



Using Common Rubrics to Assess Both Content and Language Development

MATSOL Conference
Chelsea High School ELL Bridge Academy—
Deidre Collins, Abby Wagner, Miguel Hernando
Center for Collaborative Education—
Sarah Ottow

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Learning Objectives



Participants will:

- share and reflect upon effective assessment practices for both content skills and academic language development
- examine evidence of academic language development through calibration protocol
- connect to your practice and consider next steps

Introducing Ourselves

- Name
- Role
- Where you (students, school, teachers) are on the journey of integrating academic language for ELLs



Agenda

- Overview of Our Journey
- Practice Calibration Session
- Debrief, Connections and Next Steps



About the Center for Collaborative Education



CCE's Vision for Schools

- Equity and data are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have value beyond school,
- Assessment demonstrates the competence of students in multiple ways, and
- Collaborative practices improve teaching and learning.

About the Chelsea ELL Bridge Academy



- CHS Redesign in 2011: target English Language Learners
- 28% of CHS students are in the ELL program (levels 1-4).

Background of Our Partnership

- Shift to a performance assessment-based school
- Partner with CCE around developing rigorous performance assessments and analytic rubrics
- Partner with Envision Learning to develop discipline specific rubrics (based on SCALE from Stanford) for all departments
- Prototype/pilot — Calibrate — Revise
- Consider the specific needs of assessing ELLs

CCSS Common Rubrics

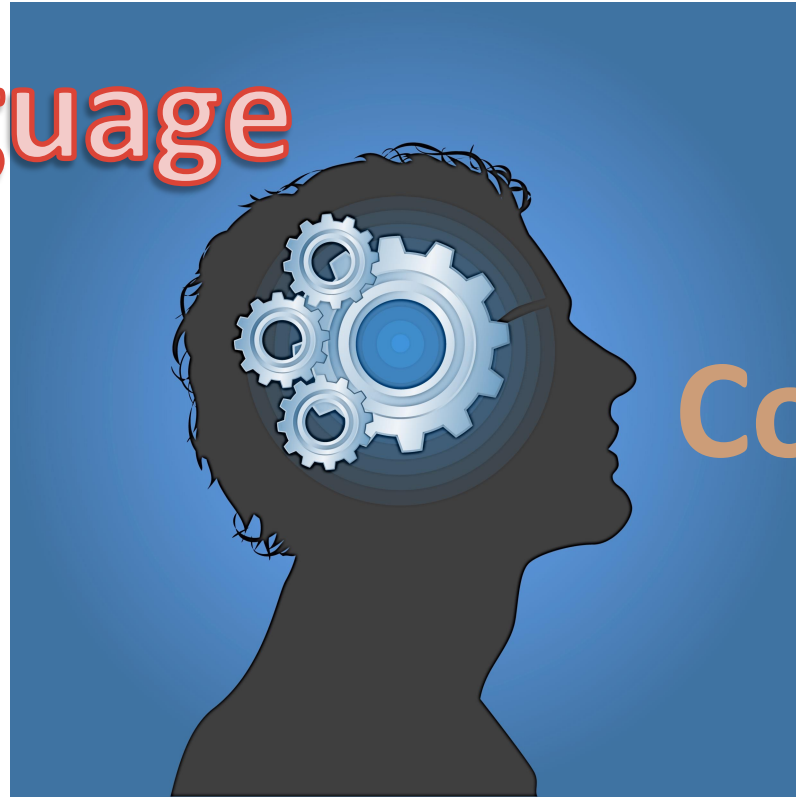
Chelsea High School Performance Assessment: Bridge Academy ELA - RESEARCH OR ARGUMENTATION

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	DP	PROFICIENT	P/A	ADVANCED
ARGUMENT <i>What is the evidence that the student can develop an argument?</i> Common Core CCR Standards: W 1, 4, 5, 9	<ul style="list-style-type: none"> Writes an opinion about a reading or topic (1a, 1b) Supports a point of view with claims or information (1, 9) Acknowledges only one point of view (1a, 1b, 1c) 		<ul style="list-style-type: none"> Makes a general argument that comes from reading or a topic (1a, 1b) Makes claims that are summaries or come directly from a source text (1,9) Acknowledges counter-claims but does not offer details that are developed (1a, 1b, 1c) 		<ul style="list-style-type: none"> Makes a clear, general argument that reflects reading or student's own thinking (1a, 1b) Makes original claims that relate to the argument (1,9) Acknowledges a question or counter-claim (1a, 1b, 1c) 		<ul style="list-style-type: none"> Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking (1a, 1b) Makes relevant claims that support the argument (1,9) Acknowledges relevant questions or counter-claims when appropriate (1a, 1b, 1c)
EVIDENCE <i>What is the evidence that the student can support the argument?</i> Common Core CCR Standards: W 1, 2c, 4, 9; RI 1, 6; RL 1	<ul style="list-style-type: none"> Includes general information from print and digital sources (8) States reasons and information (9b, RI 6) Presents details from sources as fact (RI 8) When appropriate, citation of textual evidence (when appropriate) is missing 		<ul style="list-style-type: none"> Refers to evidence from few sources; some sources may not be relevant (8, RI 1, RI 8) Use reasons and evidence to support particular points (9b, RI 6) Makes note of a general difference in perspectives on a topic without details. (RI 6, RI 8) When appropriate, citation of textual evidence (when appropriate) is inconsistent or incorrect 		<ul style="list-style-type: none"> Refers to evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument (8, RI 1, RI 8) Use reasons and evidence to support particular points, identifying which reasons and evidence support which point [s] (9b) Makes note of a difference in source's perspectives on a topic with specific details. (RI 6, RI 8) When appropriate, cites textual evidence with some minor errors 		<ul style="list-style-type: none"> Summarizes sufficient evidence (reasons, examples, and quotations from print and/or multimedia from multiple sources relevant to argument. (8, RI 1, RI 8) Information and/or examples are used to illustrate at least two points of view (9b, RI 6) Questions sources for perspective or its strengths/limitations Or makes note of a difference among authors on the same topic (when appropriate) (RI 6, RI 8) When appropriate, cites textual evidence consistently and accurately

