

Next Generation ESL MCU Development at the Unit Level

August 2019



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# 4 Next Generation ESL MCU Development at the Unit Level

Line

This section contains curriculum development thinking processes, templates, and tools at the unit level. Here you will find the ESL MCU [unit template](#UnitTemplate), the [annotated unit template](#AnnotatedUnit), a description of the project’s [assessment framework](#AssessFW), and additional tools to support thinking processes around unit-level curricular design ([FLG Dissection Tool](#FLGDT), [Micro function Dissection Tool](#MFDT), [Unpacking Academic Language Chart](#_4.4.a._Unpacking_Academic), [Sociocultural Implications](#SocioculturalImplications), and a [Unit Validation Protocol](#UnitValProtl)).

## MA DESE Logo4.1 Unit Template

|  |
| --- |
| [Title of ESL Unit] |
| ESL [Grade Band—ELP Level(s)] |
| [Summary of unit] |

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**Integrated ESL Unit Template Incorporating WIDA Standards, Massachusetts Curriculum Frameworks, and UbD Framework**

**Unit Plan**

|  |  |  |
| --- | --- | --- |
| **Stage 1—Desired Results** | | |
| **ESTABLISHED FOCUS GOALS: G**  **Focus Language Goals/Standards**:  **Content Connections**:  *The student is building toward:* | ***Transfer*** | |
| *Students will be able to independently use their learning to…***T** | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  *Students will understand that…* | **ESSENTIAL QUESTIONS** **Q** |
| ***Language Acquisition in the Four Domains*** | |
| **KNOWLEDGE: Academic Language K**  *Students will know…* | **SKILLS: Academic Language****S**  *Students will be skilled at…* |
| **Stage 2—Evidence** | | |
| **EVALUATIVE CRITERIA:** | **ASSESSMENT EVIDENCE: Language Development** | |
|  | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT** | |
| **OTHER EVIDENCE: OE** | |
| **Stage 3—Learning Plan** | | |
| **SOCIOCULTURAL IMPLICATIONS:**  **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION:** | | |
| Adapted from *Understanding by Design*®. © 2012 Grant Wiggins and Jay McTighe. Used with permission. | | |

## 4.2 Annotated Unit Template and Self-Check

|  |  |
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| This annotated self-check is designed to prompt educators to engage in collaboration and continuous exploration of each component of the Next Generation ESL Project unit template. We suggest that unit writing teams use the following notation to track their current level of development within each blue box: | |
| Minus sign | Still in development—include why you rated it this way (for example, “we have not focused in depth on this component yet”). |
| Check mark | Completed, aligned to other stages/components in the unit template, and in keeping with the UbD and WIDA frameworks. |
| Plus sign | Component exceeds expectations. |

|  |  |
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| **[Title of ESL Unit]** | Title (should be different than the title of the connecting content unit):  Blue box |
| **ESL [Grade Band—ELP Level]** | ESL course, ELP level(s) and grade band(s):  Blue box |
| **[Summary of Unit]**  Highlight the focus of ESL. Systematic, explicit, sustained language development should be the clear driver of the unit, always in the context of the Frameworks and academic habits of thinking. Please include:   1. **WIDA** standards (transfer goals in the unit). 2. **Focus Language Goals:** *The purpose of this X unit is to develop the language needed to*... 3. **Connecting content area MCU title, content area, and grade.** 4. Specificoverarching **language functions or structures** to be developed in this unit. 5. Optionally, something along the lines of **“**By the end of the unit, students will…X, Y, Z” to highlight how the CEPA measures students’ ability to use and transfer their language learning (not assessing content) to real-life contexts. | Summary of unit, including aspects listed on the left:  Blue box |

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| **Sample Unit Summary**  The “*ESL + title*” unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. Through this unit, students will learn to communicate information, ideas, and concepts necessary for academic success in the content *areas of (e.g., Language Arts and Social Studies)*. They will also learn to communicate for social and instructional purposes within the school setting. The embedded language development of this unit centers on the following selected *Key Uses of Academic Language*: *Recount by* ***sequencing*** *events in stories, and Explain ideas/beliefs by* ***describing*** *characters and historical figures using reasoning and evidence*.  [**Access to Clean Water**](http://www.doe.mass.edu/ele/instruction/mcu/eslg6-8-clean-water.docx) **Unit Summary**  The purpose of this unit is to help ELs develop the language necessary for academic success in the general education social studies classroom, and in and across various academic contexts. The unit focuses on systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. It is not to be confused with a sheltered social studies unit. “ESL: Access to Clean Water” is intended to be taught by an ESL teacher, and collaboration with the content teacher is essential. Please be mindful that, in addition to this dedicated, language-focused time, the student must also have access to all core academic content.  The language development in this unit centers on two of the [*Key Uses of Academic Language*](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf)as connected to the following *key academic practices:*   * Explain causes and effects to create evidence-based claims. * Discuss by stating opinions/claims about a substantive topic.   These unit-level *Focus Language Goals* were created through an analysis of the driving language demands embedded in “Model United Nations: Access to Clean Water,” a grade 7 social studies Model Curriculum Unit.  In “ESL: Access to Clean Water,” students get contextualized, extended practice in the word/phrase, sentence, and discourse dimensions. They will be able to use their learned language to take a position, state an opinion/claim, and offer evidence via explanation of cause and effect. While learning about the real, complex issues of clean water access, students will create public service announcements (PSAs) to educate and encourage others to take action. (This announcement will be shared with the school audience on World Water Day, March 22.) The embedded, authentic learning experiences help develop effective communication with peers and adults about social and academic topics. By the end of the unit, through a social justice lens, students are equipped with the language to serve as advocates for clean water access around the world.  checkbox *Watch a* [*video of Access to Clean Water*](https://www.youtube.com/watch?v=hD3Pl-ZYB30&index=2&list=PLTuqmiQ9ssqvx_Yjra4nBfqQPwc4auUBu) *in action.* |

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| **Stage 1—Desired Results**  **(Focus on language development within a rich, standards-referenced context.)** | |
| **ESTABLISHED FOCUS GOALS G**  **Focus Language Goals/Standards:** Use the Collaboration Tool (see Section 3.2), to create the unit’s FLGs.   1. Section 3.3.2 describes the process for creating FLGs (includes sample FLGs from ESL MCUs). 2. Initially, aim to create one or two FLGs. 3. Goals must include at least a [Key Use](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf) (macro function) and a key academic practice (see Section 3.2.3) **or** [state standard](http://www.doe.mass.edu/frameworks/current.html). 4. List only what you will explicitly teach and assess. Consider:  * What will students do with language in a particular context? * What key language use(s) are you targeting? (Consider function and genre within key academic practices.) * How do the FLGs relate to or build upon one another? | **Goals** were designed using the **Collaboration Tool**, and they focus on language development in the context of academic practices.  Blue box |
| **Identify Salient Content Connections—***The student is building toward:*   1. Which academic content standards is this ESL unit explicitly connected to? 2. The ESL educator will not assess content for which he/she is not licensed*.* | **Salient content connections** are prioritized and only standards that are explicitly addressed in the unit are listed.  Blue box |
| **TRANSFER T**  *Students will be able to* ***independently*** *use their learning to…*  What kinds of long-term, transferable, independent language accomplishments are desired? Stage 3 (the instructional plan) will support all unit goals, including transfer goal/s.  For the developmental phase of the ESL MCU Project, broad WIDA standards were chosen as transfer goals:  T.1 ELs communicate information, ideas, and concepts necessary for academic success in Social and Instructional Language  T.2 ELs communicate information, ideas, and concepts necessary for academic success in the Language of…(choose ELA, Math, Science, or Social Studies). | **Transfer goals** are included.  Blue box |
| **UNDERSTANDINGS U**  *Students will understand that…*  U.1 What are the most critical understandings associated with the **FLGs** and salient content connections?  U.2 Are understandings aligned with goals?  U.3 Understandings should not be factual knowledge. According to [UbD](http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx), they need to be uncovered. Please see UbD for further clarification on this topic.  U.4 Use one to four understandings per unit. | **Understandings** have been tested using the four points listed on the left.  Blue box  **Understandings** about language have been listed first, and those related to theme/topic are listed afterwards.  Blue box |
| **ESSENTIAL QUESTIONS Q**  *These* *capture student interest and motivate them through lessons***.**  Q.1 What thought-provoking questions will foster inquiry, meaning-making, and transfer through a language focus?  Q.2 Are answers to essential questions connected to understandings?  Q.3 Include essential questions that are both about language and about the meaning-making that is the context for language use in the unit. | **Essential questions** have been designed in keeping with the three points listed to the left.  Blue box |
| **LANGUAGE ACQUISITION IN THE FOUR DOMAINS**  *Identify* ***realistic*** *knowledge (K) and skills (S) that students will be able to* ***demonstrate*** *by the unit’s end. What skills will actually be* ***acquired?*** *Include: building blocks to desired understandings, implied K and S in the FLGs, and enabling K and S needed to perform complex assessment tasks.*  Once your content connection (context for academic language use of a particular content area) is established and your FLGs are developed, use the [**Unpacking Academic Language Chart**](#_4.4.3_Unpacking_Academic)to *begin* dissecting the FLGs and prioritizing the academic language for the unit. Unpacking academic language will be an iterative process as the unit is developed and choices about contexts and language are made.  Check the [WIDA Performance Definitions](http://www.doe.mass.edu/ell/curriculum/definitions.pdf) to calibrate language complexity expectations and ensure that they are appropriate for students’ current proficiency levels. Plan to sufficiently support and advance student language use. Current levels of student performance should be measured through continuous gathering and analysis of multiple points of data based on actual student language use, and not just ACCESS scores. | |
| **In the K and S boxes below, unpack the three** [**features of academic language**](https://wida.wisc.edu/sites/default/files/resource/Features-of-Academic-Language.pdf) **associated with the concepts and skills of the standard, genre, topic, and theme of the unit.** | |
| **KNOWLEDGE: ACADEMIC LANGUAGE K**  *Students will know…*(**nouns**)—*directly related to FLG.1, FLG.2, etc.*  Consider:  K.1 Using the nouns that you have unpacked from the FLGs, can you determine what key *linguistic* components and conceptual expectations are embedded in the standards-based FLGs?  K.2 Are there any prerequisite concepts that should be addressed?  K.3 Find overlapping relationships to categorize knowledge. Your categories can help you sequence and make instructional decisions—what logically comes first? Next? | **FLGs** have been dissected to identify the **knowledge** students will gain by the end of the unit.  Blue box  Academic language from the **discourse dimension** that students will know by the end of the unit has been prioritized.  Blue box  Academic language from the **sentence dimension** that students will know by the end of the unit has been prioritized.  Blue box  Academic language from the **word/phrase dimension** that students will know by the end of the unit has been prioritized.  Blue box  Areas of knowledge have been categorized.  Blue box |
| **SKILLS: ACADEMIC LANGUAGE S**  *Students will be skilled at…(****verbs****)—directly related to G.1, G.2, etc.…*  Consider:  S.1 As students continuously make choices with language to communicate meaning, what goals-driven, discrete *language* skills and processes should students be able to demonstrate by the end of the unit?  S.2 How will the students demonstrate attainment of the *language* skills required in each standards-based goal?  S.3 How do the knowledge/concepts and skills work together within the unit?  S.4 Are there any inferred skills that should be targeted?  S.5 Find overlapping relationships to categorize skills. Your categories can help you sequence and make instructional decisions—what logically comes first? Next? | **FLGs** have been dissected to identify the linguistic **skills** students will gain by the end of the unit.  Blue box  Explicit and inferred skills that reflect a prioritization of the academic language have been identified.  Blue box |
|  | Stage 1 is completely aligned: all **FLGs** can be traced throughout Stage 1.  Blue box  Skills have been categorized.  Blue box |

