedback, professional development and implementation plans	• CSDE staff • CSBE
September 25, 2015	• Middlebury College delivers Alignment Study on LAS LINKS Assessment and CT Core Standards (condition of approval of ESEA flexibility request)	• CSDE staff • Independent Evaluator
September 2015	• Review alignment study on assessment, data collected, feedback from stakeholders	• CSDE staff
October 2015	• Proposed adoption of CELP Standards	• CSBE
October 2015 - June 2016	• Informational sessions and webinars on CELP Standards & aligned existing assessment or plans for new ELP Assessment	• CSDE staff • RESC & State Education Resource Center staff (SERC) • Teachers and

		administrators
October – December 2015	• RFP/ Contract for statewide PD • Develop a CELP Train-the-Trainer model • Develop PD materials, post on CTCoreStandards.org	• CSDE staff
January 2016 – June 2017	• Statewide PD on CELP Standards (multiple formats)	• CSDE staff • Vendors & RESCs

A Sample CELP Standard

Grade 6: Standard 1 (w/ELA Correspondences) **ELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.**

By the _end of each English language proficiency level, an English Learner can . . ._				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

KEY

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
L Language

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 6 CCS ELA Standards:

Literature

RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Informational Text

RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

State of Connecticut
English Language Proficiency
Standards (CELP)

Connecticut State Board of Education
September 2, 2015

Why new standards?

- The current *Connecticut English Language Learner Framework* (2005) is based on 1999 TESOL standards, which have since been updated in 2006.

- There is a demand for English Learners to participate more fully in the curriculum and develop language and content at the same time.

- ESEA Flexibility requires adoption of English Language Proficiency Standards aligned to college- and career- ready standards

Connecticut English Language Proficiency (CELP) Standards Committee

1. Maggie Stevens Lopez (Chair), Education Specialist, ACES
2. Marie Salazar Glowski, ESL and Bilingual Consultant, CSDE
3. Megan Alubicki Flick, ESL and Bilingual Consultant, CSDE
4. Helene Becker, ELL Instructional Specialist, Norwalk Public Schools
5. Patty Gantenbein, Bilingual, Dual Language, and ESL Instructional Coach, New Haven Public Schools
6. Joanna Githens, Coordinating Teacher for Secondary ESL/Bilingual Education, Torrington Public Schools
7. Denise Grant, ESL teacher, Stamford Public Schools
8. Mitchell Grayson, ESOL Coordinator/teacher, Cromwell Public Schools
9. Jaclyn Klein, EL Instructional Coach, New Haven Public Schools
10. Adela Jorge-Nelson, Bilingual/ESOL Education Department Supervisor, Waterbury Public Schools
11. Gladys Labas, PhD., Connecticut Association of Schools (CAS)
12. Karen Lapuk, Director of Bilingual Education, ESOL and World Language, Windham Public Schools
13. Kim Lebrun, District ELL coach, Hartford Public Schools
14. Pam Loh, ESL Specialist, Orange Public Schools
15. Teresa Lopez-Lebron, Education Specialist, CREC
16. Sheila Osko, Director of Language and Translation Services, Norwich Public Schools
17. Chalise Ross, Curriculum Specialist for ESOL, West Hartford Public Schools
18. Mary Beth Russo, District ELL Coach, Hartford Public Schools
19. Claire Scalici, ELL Coordinator, East Haven Public Schools

Proposed: The Connecticut English Language Proficiency Standards (CELP)

Drawn from the ELPA21 Standards, developed by:

- Understanding Language Initiative of Stanford University
- National Center for Research on Evaluation, Standards, and Student Testing (CRESST) of the University of California, Los Angeles
- National Center on Educational Outcomes (NCEO) of the University of Minnesota
- Council of Chief State School Officers (CCSSO)
- WestEd

The CELP Standards

To learn more, go to
our website [Click here](#)

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CELP Proficiency Descriptors

ELP Proficiency Standard

Grade level band and ELP Standard number

ELP Standard	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details • summarize part of the text.	use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a simple text.	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text.