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| **Stage 2—Evidence** | |
| **EVALUATIVE CRITERIA**   1. Evaluative criteria should gauge language development. 2. Collect evidence of student language use at the word/phrase, sentence, and discourse dimensions. 3. What criteria will be used in each assessment to evaluate attainment of the desired language results or FLGs? 4. Regardless of the format of the assessment, what qualities are most important? | **Evaluative criteria** have been developed considering the evidence that can be collected to demonstrate student mastery of the FLGs.  Blue box |
| [**CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT**](#EOUACurrAsses) **(Performance Tasks) PT**  Important: this is a fluid process. CEPA or FLGs may be adapted after checking for alignment and clarifying priorities for the unit.   1. How will students demonstrate their *enduring understanding* (meaning-making and transfer) through *complex performance*? 2. How will students demonstrate meeting the **FLGs** through performance-based tasks or projects? This should tie into knowledge (K) and skills (S), but also relate them to a real-world context. 3. How will the receptive and productive language domains (reading, writing, speaking, listening) be measured in the final assessment? 4. Considering the language development continuum, how might knowledge and skills be woven into the CEPA?   **CEPA alignment test:** The best way to see if the CEPA is aligned is to show someone the CEPA and see if they can rightly guess the established FLGs. Important: This is a fluid process. CEPA or FLGs can be adjusted after an alignment check.  Create performance indicators as needed for the CEPA. *(For more on performance indicators, see page 10 of the* [*WIDA Standards Framework*](https://wida.wisc.edu/teach/standards/eldhttps:/wida.wisc.edu/teach/standards/eld)*.)*  *Some ESL MCU writers used the* [*GRASP*](http://www.jsedimensions.org/wordpress/content/grasp-testing-an-integrated-approach-to-sustainability-education_2013_05/) *to develop their CEPAs.*  *See this resource guide’s* [*CEPA guidance*](#CEPAGuideL) *(including an example of an ESL MCU CEPA) and* [*CEPA Development Tool*](#CEPADevTool)*.* | During **CEPA** development, the four points to the left were considered.  Blue box  All **FLGs** are reflected in the **CEPA**.  Blue box  **Performance indicators** related to the **CEPA** have been developed as needed.  Blue box |
| **OTHER EVIDENCE OE**  *What other evidence will you collect to determine whether Stage 1 goals were achieved?*  Ongoing [formative assessment](#ContinuumAssesment) strategies:   1. Which formative assessment strategies will you employ throughout the unit to check for student understanding of language use within context given student ELP levels? 2. How does the formative assessment data help inform your instruction? How does it help students understand their own learning trajectories? 3. What kinds of oral and written descriptive feedback might you give your students throughout the unit? 4. How will you incorporate student self-assessment into instruction? 5. How will you know that your feedback is effective?   *For more information on the Next Generation ESL Project’s* [*assessment framework*](#AssessFW)*, see* Section 4.3 *of this guide.*  Watch samples of formative assessments for ELs: [Assessment for ELLs](https://www.bing.com/videos/search?q=video%20formative%20assessment%20of%20ELLs&&view=detail&mid=F45AD16CAF95F9C79E16F45AD16CAF95F9C79E16&rvsmid=EFD9CCA029A5036C05D8EFD9CCA029A5036C05D8&FORM=VDFSRV&fsscr=0&adlt=strict) and [Participation Quiz: Real Time Feedback](https://www.teachingchannel.org/videos/instant-student-feedback-ousd). | We have identified ongoing formative assessments that will be used  throughout the unit to determine whether Stage 1 goals were achieved.  Blue box  We have considered the five points listed to the left.  Blue box |
| Stage 2 is completely aligned: all **FLGs** can be traced through Stages 1 and 2.  Blue box | |

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| **STAGE 3—Learning Plan**  **(Stage 3 has two components: sociocultural implications and a summary of key learning events and instruction.)** | |
| **[SOCIOCULTURAL IMPLICATIONS](#SocioculturalImplications)**  WIDA defines sociocultural context asthe association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both the curriculum and those involved in teaching and learning (WIDA, 2012a, p. 115).  All curricula, especially for ELs, must be designed with the sociocultural context in mind. This involves the interaction of the student (his or her identity, knowledge, culture, language proficiency, beliefs, values, and experiences) with the given register, genre/text type, topic, and task/situation, andher/his relationship to other participants’ identities and social roles.   1. What are some cultural nuances or ethnocentrisms implicit in the academic language of the selected standards? 2. Are there multiple ways in which ELs might express the concepts and skills embedded in the standards?   *Click* [*here*](http://nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf) *to read an article on sociocultural implications in the ESL classroom.* | **Sociocultural implications** embedded at the unit level have been identified and reflected upon.  Blue box |

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| **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**  After completing planning for UbD Stages 1 and 2, and an analysis of sociocultural implications at the unit level, the next step in Stage 3 is to draft and sequence the flow of lessons in the unit. Stage 3 is simply a summary of the lesson sequence, and detailed lesson plans are not expected here. However, sufficient information should be included in this summary so that a teacher can quickly review the flow of the unit and see the sequence of learning activities and instruction leading to the unit’s CEPA.  Drafting the summary generally involves taking time to think through the sequence from a linguistic and cognitive perspective, incorporating all the components of meaning-making and academic language that are of focus in the unit. The Stage 3 thinking and planning process ensures a logical sequence for instruction as well as inclusion of all of the skills, knowledge, and unit-level FLGs prioritized in Stage 1. The creation of lesson-level language objectives (see Section 5.3) for each lesson in the summary also serves to re-calibrate and check Stage 1 FLGs, skills, and knowledge to your students’ current language proficiency levels.  After Stage 3 is fully developed, detailed lessons should be planned using the Next Generation ESL Project’s Lesson Plan Template (see Section 5.1). It is important for educators to finish mapping out the flow and sequence of lessons in this section of Stage 3 before designing detailed lessons.  As educators develop the summary, they should consider the following points:   * **Alignment**. The lesson sequence on Stage 3 should align with **explicit teaching of the contextualized academic language,** knowledge, and skills that were identified in Stage 1 to help students achieve the unit’s FLGs. * **From guided practice to independent language use and application.** It is important to provide students with **ample practice with the contextualized academic language** (knowledge and skills) they need to successfully participate in Stage 2 (CEPA and other assessments) and to build depth of knowledge[[1]](#footnote-1) over the course of the unit. The learning sequence articulated in Stage 3 is the opportunity to prepare students for the CEPA, which in part measures independent application and transfer of new knowledge and skills learned in the unit. * **Logical sequencing.** Stage 3 should logically sequence teaching of the subcomponents and building blocks of the FLGs. These are the subcomponents and building blocks needed for “**systematic, explicit, and sustained language instruction**” in the context of the [Frameworks](http://www.doe.mass.edu/frameworks/current.html). (See *Definition of the Focus of ESL Instruction in Massachusetts in Section 2.2*.) It is important to sequence what contextualized academic language is taught first, second, third, and so on in order to ensure ample practice with language. Determining a logical instructional sequence means taking some time to carefully consider language development in the context of the unit. The following self-test for sequencing instruction (adapted from Heritage, 2008) can help educators develop a logical instructional sequence.  |  | | --- | | 1. Ensure that you have fully dissected the FLGs to tease out their distinct cognitive and linguistic components. (The [FLG Dissection Tool](#_4.4.a._Unpacking_Academic) and the [Micro Function Dissection Tool](#_Micro_Function_Dissection) can help with this. If needed, revisit the [Unpacking Academic Language Chart](#_4.4.3_Unpacking_Academic) and Stage 1 to review and re-calibrate prioritization.) You have listed the knowledge and skills students will need to use in order to produce evidence that they are progressing toward the FLGs. You have categorized and prioritized the knowledge and skills. 2. Write each skill or concept/knowledge on a sticky note. 3. Rearrange sticky notes until there is a logical progression toward more complex skills and concepts/knowledge. Sticky notes may need to be rearranged a number of times to develop a logical progression. Collaboration with other teachers is strongly encouraged. |   The summary should include following information about each lesson:   * Lesson #—Day #: Lesson Title. * Language objective (see Section 5.3.1) ([S.M.A.R.T.](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwj_w9vqo_bkAhXCmeAKHU8VC3MQFjAAegQIAxAC&url=http%3A%2F%2Fwww.doe.mass.edu%2Fedeval%2Ftraining%2Fmodules%2FM4Handouts.docx&usg=AOvVaw3KdFGvbfHGvCQB8dU6GwvY) goals). * Brief overview of lesson:   + What will students do? Write a summary (one or two sentences) of key learning experiences.   + Make an explicit connection to Stages 1 and 2—e.g., *Students will develop an understanding of…* (G.1). This ensures that your lesson is aligned to those stages.   + Why will students do it? Brief summary (one or two sentences) of why students are doing this (can be an explicit link to the FLGs).   The following reflective questions can help facilitate Stage 3 design and help with self-assessment after Stage 3 has been developed:   1. Does Stage 3 facilitate student language acquisition, meaning-making, and transfer? 2. Is there tight alignment across all three stages? All lessons must tie to unit FLGs in Stage 1 and evidence of learning in Stage 2. 3. How might a series of related activities be combined into tasks which, in turn, can be connected to form a culminating project (CEPA)? 4. Does the learning plan reflect a well-sequenced instructional plan that fosters language growth and meaning-making? 5. What skill or knowledge will be developed in each lesson? 6. How will students process and produce language to create meaning in this lesson? What language will educators see and/or hear students using?   *For information on additional considerations for deeper, more meaningful, cognitively challenging instruction (including use of depth of knowledge), see* [Teacher Professional Development Rationales and Resources on How to Meet the Language Demands of New College- and Career-Ready Standards](http://www.csai-online.org/sites/default/files/resource/151/AcadLangResourcesBRIEF_ShaferWillner2014.pdf) *(Shafer Willner, 2014).*  *For information on the complex mental processes students engage in as they interact with content, see also* [*“ELL Depth of Knowledge”*.](https://www.berlinschools.org/UserFiles/Servers/Server_664795/File/District/English%20Learners/2018-19/ELLs_DOK_levels.pdf) *(RESC Alliance, 2013).* | Each lesson’s number and title has been listed.  Blue box  **Language objective(s)** for each lesson are included.  Blue box  Each **lesson summary** states “the what.”  Blue box  Each **lesson summary** states “the why.”  Blue box  In the summary, connections to Stages 1 and 2 are included.  Blue box  Reflection questions were used in the design of lesson summaries.  Blue box  The **instructional sequence** provides a logical progression to facilitate a systematic, explicit, focus on language instruction.  Blue box |
| After completing the unit plan in Stage 3, double-check it against Stages 1 and 2. For each lesson, mark the goals, understandings, knowledge, skills, etc., that the lesson will help students develop. Note which specific components from Stage 1 are addressed in each lesson. For example, mark S.1, K.1, etc., in the lesson. If a skill is articulated in Stage 1 but not reflected or explicitly practiced in the unit plan, review the lesson sequence to address missing pieces or gaps. | Stage 3 has been double-checked for alignment to Stages 1 and 2.  Blue box |
| At the end of the unit plan, apply the following test as articulated by Wiggins & McTighe: “Could students do all of the learning in Stage 3 but not really be ready to transfer their learning as required in Stage 2?” If the answer is yes, revise Stage 3. | The Wiggins & McTighe test has been applied.  Blue box |

## 

## 4.3 Assessment Framework

### ****4.3.1 Overview****

Just like a photo album typically contains a variety of pictures—some close-ups, some wide-angle shots, some focused portraits, and some including many people—so should our Stage 2 album include a variety of assessments matched to our goals (McTighe & Wiggins, 2012, p. 86).

The Next Generation ESL MCUs incorporate assessment within each step of the curriculum design process, from the collaborative pre-planning stages all the way to the end-of-unit summative performance assessment. Guided by the [UbD](http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx) approach, [Universal Design for Learning](http://www.cast.org/our-work/about-udl.html#.V1cNkyEtUyo) (UDL) principles, and the project’s theory of action (see Section 1.2), the Next Generation ESL curriculum development process moves practice toward a more integrated, aligned assessment continuum in which both students and teachers actively engage in continuous assessment and analysis of learning. Like a photo album, assessment in the ESL MCUs aims to capture and document language growth in different ways throughout a unit, and over longer periods of instructional time. Figure 6 below shows an overview of this assessment. This progression is enacted as a spiraling continuum of planning, instruction and assessment, analysis, and adjustment.

Overview of steps in the continuous assessment and analysis of learning in Next Generation ESL 

Figure 6: Overview of Assessment in Next Generation ESL MCUs



### 4.3.2 The Continuum of Assessment in ESL MCUs

The assessment process begins at the pre-planning stage for a new unit, with teachers sharing and analyzing various types of student performance data, evidence from student work, and student prior knowledge. This structured time for collaborative assessment and planning recognizes that language development is a process that takes place over time. Continuous assessment occurs from unit to unit and from year to year as language develops—which means that teachers are constantly assessing students. Therefore, assessments at the beginning of an ESL unit (unless it is the first unit of the school year or intended for a new group of students) are not truly the beginning of the process: rather, they are the next goal-setting cycle where growth and development targets are established.

The following subsections describe assessment across the ESL MCU curriculum development process.

**Pre-Planning Stage: Collaborative Assessment**

Pre-planning a new unit depends on existing performance artifacts and evidence of language growth, as well as student data and curriculum goals.

**Purpose:** To be effective, assessment at the pre-planning stage must be collaborative. It must recognize and engage the range of teachers who are collectively responsible for students’ overall English language development throughout a day and across a student’s program. Depending on the program, this group may include:

* Teachers of ESL, whose instruction focuses on promoting language development—as presented in the *Definition of Focus of ESL Instruction in Massachusetts* in Section 2.2 of this guide.
* Teachers of content, whose instruction focuses on providing access to the [Frameworks](http://www.doe.mass.edu/frameworks/current.html).
* Teachers in TWI programs, who instruct for bilingualism and biliteracy.
* Teachers of partner language and literacy development in two-way programs that integrate language and literacy with content practices and standards through curriculum, instruction, and assessment.

This collaborative assessment and sharing may be done regularly through PLCs, common planning time, periodic curriculum development sessions, language assessment team meetings, and/or teacher initiative as necessary. Establishing regular, formalized opportunities for collaboration between teachers may lead to more effective long-term assessment planning and a more powerful approach for developing a balanced assessment system (Gottlieb, 2012). Given that both content and language teachers integrate content and language standards to drive and differentiate instruction for ELs, collaboration *must* be supported in curriculum planning—and specifically in the continuous assessment of ELs, if the latter is to be coherent, connected, complete, and conclusive for instructional decision-making.

The Collaboration Tool (see Section 3.2) developed by the Next Generation ESL MCU team was also designed to help with this type of collaborative assessment. It provides a structure for reviewing assessment data and sharing current student performance in order to plan next instructional steps and curriculum goals within the UbD process. The Collaboration Tool and related process for creating FLGs (see Section 3.3.2) recognize the multiple stakeholders involved in different aspects of EL assessment and the role they play in planning curricula. As a result of this structured and intentional collaboration, the ESL teacher can determine goals and contexts for new ESL units of instruction, including assessment approaches and performance outcomes.

**Process:** At this pre-planning stage, content and language teachers can collaboratively assess ELs by bringing student work data and examples of student language growth observed, documented, or assessed in their respective classrooms.

The Collaboration Tool prompts teachers to share their data, evidence of EL student performance, and contexts for language development and use in their classrooms in a structured way.

By analyzing evidence that is gathered across program instructional components, teachers can use this language growth data to inform backward planning from FLGs and the unpacking and prioritizing of academic language skills and knowledge in a unit.

The ESL teacher, specifically addressed in this resource guide, can also learn about upcoming content topics and contexts that can be useful for planning sustained and systematic language-focused instruction within rich meaningful content contexts.

**Beginning of Unit Assessment: Pre-Assessment Language Sample**

Once the contextualized FLGs are determined in Stage 1 and dissected for specific knowledge and linguistic components within WIDA’s dimensions of academic language, ESL teachers may elect to develop a mechanism to pre-assess students’ academic language skill and knowledge as related to the new unit’s specific context. Analyzing student language samples can help teachers plan the instructional sequence, materials, instructional configurations, and supports in a more targeted and differentiated way. Pre-assessment is particularly useful if the unit being developed is the first one of the year, or the first one with a new group of students—both situations in which a teacher is still reviewing data and determining the range of student academic language needs.

**Purpose:** Effective pre-assessments will be designed to elicit and capture a student’s language sample as it relates to the unit goals. This type of sample can be used to analyze a student’s current language proficiency and establish baseline data for documenting growth from the beginning to the end of a particular unit—though it can be difficult to measure language growth within the short duration of one unit.

Overall, various data points are gathered and used to inform how the teacher designs and adapts instruction to best serve students’ learning trajectories. These pre-assessment samples are generally designed for the teacher, an informal gauge to inform instruction in the unit; they give teachers a diagnostic snapshot of selected aspects of the students’ ability to process and produce academic language. Teachers and experts cite the following purposes of pre-assessment (Guskey & McTighe, 2016):

* Identify students’ prior knowledge and skill.
* Identify students’ interests, talents, and learning styles and preferences.
* Focus student attention on goals, outcomes, and expectations of the new unit.
* Provide a metacognitive foundation for self-monitoring and self-regulation by helping students to connect prior and new learning.
* Prompt ELs to connect conceptual and linguistic repertoires with new content.
* Reveal existing misconceptions.

**Process:** Before designing a pre-assessment task, the teacher can review the Collaboration Tool’s Thinking Spaces 1 and 2, skills and knowledge established in Stage 1, unit outcomes, and the evaluative criteria determined in Stage 2. Reviewing these unit plan components enables the teacher to strategically select academic language from the unit to prioritize and pre-assess.

To ensure that pre-assessment is useful to both teachers and students, pre-assessment tasks must (Guskey & McTighe, 2016):

* Emphasize what things students will learn versus what they currently do not know or cannot do.
* Be used judiciously and efficiently, so as not to waste valuable instructional time.
* Be designed with a clear purpose to measure what students can already to around a unit’s language and content context.
* Provide relevant information that can be used by teachers to inform instruction and by students to self-monitor their progress toward stated goals.

**Sample pre-assessment and initial unit/lesson activities:** Pre-assessments can be very beneficial to both students and teachers if planned efficiently and with a clear purpose. They are not essential components of Next Generation ESL curriculum, and therefore not all ESL MCUs contain pre-assessments (Guskey & McTighe, 2016). However, all ESL units include rich initial unit and lesson activities that activate and build background knowledge. Effective individual or group initial activities support student readiness to engage with a new unit or lesson, allow students to connect and share what they already know about a topic/essential question, give students a chance to build on their strengths, and elicit language related to the unit’s FLGs or lesson’s language objective. Many of these activities can also be used for pre-assessment purposes. Thus, these activities give the teacher an opportunity to capture student language, analyze it, validate instructional plans, and inform instructional groupings.

Some examples (not exhaustive) of pre-assessments, initial activities and strategies for capturing language samples in ESL units might include:

* Writing or discussing photo prompts
* Generating word walls or picture word walls
* Know–want to know–learn charts and related variations
* Sentence starters and frames
* Think-pair-share
* Turn-and-talk
* Sorting and matching activities
* Observation checklists
* Semantic/concept maps or graphic organizers
* Watching a video with a focus prompt and discussion (grades 6–8)
* Discussing objectives
* Anticipation guides

**Analysis and documentation:** To show language growth over time, it is important to capture and analyze students’ productive language, and to keep electronic samples (such as voice recordings or videos) to show what students [can do](https://www.wida.us/standards/CAN_DOs/#keyuses) with oral language. For example, teachers and students can create portfolios showcasing evidence of language performance in order to analyze and document growth throughout a unit and the school year, capturing many snapshots of performance growth and types of evidence. The consistent use of recording can help capture oral language in ways that can be referred to over time. Capturing video or audio language samples can also help students monitor their own learning compared to expectations. Written language samples can involve the teacher annotating student text, noting language features on individual copies of the [WIDA Performance Definitions](https://www.wida.us/get.aspx?id=543) and/or on a class chart where the teacher keeps a running record of academic language use (e.g., for each student). Teachers and students may keep evidence of language growth that includes specific skills and knowledge from the unit’s FLGs and Stage 1 components in portfolios or may create a different system for documentation and analysis that works for them. Whatever the format chosen for pre-assessment it should help teachers make decisions about instruction. To help ensure validity of assessments, teachers can collaboratively analyze and assess student work to calibrate success criteria and acceptable evidence of development toward FLGs.

**Mid-Unit Assessment: Language Checkpoint(s)**

The language checkpoint is a mid-unit student language sample and benchmark assessment aligned to the unit’s FLGs, evaluative criteria, and CEPA. Language checkpoints gauge progress toward evaluative criteria assessed through the end-of-unit CEPA, so they can be considered a form of formative assessment. However, they differ from in-the-moment formative assessment and adjustments made during instruction because they represent a more formalized time when the teacher steps back to analyze language samples gathered through the checkpoint. Teachers may create additional language checkpoints throughout a unit as necessary.

**Purpose:** A language checkpoint offers a snapshot of how a student has made progress toward selected aspects of academic language related to the FLGs during the unit. Like other formative assessments, language checkpoints gather data to inform instructional adjustments. This type of assessment highlights the dynamic aspect of curricula: it is assessment *for learning*, whereas the CEPA is designed as assessment *of learning*.

**Process:** Academic language assessed in a language checkpoint should be directly related to the FLGs, the pre-assessment, and end-of-unit assessments like the CEPA. The language checkpoint gives both teachers and students information about language progress over multiple lessons, informing teachers what descriptive feedback students may need, in relation to evaluative criteria in the unit. Students can self-assess and peer-assess productive language as part of the language checkpoint (which encourages ownership of their learning trajectory). For teachers, data gathered through the language checkpoint can be used to guide next instructional moves.

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| **Sample Language Checkpoint from a Next Generation ESL MCU:**  ***Gr 9–12, ELP 1–2:*** *Exploring Topics: African American Civil Rights Movement*  **Focus Language Goals**:  G.1 Explain the causes and effects of key events of the Civil Rights Movement.  G.2 Discuss by building upon ideas of others and articulating your own claims.  **Language Checkpoint:** Lesson 4, Day 6  Linguistic supports are available throughout the room: word walls, word banks, labeled images, student-friendly definitions, bilingual dictionaries, etc.  **During the Lesson:** “Now that we have practiced identifying claims supported by evidence, let’s practice creating and discussing our own statements supported by evidence.”   1. Model an academic conversation with a student or another teacher. If modeling with another student, work with a prepared script to illustrate taking turns and building on each other’s ideas. Consider co-creating an academic conversation norms chart with students after debriefing the conversation. 2. Review discussion norms and the sentence frames that will be used: “\_\_\_\_\_\_ is inspiring because \_\_\_\_\_; \_\_\_\_\_\_ is important because \_\_\_\_; \_\_\_\_\_\_ is powerful because \_\_\_\_\_.” 3. “Let’s take some time to form our opinion statements supported by evidence.” Model a few examples of how to do so with a think-aloud and sentence frames: “I think this image is powerful because it shows school desegregation. The Brown v. Board of Education decision is important because it desegregated the schools.” Have students view images and/or statements about the Civil Rights Movement while modeling. 4. Ask pairs or small groups of students to use the sentence frames and word banks to create opinion statements supported by evidence about the Civil Rights Movement. Provide options for action such as using a computer and/or text-to-speech software. Have students work with a partner, discussing their opinions about the Civil Rights Movement. Some additional sentence starters that students could use are: “I think \_\_\_\_\_\_ because \_\_\_\_\_\_; I believe\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_; In my opinion\_\_\_\_\_; I agree because\_\_\_\_\_; I disagree because \_\_\_\_\_\_.” 5. As students are working, confer with them one by one. Observe and assess their use of language using meaningful conversation prompts. Look for evidence of specific language skills and knowledge such as student choice of when and how to use present- and past-tense verbs, descriptive adjectives, supporting opinions with evidence, content-specific vocabulary, and application of collaborative discussion norms. Use this formative assessment to inform and adjust instruction. |

**Analysis and documentation:** As withpre-assessments, teachers can measure students’ productive language in terms of the unit’s FLGs by recording (via notes, video, or audio recording) and keeping this evidence to show what students “can do” with language and to illustrate growth throughout a unit and the school year. Teachers can calibrate and analyze oral and written student work collaboratively to deepen competency at analyzing and teaching academic language features.