Proficiency descriptors at 5 levels of language from lowest (1) to highest (5)

6

CELP Progressions

- CT is the first state in the "ELPA21" standards group to create a progressions document

- Revisions were made collaboratively to ensure that the descriptors are linguistically and developmentally appropriate

CSDE

Correspondence to
the CT Core Standards

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Old Teaching & Learning Paradigm

Content

Mostly vocabulary, Grammar

Language

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE
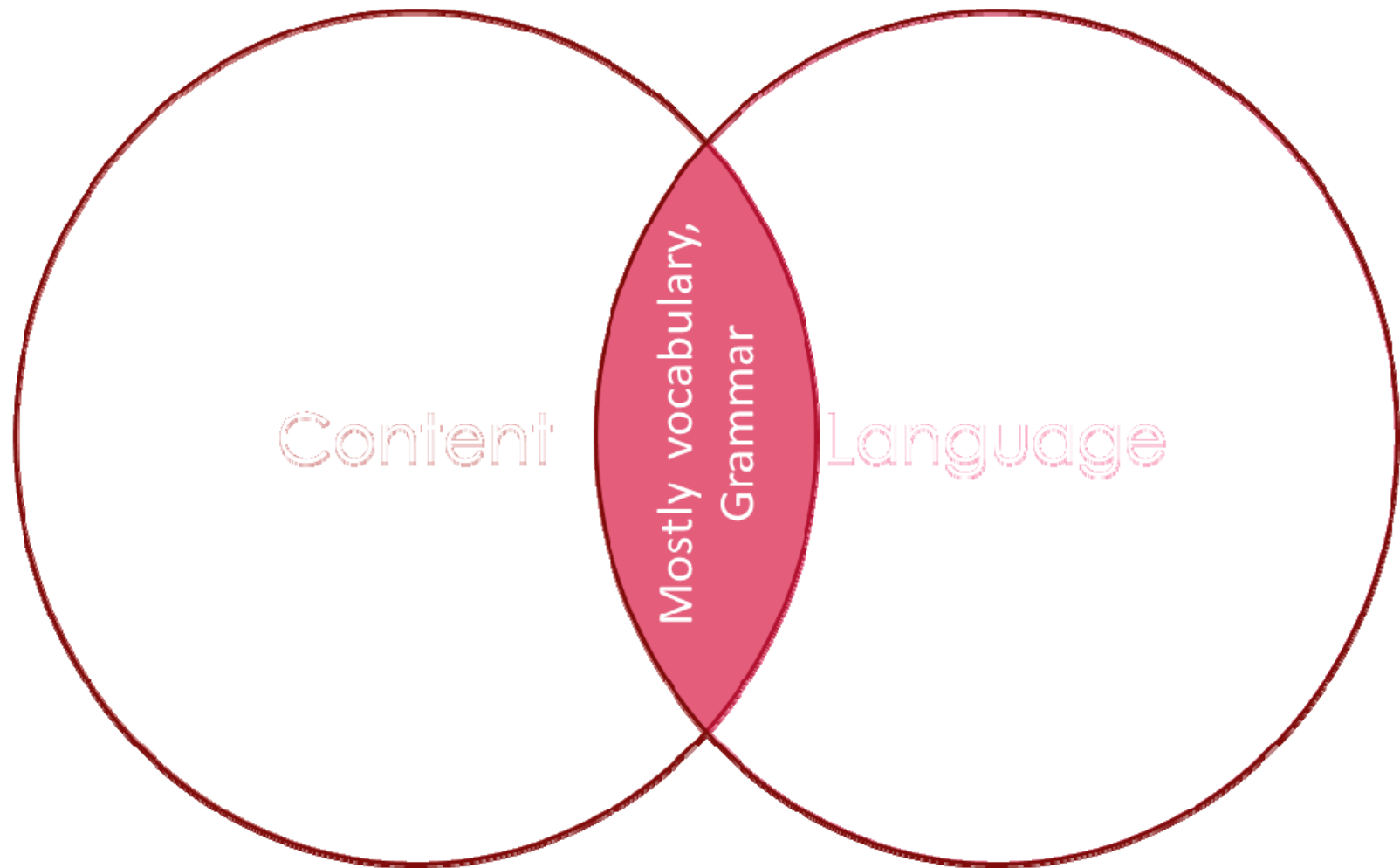
New Teaching and Learning Paradigm

Content

Discourse Text
(complex text)
Explanation
Argumentation
Purpose
Typical structure of text
Sentence structures
Vocabulary
practices