**Continuous Unit Assessment and Feedback: Formative Assessment**

When English learners are supported to continuously engage in communicative acts in language-rich environments, they have the opportunity to actively co-construct knowledge and language.

From this perspective, next generation ESL encourages contingent formative assessment, where teachers continuously make decisions about how to deliver instruction and interact with students by providing feedback gathered through formative assessment.

Formative assessment, then, is not a measurement act for grading, but should instead be integrated into the ongoing social process of teaching and learning (Heritage, Linquanti, & Walqui, 2015). This dynamic process of assessment, timely feedback, deployment of expert scaffolding, and adjustment of instruction enables teachers to plan with longer-term unit goals as a guide, but also to tailor and adjust the curriculum to their students’ in-the-moment learning process, while it is happening, through formative moves that help students make progress toward the end-of-unit expectations. This act of assessment acknowledges both the planned and contingent aspects of assessment highlighted in the Next Generation ESL Project’s theory of action (see Section 1.2).

This dual “planned yet flexible” approach to curriculum and assessment can help teachers address the variability among English learners. Regardless of what proficiency level is attached to a particular student’s performance, this approach emphasizes how a dynamic curriculum must be responsive to the learning process as teachers and students engage with written unit or lesson plans.

Moreover, formative assessment can create the teaching and learning space that also acknowledges how language development is not a simple linear process, but rather a more complex series of actions that requires sustained, explicit, and systematic processes of feedback, scaffolding, and constant adjustment through meaningful interaction (Heritage, Linquanti, & Walqui, 2013).

**Purpose:** Teachers can use the process of formative assessment to “recognize and respond to student learning, in order to enhance that learning, during the learning” (Bell & Cowie, 2001). Formative assessment can be structured as planned learning or performance tasks embedded into instruction. Assessment then happens during instruction, with “in the moment” analysis of student understanding by the teacher, who reacts with feedback to students or with a next instructional move, support, or scaffold. This gives students a steady flow of information about their learning in relation to lesson objectives and unit goals.

**Process:** Formative assessment is best done in the true spirit of the root word for “assess,” *assidere*, meaning *to sit beside* a student to guide next steps for learning. This root word highlights an important aspect of assessment: it is something that should be done with and for students during instruction (Heritage, 2010; MacDonald et al., 2015). An effective formative assessment process provides contingent, timely feedback. Feedback can help guide students to close the gap between where they are and where they need to go in the instructional progression. In other words, it closes the gap between current performance and next step outcomes in a learning trajectory (Heritage, 2007).

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| **Effective Feedback: Considerations and Recommendations[[2]](#footnote-2)**   * Students must be able to *use* feedback gathered from formative assessment to improve their learning. * Feedback needs to be tailored to students’ varied points of development (Hattie & Yates, 2014). It should respond to a student in a particular moment, given his or her specific needs. * Effectiveness in guiding students with feedback begins with clarity and explicitness about unit goals, or what matters most for students to know and be able to do at the end of a unit. Feedback should align to those explicit goals and criteria for success. * Feedback should take into consideration the human aspect or interaction between a teacher and a student. Tomlinson recommends that written feedback be like a conversation assuming future response and further interaction and growth, not just a one-sided grade or mark (Tomlinson, 2016). * Feedback should be provided with care, building student agency and self-regulation over time, in addition to moving the student to the next step in the instructional sequence. * Students need to understand the purpose for feedback and how it is an ongoing process of learning. They often need coaching to see feedback this way. Therefore, feedback should be a frequent and continuous interaction between students and the teacher. |

**Sample formats for formative assessment:** There are many ways to assess formatively. Learning logs or student journals, for example, can provide students with ownership and show growth over time. Other examples (used in the Next Generation ESL MCUs) include:

* Turn-and-talks
* Think-pair-shares
* Reciprocal teaching
* Sentence starters
* Oral discussions
* Drawings and/or illustrations
* Cloze exercises
* Vocabulary quilts
* Foldable graphic organizers
* Total physical response activities
* Gallery walks
* Exit tickets
* Storyboards
* One-on-one conferences with students

The variety of assessments provides multiple opportunities to measure language growth across different domains and to attend to differences and variability by providing multiple means of representation, action and expression, and engagement in learning and assessment tasks as suggested by [UDL principles](http://udlguidelines.cast.org/action-expression).[[3]](#footnote-3)

**Analysis and documentation:** Formative assessments quickly provide information about, from, and for learning, and therefore immediately inform teachers and students of progress toward established goals. Teachers can document formative assessment data through checklists and observation notes. Students should be encouraged to self-assess and peer-assess through meaningful and aligned formative assessment activities that are embedded into instruction, such as those suggested above. Formative assessments should build toward more interim or summative measures (such as the CEPA), so that they are not seen as “gotchas” but rather as intentional sequences of activities with contingent feedback that are shared explicitly between teacher and student. This type of assessment builds toward a language-rich, authentic experience that supports students and helps them demonstrate learning.

**Ongoing Assessment Documentation and Evidence**

In a successful unit of study, well-designed assessment in Stage 2 can help teachers gauge and track students’ language development throughout a unit of instruction. These assessments should be used to drive student learning and responsive teaching and planning. They should lead to targeted feedback that is effective in moving the students toward learning goals. Over longer periods, documentation of growth can be used with standards-based grading systems to support educational decisions and curriculum planning. A suggested approach to documenting growth in language development over time is to create portfolios, binders, electronic student work capsules, or language development “albums” that include formative, interim, and summative forms of assessment, with reflections on their purpose, highlighting how students have met evaluative criteria and standards. Documentation of language development over time ensures that students have multiple opportunities to reflect on and see their academic language growth as it is built and enriched within a unit of instruction and across a series of units over time.

For samples of formative assessments for ELs, watch “[Assessment for ELLs](http://www.bing.com/videos/search?q=video+formative+assessment+of+ELLs&&view=detail&mid=F45AD16CAF95F9C79E16F45AD16CAF95F9C79E16&rvsmid=EFD9CCA029A5036C05D8EFD9CCA029A5036C05D8&FORM=VDFSRV&fsscr=0)” and “[Participation Quiz: Real Time Feedback](https://www.teachingchannel.org/videos/instant-student-feedback-ousd).”

**End-of-Unit Assessment: Curriculum Embedded Performance Assessment**

Effective CEPAs are rich, culminating performance assessments in which students demonstrate the knowledge and skills established as part of a unit’s goals in meaningful and authentic ways through multiple modalities. Throughout a school year, unit-level CEPAs become interim assessments to showcase students’ academic language development over time.

**Purpose:** A CEPA is intended to provide a summative unit assessment of learning, based on evaluative criteria established in connection to Stage 1 desired outcomes and FLGs.

It is an authentic performance task or set of tasks that gives students an opportunity to transfer learning and demonstrate competency with the FLGs within a meaningful real-world context and application.It takes place during or after relevant instruction and can take up to several days. CEPA products or performances are examined for evidence of student acquisition of the knowledge and skills derived from targeted FLGs. Expectations for performance, including evaluative criteria and a rubric, should be shared with students in advance.

**Process:** The CEPA is intentionally designed to give students the opportunity to demonstrate they have met unit goals and evaluative criteria through a performance or set of performances and tasks. A rubric with the evaluative criteria should be shared with students as they prepare and engage in the CEPA. The teacher then uses task rubrics to score the CEPA, measuring growth toward the FLGs, skills, and knowledge of the unit. Where possible, exemplars of student work should also be shared with students in advance to make expectations visible and support self-monitoring and self-assessment as students prepare their performance, task, or product.

As the CEPA is designed, teachers can differentiate tasks for varying ELP levels of students within a class by transforming WIDA Model Performance Indicators (WIDA, 2012a) into new performance indicators aligned to the unit’s desired outcomes. Performance indicators contain the language function articulating the key use for academic language, the context for use in the CEPA, and a support appropriate to student needs and proficiency level. When designing a CEPA, teachers should attend to potential barriers to student performance by considering multiple means of representation, action and expression, and engagement, as [UDL principles](http://www.udlcenter.org/aboutudl/udlguidelines) suggest. CEPA performance indicators can also help with this task. Overall, performance indicators highlight differentiation and built-in supports/scaffolds for full participation, and can showcase the application of UDL principles to address learner variability.

Section 4.3.3 of this guide contains a [CEPA Development Tool](#CEPADevTool).

Below are sample CEPA (Stage 2) and related Stage 1 components from “Access to Clean Water,” an ESL MCU for grades 6–8, ELP 1–2.

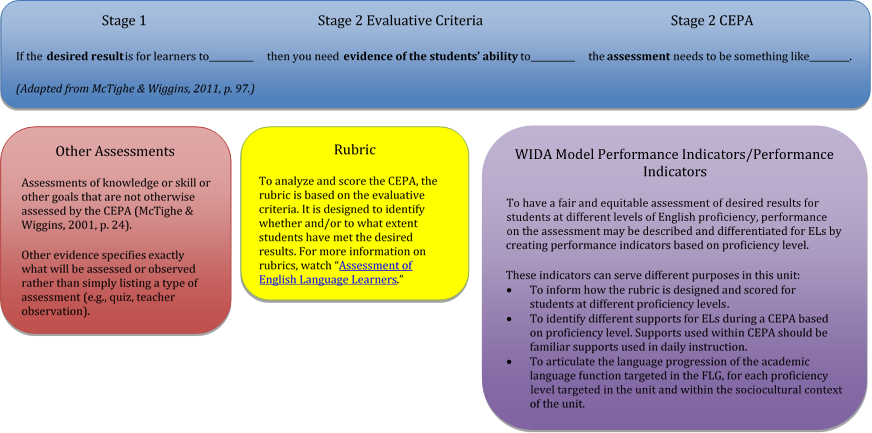
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| **Stage 1** | | |
| **Focus Language Goals/Standards**:  G.1 Discuss by stating opinions/claims about a substantive topic.  G.2 Explain causes and effects to create evidence-based claims. | **KNOWLEDGE: Academic Language**  *Students will know…*  K.1 Signal words of cause and effect can clarify meaning (e.g., *because, since, as a result*).  K.2 Signal words of sequence of events can clarify meaning (e.g., *first, next, then, finally*).  K.3 A mix of facts/evidence and opinions/claims effectively support a message.  K.4 Powerful communication requires fluency, eye contact, and appropriate body language.  K.5 Visual information in addition to text can support a message effectively.  K.6 A combination of technology, visuals, text, and original ideas will make an effective PSA.  K.7 Academic conversations develop speaking and collaboration skills and familiarity with conversation norms, and will lead to sound academic performance.  K.8 Simple present tense structure (interrogative, negative and positive), and auxiliary and modal verbs (e.g., *can, should, must*).  K.9 Content-specific vocabulary (e.g., *access, responsibility, human rights*). | **SKILLS: Academic Language**  *Students will be skilled at…*  S.1 Using and recognizing the signal words for cause and effect and sequence.  S.2 Discussing and writing opinions/claims and supporting ideas with facts/evidence in order to present a point of view.  S.3 Presenting claims and findings, emphasizing points with descriptions, facts/evidence, details, and examples; using appropriate eye contact, adequate volume, and clear pronunciation.  S.4 Including multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  S.5 Engaging in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (Adapt for the student grade band in your classroom, e.g., 6–8.)  S.6 Following rules for collegial discussions and defining individual roles as needed.  S.7 Demonstrating command of the conventions of standard English grammar and usage when writing or speaking. |
| **Stage 2** | | |
| **EVALUATIVE CRITERIA** | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks)** | |
| * Accurate use of topic vocabulary in context (e.g., *access*, *responsibility*, *human right*). * Effective use of cause and effect language (e.g., *because*, *since*, *as a result*). * Appropriate construction and use of fact/evidence and opinion/claim statements. * Student use of language at the discourse, sentence, and word/phrase levels at the expected level of linguistic complexity. | *As a result of:*   * Reading abridged articles about access to clean water * Drawing conclusions about graphs, charts, and videos about access to clean water * Analyzing and using the language of facts/evidence and opinions/claims * Analyzing and using the language of cause and effect * Identifying and using sequence signal words * Studying simple present tense statements, and questions with auxiliary and modal verbs   *Students will be able to write a script and create a PSA video about the challenges to and benefits of access to clean water around the world. They will be able to:*   * Discuss opinions/claims and facts/evidence about clean water access. * Use cause and effect language to explain the effects of a lack of access to clean water. * Use cause and effect language to explain the benefits of access to clean water. * Make linguistic choices (considering discourse, sentence, and word/phrase dimensions) about how to best process and produce language regarding the issue of access to clean water.   *PSA:*  **G**oal—Raise awareness of the global clean water access problem.  **R**ole—Advocate for clean water access.  **A**udience—School community on World Water Day (March 22) with an optional fundraising component.  **S**ituation—You have been asked to present the challenges to and solutions for those in countries without access to clean water in a PSA.  **P**roduct performance and purpose—You are writing, appearing in, and designing a PSA to raise awareness in the school community about the world clean water crisis.  *Reflection:*  Yes/no question checklist | |

### 4.3.3 CEPA Development Tool

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| **Alignment and Analysis** | |
| **\_\_\_ 1. Review Focus Language Goals** *Incorporating macro functions or Key Uses of Academic Language, micro functions, key academic practices, and/or content standard stem.* | **\_\_\_ 2. Review Priority Skills and Knowledge** |
| **\_\_\_ 3. Review and Refine Evaluative Criteria** *Evaluative criteria are indicators of when a student has attained the FLGs, skills, and knowledge of the unit listed in Stage 1. Write down examples of what you should read, hear, or see from students to know whether they have truly learned and/or understood Stage 1 FLGs and related academic language knowledge and skills.* | |

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| **Creating the CEPA** | | | |
| **4. Brainstorm different products, performances, or tasks that would capture the evaluative criteria listed above and provide an engaging, authentic way to demonstrate new language learning.** | | | |
| **5. Choose the best products, performances, or tasks to give students an opportunity to show they have learned unit FLGs, and can *transfer* learning to new tasks and contexts independently.** *(For ideas, see model units.)* | | | |
| **6. Note any sociocultural implications based on your students; adjust tasks as necessary.** | | **7. Note considerations for multiple means of representation, action and expression, and engagement (UDL).** | |
| **8. Describe the resulting CEPA:** | | | |
| **9. Identify differentiation/supports and scaffolds by ELP Level:** *( Please consult WIDA for more guidance on developing Model Performance Indicators.)* | | | |
| **Level 1:** | **Level 2:** | | **Level 3:** |

**Tips for Designing Stage 2**

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## 4.4 Additional Tools at the Unit Level

### ****4.4.1**** ****Focus Language Goal Dissection Tool****

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| **1. Verbs, nouns, adjectives** *Looking at these may help identify key elements of the student evidence for outcomes, standards, and FLGs.* | |
| 1a. **Determine and define key terms** within the FLGs or salient content standards. What distinct concepts are embedded in the FLGs or salient content standards?  1b. What questions do the focus language goals raise? How can the collaborative team answer them?  1c. How can teachers explain the FLGs in student-friendly language? Write this down.  1d. Repeat until all embedded concepts are identified and can be explicitly communicated to teachers and students. | |
| **2.** **What students need to know and be able to do in relation to the distinct concepts** *Use the information above to determine the following.* | **3.** **Evidence** *How might students demonstrate mastery within their language trajectory?* |
| 2a. **Deep,** **enduring understandings** Essential truths that give meaning to the contextualized language in the unit. Stated as a full sentence: “I want students to understand that…” (not how or why) | *Students will be able to…* |
| 2b. **Essential question(s)** Examples include how, why, or which is best. |  |
| 2c. **Know** **“that”** Nouns to express knowledge. |  |
| 2d. **Be able to do “how”** Verbs to express skills—basic skills, linguistic skills, analytical skills, skills of independence, social skills, skills of production, etc. |  |
| 1. **Examine interconnections and find overlapping relationships to categorize knowledge, skills, and the evidence that you expect to see in student work** *Your categories can help you sequence and make instructional decisions. What might the learning progression look like?* | |

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### 4.4.2 Micro Function Dissection Tool[[4]](#footnote-4)

In addition to forms and features of language, it is important to highlight cognitive tasks that must also be considered when thinking about implications embedded in the micro functions. For example:

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| **Micro**  **Function** | **Subcomponents** | **Implications for Academic Language at Targeted ELP levels** |
| **Sequence** | 1. Read. 2. **Identify** key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Determine/clarify how to **classify/organize**/**sequence** the information. 5. **Sequence.** 6. **Explain how** information is organized/sequenced and why. | **Discourse Level**  Use temporal and linking words to do the following:   * Identify and name key ideas and sequences of events and ideas. * Organize and sort information. * Retrace or restart a sequence being received.   *Add more forms and features of language as needed.* |
| **Sentence Level** |
| **Word/Phrase Level** |

The sample chart below provides examples that capture the implicit complexity of possible subcomponents for each of the micro functions. The intent is to make subcomponents more explicit to identify relevant academic language needs. Note that:

* The term “read” refers to any cognitive task where students are asked to acquire, observe, interpret, listen, etc., and need to comprehend information. This could be through any medium—e.g., written text, speech, visual images, charts.
* Most micro functions have the same steps at the beginning. This is deliberate: students need time to receive and process some type of information, which often entails reading with some clarity of purpose. The latter part of each sequence of steps emphasizes what students need to produce.

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| **Micro Function** | **Sample Subcomponents** |
| **Cause/ Effect** | 1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record information. 4. Label essential information as causes or effects (or both in the case of causal chains). 5. Explain the cause and effect relationship between and across the essential details. |
| **Classify** | 1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into separate categories. 5. Name the system of classification. 6. Explain the rationale or logic used to classify. |
| **Compare/ Contrast** | 1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into separate categories. 5. Identify similarities between the categories. 6. Identify differences between the categories. 7. Explain the similarities and differences. |
| **Contradict/ Disagree** | 1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Identify flaws or inaccuracies in the information. 5. State and describe the flaws or inaccuracies (e.g., “The speaker is incorrect about…because…”). |
| **Describe** | 1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record key information, concepts, and/or ideas. 4. Identify/list specific characteristics of key information, concepts, and/or ideas. 5. Use characteristics of specific key information, concepts, and/or ideas to describe. |
| **Elaborate** | 1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into essential and non-essential categories. 5. Determine main idea of essential information. 6. Summarize information by stating main idea and using essential and non-essential details to explain it. |
| **Evaluate** | 1. Identify the elements to be evaluated. 2. Identify the criteria that will be used to evaluate the elements. 3. Read. 4. Identify key information and/or details related to the key elements—e.g. highlight, underline, tag, annotate. 5. Gather/record information. 6. Determine the extent to which each element meets criteria. 7. Make a generalization about the extent to which all elements meet criteria. 8. Use data to support generalization. |
| **Identify/**  **Name/**  **Label** | 1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record key information or details. 4. Name or label key details. 5. Explain why specific information is labeled as such. |
| **Inquire** | 1. Generate a question. 2. Read. 3. Identify key information and/or details that relate to the question—e.g. highlight, underline, tag, annotate. 4. Gather/record information. |
| **Justify** | 1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Make a generalization about the information. 5. State the generalization as an evidence-based claim. 6. Use key information and details to support the claim. 7. Explain how the information and details support the claim (reasoning/warrant). |
| **Predict** | 1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information 4. Identify/make a generalization about the relationship(s) between key information. 5. Based on the understanding of relationships between essential information and details, make an evidence-based prediction(s). |
| **Sequence** | 1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record information. 4. Determine/clarify how to organize/sequence the information. 5. Sequence. 6. Explain how information is organized/sequenced and why. |
| **State Opinion/ Claim** | 1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Make a generalization about the information. 5. State the generalization as an evidence-based claim. |
| **Summarize** | 1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into essential and non-essential categories. 5. Determine the main idea of essential information. 6. Summarize information by stating the main idea and using essential details to explain it. |

### 4.4.3 Unpacking Academic Language Chart

This chart was designed to help educators consider the [WIDA Features of Academic Language](https://wida.wisc.edu/sites/default/files/resource/Features-of-Academic-Language.pdf) at the unit and lesson levels. As educators choose standards-based contexts, topics, themes, and texts for units and lessons, this resource prompts them to consider what language students will be expected to process and produce at their particular ELP levels. It is important for educators to continuously calibrate their expectations using the [WIDA Performance Definitions](https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf) as well as multiple data points derived from current student work.

The chart can be useful at different points throughout the unit development process: as FLGs are designed using the Collaboration Tool (see Section 3.2); when unpacking academic language embedded in FLGs to determine the linguistic and conceptual knowledge and skills driving the unit in Stage 1; when considering the progression of language instruction during Stage 3 development; and as the unit’s targeted academic language is unpacked, planned, and sequenced in each lesson plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Performance Criteria** | **Features** | **Can ALREADY do** | **Ready to Learn NOW** | **Will Learn LATER** |
| **Discourse Dimension** | **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 and cohesion of ideas |  |  |  |
| **Sentence Dimension** | **Language Forms and Conventions**  *(Types, array, and use of language structures)* | Types and variety of grammatical structures  Conventions, mechanics, and fluency  Matching of language forms to purpose/perspective |  |  |  |
| **Word/ Phrase Dimension** | **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 |  |  |  |

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| **WIDA Performance Definitions—Discourse Dimension: Linguistic Complexity**  *At each grade, toward the end of a given level of ELP, and with instructional support, ELs will process and produce the following within sociocultural contexts for language use.* | | | | |
| **Level 1—Entering** | **Level 2—Emerging** | **Level 3—Developing** | **Level 4—Expanding** | **Level 5—Bridging** |
| RECEPTIVE   * Single statements or questions * An idea within words, phrases, * or chunks of language   PRODUCTIVE   * Words, phrases, or chunks of * language * Single words used to represent * ideas | RECEPTIVE   * Multiple related simple sentences * An idea with details   PRODUCTIVE   * Phrases or short * sentences * Emerging expression of ideas | RECEPTIVE   * Discourse with a series of extended sentences * Related ideas   PRODUCTIVE   * Short and some   expanded sentences  with emerging  complexity   * Expanded expression of   one idea or emerging  expression of multiple  related ideas | RECEPTIVE   * Connected discourse with a variety of sentences * Expanded related ideas   PRODUCTIVE   * Short, expanded, and some complex sentences with emerging complexity * Organized expression of ideas with emerging cohesion | RECEPTIVE   * Rich descriptive discourse, with * complex sentences * Cohesive and organized related * ideas   PRODUCTIVE   * Multiple, complex sentences * Organized, cohesive and coherent * expression of ideas |
| **From the CCSSO’s *Proficiency Level Descriptors for English Language Proficiency Standards* (Shafer Willner, 2013b)**  *What amount of content-specific language can be quickly processed or easily produced?* | | | | |
| * simple information about an event, experience, and/or topic * short sentences composed of simple or predictable phrases or sentences * limited (i.e., initial) cohesion among sentence structures | * a brief sequence of events in order and/or introduction of a topic with supporting details * multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems * loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases | * related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) * related paragraphs on grade-appropriate content-area texts * developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions | * related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) * multiple paragraphs containing a variety of sentences on grade-appropriate content-area text * increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing) | * complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation) * multiple paragraphs, chapters, and essays on grade-appropriate content-area text * accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events |

The following juxtaposition of Performance Definitions from [WIDA](https://wida.wisc.edu/teach/standards/eld) and from the Council of Chief State School Officers (CCSSO) was helpful to writing teams as they unpacked academic language.