Language
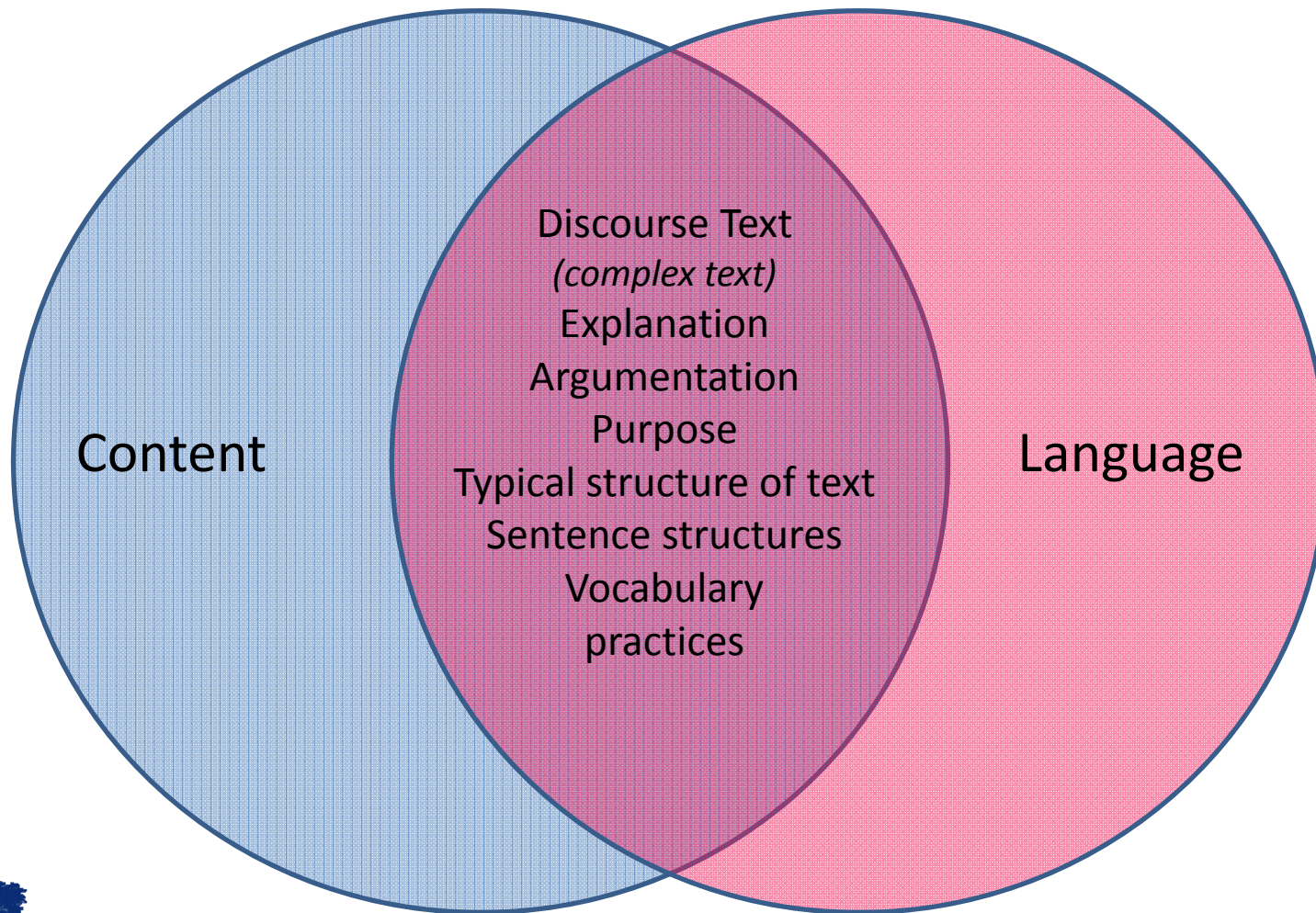
Correspondence to CT Core Standards

Content area practices →

← **Correspondences to ELP Standards**

During these content area 'practices,' ELs will be using English in this way within these particular ELP standards

K-12 Practices Matrix

Use the K-12 Practices Matrix to identify a practice and its corresponding ELP Standard.

Practices	ELP Standards									
ELA "Practices"[7] (EP)	1	2	3	4	5	6	7	8	9	10
EP1. Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Construct valid arguments from evidence and critique the reasoning of others.	EP3				EP3		EP3			
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4					EP4	EP4			
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.	EP5	EP5			EP5	EP5	EP5			
EP6. Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6

Mathematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										

Science Practices (SP)	1	2	3	4	5	6	7	8	9	10
SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2. Develop and use models.										
SP3. Plan and carry out investigations.						SP3				
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8

[7] While the CCSS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCSS for ELA do not explicitly identify key practices and core ideas) (CCSSO, 2012, p. 16).

English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards   34

Linguistic Supports

Available with links to definitions, examples, and videos that explain the supports at various levels of language

Engaging Stakeholders

Committee Objectives and Tasks

- Integrate CT C3 Social Studies Framework inquiry objectives into the correspondences- **COMPLETE**

- Create a user-friendly format for reading the standards documents, reviewed by a range of practitioners- **COMPLETE**

- Examine the progressions document to determine the research-based soundness to progression and language supports- **DRAFT COMPLETE**

- Implement a plan to garner feedback from a wide-range of stakeholders- **PLAN UNDERWAY**

- Create a user-friendly guide for implementation- **IN DEVELOPMENT**

- Develop a plan for roll-out of and professional development for the ELP standards- **IN DEVELOPMENT**