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| --- | --- | --- | --- | --- |
| **WIDA Performance Definitions—Sentence Dimension: Language Forms and Conventions**  *At each grade, toward the end of a given level of ELP, and with instructional support, ELs will process and produce the following within sociocultural contexts for language use.* | | | | |
| **Level 1-Entering** | **Level 2—Emerging** | **Level 3—Developing** | **Level 4—Expanding** | **Level 5—Bridging** |
| RECEPTIVE   * Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) * Common social and instructional forms and patterns   PRODUCTIVE   * Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) * Phrasal patterns associated with common social and instructional situation | RECEPTIVE   * Compound grammatical constructions * Repetitive phrasal and sentence patterns across content areas   PRODUCTIVE   * Formulaic grammatical structures and variable use of conventions * Repetitive phrasal and sentence patterns across content areas | RECEPTIVE   * Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions * Sentence patterns across content areas   PRODUCTIVE   * Repetitive grammatical structures with occasional variation and emerging use of conventions * Sentence patterns across content areas | RECEPTIVE   * A variety of complex grammatical constructions * Sentence patterns characteristic of particular content areas   PRODUCTIVE   * A variety of grammatical structures and generally consistent use of conventions * Sentence patterns characteristic of particular content areas | RECEPTIVE   * Compound, complex grammatical constructions (e.g., multiple phrases and clauses) * A broad range of sentence patterns characteristic of particular content areas   PRODUCTIVE   * A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect * A broad range of sentence patterns characteristic of particular content areas |
| **From the CCSSO’s *Proficiency Level Descriptors for English Language Proficiency Standards* (Shafer Willner, 2013b)**  *How much information is packed within a sentence structure (clause) or sentence?* | | | | |
| syntactically simple sentences including:   * verb tenses such as present, present progressive, simple future (going to), simple past * modifiers such as adjectives, adverbs * simple grammatical constructions (e.g. commands, some wh-questions, declaratives) * common social and instructional patterns or forms | combinations of simple sentence structures including:   * verb tenses such as past tense (irregular), past progressive, simple future * modifiers such as frequently occurring prepositions, adjectives, adverbs * repetitive phrases and sentence patterns across content areas | descriptive sentences characterized by frequently occurring complex sentence structures including:   * verb tenses such as present perfect * modifiers such as subordinating conjunctions, and prepositional phrases * simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas | descriptive sentences characterized by increasingly complex sentence structures including:   * verb tenses such as past perfect * modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers * expanded simple compound, and complex sentence patterns characteristic of content area | descriptive sentences characterized by wide variety of sophisticated sentence structures including:   * verb tenses such as passive voice and subjunctive * modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) * a wide range of idiomatic and unique sentence patterns characteristic of content area |

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| --- | --- | --- | --- | --- |
| **WIDA Performance Definitions—Word/Phrase Dimension: Vocabulary Usage**  *At each grade, toward the end of a given level of ELP, and with instructional support, ELs will process and produce the following within sociocultural contexts for language use.* | | | | |
| **Level 1-Entering** | **Level 2—Emerging** | **Level 3—Developing** | **Level 4—Expanding** | **Level 5—Bridging** |
| RECEPTIVE   * General content-related words * Everyday social and instructional words and expressions   PRODUCTIVE   * General content-related words * Everyday social and instructional words and familiar expressions | RECEPTIVE   * General content words and expressions, including cognates * Social and instructional words and expressions across content areas   PRODUCTIVE   * General content words and expressions (including common cognates) * Social and instructional words and expressions across content areas | RECEPTIVE   * Specific content language, including expressions * Words and expressions with common collocations and idioms across content areas   PRODUCTIVE   * Specific content words and expressions, including content-specific cognates * Words or expressions related to content areas | RECEPTIVE   * Specific and some technical content-area language, * Words and expressions with multiple meanings or collocations and idioms for each content area   PRODUCTIVE   * Specific and some technical content-area language * Words and expressions with multiple meanings or common collocations and idioms across content areas | RECEPTIVE   * Technical and abstract content-area language * Words and expressions with shades of meaning for each content area   PRODUCTIVE   * Technical and abstract content-area language, including content specific collocations * Words or expressions with precise meaning related to content area topics. |
| **From the CCSSO’s *Proficiency Level Descriptor for English Language Proficiency Standards* (Shafer Willner, 2013b)**  *What is the range and specificity of words, phrases, and expressions used at the vocabulary level?* | | | | |
| a limited (i.e., initial) range of simple vocabulary including:   * very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) * a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words * frequently occurring pronouns used with initial control (and occasional misapplications) * nonverbal communication | a simple vocabulary including:   * frequently occurring words and phrases * one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas * frequently occurring pronouns used with increasing precise control * a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form | a developing vocabulary including:   * words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions * an emerging awareness of how to create new words from familiar words (i.e., *electricity from electric*), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words * relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*) * transparent idioms with developing grammatical complexity | a wider vocabulary including:   * an increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases * multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations * an increasing number of intensive pronouns to add emphasis to a statement (e.g., *myself*, *ourselves*) * semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity | a wide vocabulary including:   * a larger proportion of vivid, less frequently occurring words and phrases * precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language * precise use of intensive pronouns opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity |

Also helpful was Table 1 from the CCSSO’s “[**Proficiency Level Descriptors for English Language Proficiency Standards**](https://www.researchgate.net/publication/335741736_Proficiency_Level_Descriptors_for_English_Language_Proficiency_Standards)” (Shafer Willner, 2013b):

| **By the end of each ELP level, an ELL can…** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **[Performance Learning Definitions]**  **Summary** | **1** | **2** | **3** | **4** | **5** |
| * show limited control of English when participating in grade-appropriate classroom activities * convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary | * show emerging control of English when participating in grade-appropriate classroom activities * convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary | * show developing control of English when participating in grade-appropriate classroom activities * use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures   and a developing vocabulary | * show increasingly independent control of English when participating in grade-appropriate classroom activities * convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary | * show independent control of English when participating in grade-appropriate classroom activities * convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary |

### 4.4.4 Sociocultural Implications

All curricula, especially for ELs, must be designed with the sociocultural context in mind. This involves thinking about the interaction of the student (including his or her identity, knowledge, culture, proficiency in English and home languages, literacy level, academic readiness, beliefs, values, and experiences) with the given academic contexts (including register, genre/text type, topic, and task/situation, andthe student’s relationship to other participants’ identities and social roles). In fact, language itself invokes a sociocultural context and provides a setting for further expression of ideas.

Within currently developed ESL MCUs, academic environments for learning language may present new sociocultural contexts for students, each with its own rules, expectations, behaviors, registers, tools, symbols, and technologies that are not always familiar or obvious to ELs. Educators need to carefully consider these aspects of curricular design in order to make implicit cultural and linguistic expectations are more explicit and ensure student engagement in learning.

Educators must think about the cultural nuances, ethnocentrisms, or assumptions associated with the academic language, content context, or academic practice expected in a unit. In addition, educators should consider different ways ELs might express concepts and skills embedded in the unit, and then provide for multiple pathways for student engagement, representation of knowledge, and expression.[[5]](#footnote-5)

The following chart, adapted from WIDA trainings delivered in Massachusetts, prompts the teacher to think about language as sociocultural context for guiding curriculum, instruction, and assessment.

|  |  |
| --- | --- |
| **Register** | *Register* refers to the different ways in which language is used and how it varies depending on who is part of the communication.  Questions to consider:   * Who is the audience? * Is communication formal or informal? * How does the language change depending on who is in the conversation? How do people in the conversation shape the language choices used to communicate? * What prior experiences with this register can we capitalize on? |
| **Genre/text type** | *Genre* refers to the specific and particular type(s) of text or discourse and its particular purposes. For example, students engage in different genres when participating in group interactions in the library and participating in a Socratic seminar in the classroom. Likewise, different genres are at play in a math textbook and a social studies primary source.  Questions to consider:   * What is the subject matter? * How is language used and organized in that subject matter/topic? * What may be new or unfamiliar to students about this particular genre or text type? |

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| **Topic** | *Topic* refers to the theme or content in which learning takes place. For example, one ESL MCU focuses on the language used to describe animals and their habitats while another focuses on language used to write newspaper articles.  Questions to consider:   * What is the topic of the conversation, text, or task? What is it about? * What might be new/unfamiliar about the topic? * What prior experiences might students have with this topic? |
| **Task/situation** | *Task* or *situation* refers to the specific activity that elicits the processing or production of language. For example, the task of creating a PSA on an issue related to clean water access requires more specialized language than the language needed to participate in an informal conversation where students brainstorm ways they use water every day with a small group.  Questions to consider:   * What type of language does this task or situation require? Formal? Informal? Technical? * What is the purpose for using language in this particular task? * What social norms affect this task and what supports might students need? |
| **Identities/social roles** | *Identities* and *social roles* refer to the positioning of the learner within learning environment, in a situation, or among other people. The use of language changes based on the speaker’s identity and social role of the speakers, the situation, and the register. For example, notions of how one should interact with a teacher can vary across cultures.  Questions to consider:   * How is the environment organized? * How is the role of the participant communicated or implied? * How does the language change depending on who is speaking? How might the curriculum acknowledge students’ cultures and identities? * How are students expected to communicate? In what ways will their identity influence their use of language? * Will students assume new roles during the communication? Are they prepared to do so? * What roles and identities are students being asked to take, and how does that bring into focus the purpose for using language? For example, are students being asked to take on the role of scientists, mathematicians, critical thinkers, problem solvers, innovators, citizens, entrepreneurs, etc.? |

Sample sociocultural implications related to existing ESL MCUs:

* **Register:** Delivering an oral presentation to the whole class may be a new concept for certain ELs, so this could be a new role for them.
* **Topic:** Animals are valued differently in different cultures. Also, depending on the history and region from which students come, particular topics may evoke strong emotional responses.
* **Task/situation:** Some students may be more comfortable expressing themselves in words, short phrases, or simple sentences.

Some students may need explicit instruction in classroom culture/climate, as well as common instructional activities used in American classrooms such as partner work, small group work, whole class discussion, and individual presentation.

* **Identities and social roles:** Some students may not be familiar with American cultural norms of turn-taking and classroom conversation etiquette. Like most students, ELs may need direct instruction to acquire academic conversation skills and roles.

### **4.4.5** **Unit Validation Protocol**[[6]](#footnote-6)

**Purpose**

The purpose of this protocol is to ensure that units of study created from standards validly support high-quality, efficient, and cohesive instruction and assessment.

**Preparations and Materials**

* Time: 60–90 minutes.
* Copies of the unit.
* Copies of the [FLG Dissection Tool](#_4.4.a._Unpacking_Academic) and the [Micro Function Dissection Tool](#MFDT).
* Copies of this validation protocol.
* Access to the Collaboration Tool (see Section 3.2).

**Process**

* 1. **Roles (1 minute)**
  + Determine roles: facilitator, presenting teacher(s), time keeper, recorder.
  + Determine how to record notes—e.g., on procedures sheet or in Google.
  1. **Norms (2 minutes)**

Review suggested norms and select a norm to focus on for the session.

* Come prepared and respect the work that’s been done.
* Rather than make assumptions, ask clarifying questions.
* Professional conversations/speak from research.
* Think globally.
* Stay focused.
* Be concise.
* Brainstorm.
* Everyone has a voice.
* “ELMO” (enough, let’s move on).
  1. **Presentation of materials (5 minutes)**
* Presenting teacher(s) *briefly* introduce the materials and shares a focus question for feedback.
  1. **Examination and identification of effective practices (5 minutes)**
* Group members silently examine the materials.
* Share initial positive feedback—e.g., exemplary elements, novel ideas.
  1. **Clarifications (5–10 minutes)**
* Group members ask clarifying questions about the materials. Clarifying questions should be questions that can be answered with quick responses—e.g., yes/no.
  1. **Validation procedures (30–45 minutes)**
* The facilitator uses the validation procedures below to foster collaborative conversations around how well the unit of study meets important indicators within each section of the unit.
* For each checkbox, the facilitator looks for agreement among the group members about whether the item can be checked off or not.
* If an item is not checked off, the facilitator works with the group to provide thoughtful feedback and suggestions to help with potential revisions.
  1. **Feedback and reflection (5 minutes)**
* The presenters offer reflections about the feedback. *There is no need to defend!*
  1. **Debrief (5 minutes)**
* Participants share reflections about the process and insights they gained from the conversation.
* Facilitator collects feedback about the process.

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| **VALIDATION PROCEDURES** |
| Title of Unit: ELP Level(s)/Grade(s):  Guiding Question for Feedback:   * + 1. **Logistics** * Does the file name follow the naming convention?  *[Title of ESL Unit]  ESL [Grade Band—ELP Level]* * Is the connecting content area MCU identified?  1. **Timing**  * Is the number of days projected to teach the unit reasonable? * Is the rationale for placement logical and clear?   Feedback/Suggestions   1. **Teachability of the Focus Language Goals (Knowledge and Skills)**  * Have the essential prior knowledge and skills necessary for success in this unit been identified? * Are the FLGs clearly identified and labeled? * Have the “teachable” concepts and skills been unpacked from the FLGs and identified? For example, have the macro and/or micro function verbs like *argue, explain, elaborate,* etc., been operationalized with verbs that are more precise? * Have the key concepts and essential skills been effectively reorganized (sorted and sequenced)? * Can the key concepts and essential skills easily be converted into “I can…” statements for students? * Is there evidence that academic language is being used within the four domains (speaking, listening, reading, and writing)? * Is there evidence academic language is being taught at all three language dimensions (discourse, sentence, and word/phrase)?   Feedback/Suggestions |
| 1. **Stage 2: End-of-Unit Assessment (CEPA)**  * Is the assessment clearly aligned to the FLGs? * Do the directions clearly explain what the student is expected to do and how to do it? * Does the assessment include a rubric and do students have opportunities to see proficient work? * Are distinctions between score points clear in the rubric and does language align with the FLGs? * Are both receptive and productive language domains measured? * Does the assessment take into account the discourse dimension of academic language?   Feedback/Suggestions   1. **Stage 3: Learning Plan/Instructional Sequence**  * Do the titles of each section clearly describe what will happen during that part of the unit? * Does the instructional sequence provide enough detail to enable a teacher to design all of the lessons for the unit, as well as be consistent with teachers who teach the same unit? * Does the learning progression mirror *how* the key concepts and essential skills will be generally taught? * Is it clear what FLGs are addressed within each part of the instructional sequence? * Do the benchmark assessments between each part of the unit make sense and build toward the end-of-unit assessment? * Is there evidence that sociocultural implications have been considered?   Feedback/Suggestions   1. **Suggested Resources and Materials**  * Does the unit provide enough suggestions and resources to help teachers design the lessons and assessments? * Are suggested vocabulary lists of tier I (everyday), II (cross-content), and/or III (content-specific) words provided? * Are there links to helpful web-based resources for teachers and students?   Feedback/Suggestions |

## 4.5 Next Generation ESL Project MCU ESL Review Rubrics

The *Adapted EQuIP Rubrics for Lessons and Units:* [ESL Grades K–2](#ESLGradeK2) and [ESL Grades 3–12](#ESLGrade312) are adapted versions of the *English Language Arts/Literacy Quality Review Rubrics*. The original rubrics were developed as part of Model Curriculum Project by the Tri-State Collaborative (the education departments of Massachusetts, Rhode Island, and New York), working with Achieve, Inc. They (and other content-area-specific MCU review rubrics) were created to provide criteria to determine the quality and alignment of lessons and units to the CCSS, and thus:

* Identify exemplars/models for teachers’ use within and across states.
* Provide constructive criteria-based feedback to developers.
* Review existing instructional materials to determine what revisions are needed.

In a similar way, the ESL rubrics were collaboratively developed by members of the Planning Committee to help educators determine lessons’ and units’ quality, rigor, and alignment to Next Generation ESL Project approaches to ESL curriculum development and the Massachusetts Curriculum Frameworks.

The ESL review rubrics can be useful during both unit development and review:

* When **developing units**, collaborative writing teams can begin by identifying key rubric criteria and ensuring that unit and lesson planning incorporate these focus areas. For example, at the unit level, teams could use a rubric criterion such as “A unit or longer lesson should… integrate targeted instruction in such areas as grammar and conventions, reading and writing strategies, metacognitive and metalinguistic strategies, discussion rules, and all aspects of foundational reading” as a foundation for brainstorming objectives and key learning experiences that target these important language development teaching and learning areas. At the lesson level, writing teams could use rubric criteria such as “Reading Text Closely,” “Text-Based Evidence,” and “Writing from Sources,” along with related descriptors, as a framework for structuring individual lessons in the unit plan.
* During **unit review**, writing teams can use the ESL rubrics to evaluate individual lesson plans and the progression of lessons across a unit. The rubrics provide a strong foundation for evaluating a particular type of instructional approach for ELs that includes significant shifts in standards-based language curriculum development, including focus on systematic language instruction, teaching strategies for understanding and developing language that include attention to and teaching of linguistic features in authentic ways, and interacting with authentic texts/tasks connected to other academic disciplines. In addition, the rubrics outline a step-by-step process for evaluating units that includes close analysis of non-negotiable components and evidence-based judgments of unit/lesson quality.

Developing next generation ESL units is a complex skill. It requires knowledge about a specific curriculum development approach, shifts in language standards and content area frameworks, as well as effective pedagogical strategies for implementing such shifts in actual classrooms.

It also requires skills such as the ability to translate knowledge of embedded approaches for language development, incorporation of content area analytical practices, and best practices for teaching diverse ELs into effective lesson tasks and activities balanced across a full unit. To best understand and use the ESL review rubrics, educators may need further professional development on rubric criteria and the instructional philosophies and practices these criteria represent. For example, they might benefit from professional development about how to “focus on challenging section of texts and engage students in a well-supported, productive struggle, examining critical academic language structures within word/phrase, sentence and discourse dimension that build toward independence”—as suggested by review rubric criterion III.4. Without practical examples of what this type of instructional practice looks like and opportunities to practice and develop it, educators may struggle to design the type of tasks and supports exemplified in the rubrics.

 ***Adapted EQuIP Rubric for Lessons and Units: ESL K–2***

**Grade: ESL Lesson/Unit Title: Overall Rating:**

| **I. Alignment to Massachusetts Curriculum Frameworks and WIDA** | **II. Key Shifts in the Massachusetts Curriculum Frameworks as Connected to WIDA for ESL** | **III. Instructional Supports for ELs** | **IV. Assessment** |
| --- | --- | --- | --- |
| *The lesson/unit aligns with the letter and spirit of the Frameworks and WIDA:*   * ESL unit focuses on explicit, systematic, and sustained language development in listening, speaking, reading, and   writing within the context of the MA and WIDA Frameworks.   * Includes a clear and explicit purpose for language instruction within a rich context. * References a set of grade-cluster-level Framework standards at a linguistically appropriate level. * Selects quality text(s) that align with the requirements outlined in the standards and with English proficiency level, and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that directly build up to meet Frameworks grade-level expectations). * Give students opportunities to process and produce ideas and information through listening, speaking, reading, writing, and/or drawing experiences*.*   *A unit or longer lesson should:*   * Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). * Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). * Integrate listening, speaking, reading, and writing so that students apply and synthesize advancing literacy and language skills. * Build students’ English language proficiency and their understanding of listening, speaking, reading, and writing in the content areas through the coherent selection of texts and language. | *The lesson/unit addresses key shifts in the Frameworks, at appropriate grade and ELP levels:*   * **Reading text closely:** Makes reading text(s) closely (including read-alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. * **Text-based evidence:** Facilitates rich text-based discussions and writing through specific, thought provoking questions about common texts (including read-alouds and, when applicable, illustrations, audio/video, and other media). * **Academic vocabulary:** Focuses on explicitly building students’ academic vocabulary and concepts of syntax throughout instruction. * **Academic language and conventions:** Focuses on building students’ capacity to demonstrate development of academic oral language through speaking and listening.   *A unit or longer lesson should:*   * **Grade-level reading:** Include a progression of ELP level-appropriate texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provide text and language-centered learning that is sequenced, scaffolded, and supported to advance students toward independent listening, speaking, reading, and writing of texts at grade level. * **Balance of texts:** Focus instruction equally on ELP appropriate, grade-level literary and informational texts as stipulated in the Frameworks (p. 5) and indicated by instructional time (*may be more applicable across a year or several units*). * **Balance of writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. | *The lesson/unit is responsive to varied student learning needs:*   * Cultivates student interest and engagement in listening, speaking, reading, and writing about texts. * Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). * Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. * Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency, and/or vocabulary acquisition. * Provides *all* students (including emergent and beginning readers) with extensive opportunities to engage with ELP level and grade-level texts and read-alouds that are at high levels of complexity, including appropriate scaffolding so that students directly experience the complexity of text. * Provides appropriate first or native language (L1) resources for students who are ELs to increase understanding of content or concepts. * Focuses on sections of rich text(s) (including read-alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding, and progress toward independence. * Integrates appropriate, extensive, and easily implemented supports in listening, speaking, reading, and writing for students who are ELs, have disabilities, and/or read or write below grade level. * Provides extensions and/or more advanced text for students who read or write above grade or ELP level.   *A unit or longer lesson should:*   * Include a progression of learning where concepts, knowledge, and skills advance and deepen over time (*may be more applicable across the year or several units*). * Gradually remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*). * Provide for authentic learning, application of literacy skills, and/or student directed inquiry. * Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence, and motivation (*may be more applicable across the year or several units*). * Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. | *The lesson/unit regularly assesses whether students are developing standards-based skills:*   * Elicits direct, observable evidence of the degree to which a student is increasing language proficiency and building toward   independently demonstrating foundational skills and targeted grade-level literacy Frameworks (e.g., listening, speaking, reading, and writing).   * Assesses student language proficiency using methods that are unbiased and accessible to all students. * Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards.   *A unit or longer lesson should:*   * Use varied modes of assessment, including a range   of pre-, formative, summative, and self- assessment measures.   * Assess academic language development in areas of listening, speaking, reading, and writing. |
| **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** |

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**Directions:** This rubric provides criteria to determine the quality and alignment of lessons and units to the Massachusetts and WIDA Frameworks in order to: (1) identify exemplars/models for teachers’ use within and across states, (2) provide constructive criteria-based feedback to developers, and (3) review existing instructional materials to determine what revisions are needed.

**Step 1—Review Materials**

* Record the grade and title of the lesson/unit on the recording form.
* Scan to see what the lesson/unit contains and how it is organized, acknowledging sociocultural context described.
* Read key materials related to instruction, assessment, and teacher guidance.
* Study and measure the text(s) and language that serve as the centerpiece for the lesson/unit, analyzing text/language complexity, quality, scope, and relationship to instruction and reader variables

**Step 2—Apply Criteria in Dimension I: Alignment**

* Identify grade or grade-band level and ELP levels that the lesson/unit targets.
* Closely examine the materials through the “lens” of each criterion.
* Individually check each criterion for which clear and substantial evidence is found.
* Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
* Enter your rating of 0–3.

*Note: Dimension I is non-negotiable. For the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.*

**Step 3—Apply Criteria in Dimensions II–IV**

* Closely examine the lesson/unit through the “lens” of each criterion.
* Record comments on criteria met and improvements needed, then rate 0–3.

*When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining dimensions II–IV.* **Step 4—Apply an Overall Rating and Provide Summary Comments**

* Review ratings for dimensions I–IV, adding/clarifying comments as needed.
* Write summary comments for your overall rating on your recording sheet.
* Total dimension ratings and record an overall rating of E, E/I, R, or N—adjust as necessary.

*If working in a group, each member should record an overall rating before conversation.*

**Step 5—Compare Overall Ratings and Determine Next Steps**

• Note the evidence cited to arrive at final ratings, summary comments, and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

**Additional Guidance:** See Section 6.2 of this guide for an adapted version of a text complexity measurement tool (see Section 6.2) with EL-specific considerations.

**Rating Scales**

*Rating for dimension I: alignment is non-negotiable and requires a rating of 2 or 3. If the rating is 0 or 1, the review does not continue.*

| **Rating Scale for Dimensions I, II, III, IV:**  3: Meets most to all of the criteria in the dimension.  2: Meets many of the criteria in the dimension.  1: Meets some of the criteria in the dimension. 0: Does not meet the criteria in the dimension. | **Overall Rating for the Lesson/Unit**:  E: Exemplar—aligned and meets most to all of the criteria in dimensions II, III, and IV (total 11–12).  E/I: Exemplar *if* improved—aligned and needs some improvement in one or more dimensions (total 8–10).  R: Revision needed—aligned partially and needs significant revision in one or more dimensions (total 3–7).  N: Not ready to review—not aligned and does not meet criteria (total 0–2). |
| --- | --- |
| **Descriptors for Dimensions I, II, III, IV:**  **3:** **Exemplifies Frameworks quality—**meets the standard described by  criteria in the dimension, as explained in criterion-based observations.  **2:** **Approaching Frameworks quality—**meets many criteria but will  benefit from revision in others, as suggested in criterion-based observations.  **1:** **Developing toward Frameworks quality—**needs significant revision, as suggested in criterion based observations.  **0: Not representing Frameworks quality—**does not address the criteria in the dimension. | **Descriptors for Overall Rating:**  **E:** **Exemplifies Frameworks quality—**aligned and exemplifies the quality standard and exemplifies most of the criteria across dimensions II, III, and IV of the rubric.  **E/I:** **Approaching Frameworks quality—**aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.  **R: Developing toward Frameworks quality—**aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.  **N: Not representing Frameworks quality—**not aligned and does not address criteria. |



***Adapted EQuIP Rubric for Lessons and Units: ESL 3–12***

**Grade: ESL Lesson/Unit Title: Overall Rating:**

| **I. Alignment to Massachusetts Curriculum Frameworks and WIDA** | **II. Key Shifts in Massachusetts Curriculum Frameworks as**  **Connected to WIDA for ESL** | **III. Instructional Supports for ELs** | **IV. Assessment** |
| --- | --- | --- | --- |
| *The lesson/unit aligns with the letter and spirit of the Frameworks and WIDA:*   * ESL unit focuses on explicit, systematic, and sustained language development within the integrated context of the MA and WIDA Frameworks. * Targets a set of clear and explicit FLGs that incorporate th[e](https://www.wida.us/standards/CAN_DOs/#keyuses) [Key Uses of](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf)[Academic Language](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf)[,](https://www.wida.us/standards/CAN_DOs/#keyuses) state standards/[key academic practices,](http://ell.stanford.edu/sites/default/files/VennDiagram_practices_v11%208-30-13%20color.pdf) and grade-appropriate context, at appropriate levels of English proficiency and cognitive rigor. * Selects quality text(s) that correspond to the grade band expectations and to linguistic targets of the unit. Texts are of sufficient quality and scope for the stated purpose of the FLGs and directly build toward the Frameworks’ grade level expectations.   *A unit or longer lesson should:*   * Integrate the four domains (listening, speaking, reading, and writing) so that students apply and synthesize advancing literacy skills. * Build students’ English language proficiency in connection to grade appropriate academic expectations. * Build an understanding of disciplinary language and literacy through the coherent selection of texts and instructional scaffolds. | *The lesson/unit addresses key shifts in the Frameworks, at appropriate grade and ELP levels:*   * **Reading text closely:** Makes reading text(s) closely, examining textual evidence and linguistic features, applying metalinguistic strategies, and discerning deep meaning, a central focus of instruction. * **Text-based evidence:** Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions targeted at   examining language features and meaning-making elements (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).   * **Writing from sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing and speech that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays) and genres (e.g., explanation, procedure, recount). * **Academic language:** Focuses on building students’ academic language at the word/phrase, sentence, and discourse levels in the four domains.   *A unit or longer lesson should:*   * **Increase text and language complexity in the four domains:** Focus students on reading a progression of increasingly complex texts that are appropriate to grade band, learner literacy, and ELP levels. Provide text and language-centered learning that is sequenced and scaffolded to advance students toward independent processing and production of complex texts at the CCR level. * **Build English language knowledge related to academic demands:** Through a coherent selection of strategically sequenced texts and tasks, provide opportunities for students to build academic language and literacy, as well as metalinguistic and metacognitive skills. * **Balance of texts:** Within a collection of ELP-appropriate, grade-band level units, include a balance of informational and literary texts, text types, and genres according to guidelines in the Frameworks. * **Balance of writing:** Include a balance of on-demand and process writing for different purposes and genres (e.g., multiple drafts and revisions over time), as well as short, focused research projects, incorporating digital texts where appropriate. | *The lesson/unit is responsive to varied EL learning needs:*   * Cultivates student interest and engagement in reading, writing, listening, and speaking about texts. * Provides *all* students with multiple means and opportunities to engage with texts of appropriate complexity for the grade and ELP level; includes appropriate scaffolding so that students experience the complexity of different kinds of texts. * Provides appropriate first or native language (L1) resources for ELs to increase understanding of content or concepts, build and expand schema, and connect concepts and language to their full linguistic, academic, and experiential repertoires. * Focuses on challenging sections of text(s) and engages students in a well-supported, productive struggle, examining critical academic language structures at word/phrase, sentence, and discourse levels that build toward independence. * Integrates appropriate supports in the four domains for ELs who have disabilities or who read below the grade-band level. * Provides extensions and/or more advanced texts for students who read well above the grade level.   *A unit or longer lesson should:*   * Include a progression of learning where academic language knowledge and skills advance and deepen over time (*may be more applicable across the year or several units*). * Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*). * Provide for authentic learning, application of literacy skills, student directed inquiry, analysis, evaluation, and reflection. * Integrate targeted instruction in such areas as grammar and conventions, reading and writing strategies, metacognitive and metalinguistic strategies, discussion rules, and all aspects of foundational reading. * Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*). * Use technology and media to build and clarify concepts, deepen learning, and draw attention to evidence and texts as appropriate. | *The lesson/unit regularly assesses whether students are mastering standards-based, language knowledge and skills:*   * Elicits direct, observable evidence of the degree to which a student is increasing language proficiency and using language independently within academic contexts in the four domains. * Assesses student language proficiency using methods that are unbiased and accessible to all students. * Includes clear performance indicators, evaluative criteria, and aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.   *A unit or longer lesson should:*   * Use varied modes for assessment, including a range of pre-, formative, summative and self-assessment measures. * Assess academic language development in the four domains. |
| **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** |

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* Read key materials related to instruction, assessment, and teacher guidance.
* Study and measure the text(s) and language that serve as the centerpiece for the lesson/unit, analyzing text/language complexity, quality, scope, and relationship to instruction and reader variables.

**Step 2—Apply Criteria in Dimension I: Alignment**

* Identify grade or grade-band level and ELP levels that the lesson/unit targets.
* Closely examine the materials through the “lens” of each criterion.
* Individually check each criterion for which clear and substantial evidence is found.
* Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
* Enter your rating of 0–3.

*Note: Dimension I is non-negotiable. For the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.*

**Step 3—Apply Criteria in Dimensions II–IV**

* Closely examine the lesson/unit through the “lens” of each criterion.
* Record comments on criteria met and improvements needed, then rate 0–3.

*When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining dimensions II–IV.* **Step 4—Apply an Overall Rating and Provide Summary Comments**

* Review ratings for Dimensions I–IV, adding/clarifying comments as needed.
* Write summary comments for your overall rating on your recording sheet.
* Total dimension ratings and record an overall rating of E, E/I, R, or N—adjust as necessary.

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**Step 5—Compare Overall Ratings and Determine Next Steps**

• Note the evidence cited to arrive at final ratings, summary comments, and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

**Additional Guidance:** See Section 6.2 of this guide for an [adapted version of a text complexity measurement tool](#_Text_Complexity) with EL-specific considerations.

**Rating Scales**

*Rating for dimension I: alignment is non-negotiable and requires a rating of 2 or 3. If the rating is 0 or 1, the review does not continue.*

| **Rating Scale for Dimensions I, II, III, IV:**  **3:** Meets most to all of the criteria in the dimension.  **2:** Meets many of the criteria in the dimension.  **1:** Meets some of the criteria in the dimension. **0:** Does not meet the criteria in the dimension. | **Overall Rating for the Lesson/Unit:**  **E:** **Exemplar—**aligned and meets most to all of the criteria in dimensions II, III, and IV **(total 11–12).**  **E/I: Exemplar *if* improved—**aligned and needs some improvement in one or more dimensions **(total 8–10).**  **R:** **Revision needed—**aligned partially and needs significant revision in one or more dimensions **(total 3–7).**  **N: Not ready to review—**not aligned and does not meet criteria **(total 0–2).** |
| --- | --- |
| **Descriptors for Dimensions I, II, III, IV:**  **3:** **Exemplifies Frameworks quality—**meets the standard described by criteria in the dimension, as explained in criterion-based observations.  **2:** **Approaching Frameworks quality—**meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.  **1:** **Developing toward Frameworks quality—**needs significant revision, as suggested in criterion-based observations.  **0: Not representing Frameworks quality—**does not address the criteria in the dimension. | **Descriptors for Overall Rating:**  **E:** **Exemplifies Frameworks quality—**aligned and exemplifies the quality standard and exemplifies most of the criteria across dimensions II, III, and IV of the rubric.  **E/I:** **Approaching Frameworks quality—**aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.  **R: Developing toward Frameworks quality—**aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.  **N: Not representing Frameworks quality—**not aligned and does not address criteria. |



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Jeffrey C. Riley

Commissioner

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1. For information on the complex mental processes students engage as they interact with content, see “[ELL Depth of Knowledge](https://www.berlinschools.org/UserFiles/Servers/Server_664795/File/District/English%20Learners/2018-19/ELLs_DOK_levels.pdf)”. (RESC Alliance, 2013). [↑](#footnote-ref-1)
2. See Tomlinson, 2016; Wiliam, 2016. [↑](#footnote-ref-2)
3. For more information about UDL approaches in the Next Generation ESL MCUs, see Section 0. [↑](#footnote-ref-3)
4. Developed by Kevin Perks at WestEd. [↑](#footnote-ref-4)
5. For more information about multiple means of engagement, representation, and action and expression, see [Universal Design for Learning](http://www.cast.org/our-work/about-udl.html#.VuB8SdB8mbs). [↑](#footnote-ref-5)
6. Adapted with permission from WestEd. [↑](#footnote-ref-6)