©2011 Stanford Center for Assessment, Learning, & Equity (SCALE) and the Evision Schools, adapted July 2013 by Chelsea HS, adapted May 2014 Center for Collaborative Education (CCE) ELA Research or Argument | Grade 9&10 for ELL/Bridge Academy

ELLs are doing “Double Duty”

Language



Content

Language Taught Through Content

“Content topics can provide the **context** for language teaching that makes teaching language more **authentic** and **meaningful** while simultaneously targeting content area goals.”

Tim Boals, WIDA Executive Director,
WIDA Resource Guide

Embedding WIDA Performance Definitions

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with precise meaning related to content area topics
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures and generally consistent use of conventions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation and emerging use of conventions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions (including content-specific cognates) Words or expressions related to content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures and variable use of conventions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions (including common cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and familiar expressions

...within sociocultural contexts for language use.

Connecting to WIDA Writing Rubric

Table 8: Writing Rubric of the WIDA Consortium

Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language	Has reached comparability to that of English proficient peers; functioning at the "proficient" level in state-wide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times; errors don't impede the overall meaning; such errors may reflect first language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Emerging	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

The Need for Ongoing ELD Assessment

*“Teachers are welcome to **incorporate** these rubrics into their classroom assessment throughout the school year. We also encourage teachers to **gather and discuss student samples** of speaking and writing for the varying grade levels or grade level clusters to share with one another. These **anchor papers** may then serve to help teachers become more consistent raters for writing samples on both a formative and summative basis.”*



--WIDA Resource Guide, p. 54

“WIDA-fied” Common Rubric

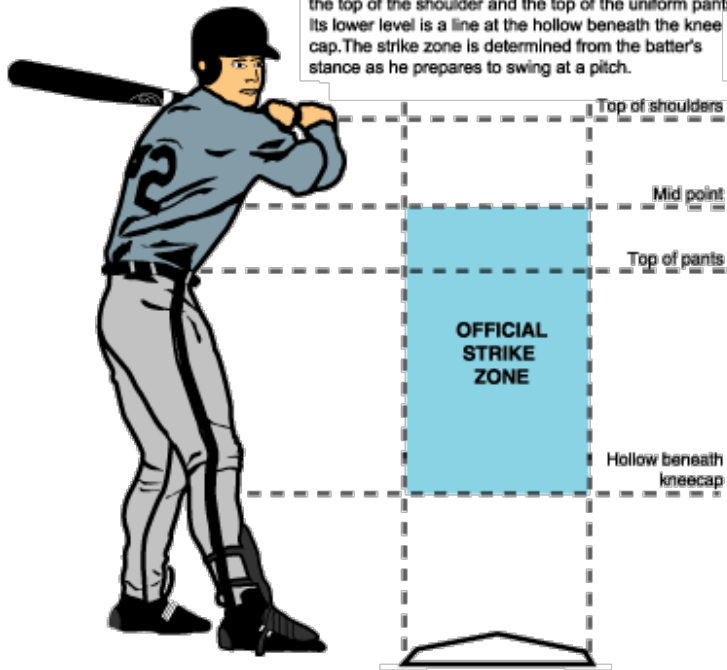
Chelsea High School Performance Assessment: Bridge Academy ELA - RESEARCH OR ARGUMENTATION

SCORING DOMAIN	ENTERING—LEVEL 1	1/2	EMERGING—LEVEL 2	2/3	DEVELOPING—LEVEL 3	3/4	EXPANDING & BRIDGING—LEVELS 4-5
LINGUISTIC COMPLEXITY <i>What is the evidence that the student can produce at the discourse level?*</i> *WIDA Performance Definitions and Rubric	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent idea 		<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 		<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of ideas, including some transition words (2c) 		<ul style="list-style-type: none"> Multiple complex sentences Organized, cohesive, and coherent expression of ideas, including transitions that connect those ideas (2c) Starting to approach comparability to that of English proficient peers
LANGUAGE FORMS AND CONVENTIONS <i>What is the evidence that the student can produce at the sentence level?*</i> *WIDA Performance Definitions and Rubric	<ul style="list-style-type: none"> Phrase-level grammatical structures Generally comprehensible when text is copied or adapted from source text; comprehensibility may be significantly impeded in original text 		<ul style="list-style-type: none"> Formulaic and repetitive grammatical structures Generally comprehensible when text is adapted or in original, simple text; comprehensibility may be often impeded by errors 		<ul style="list-style-type: none"> Compound and some complex grammatical constructions Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text 		<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose Generally comprehensible at all time; errors don't impede comprehensibility
VOCABULARY USAGE <i>What is the evidence that the student can produce at the word/phrase level?*</i> *WIDA Performance Definitions and Rubric	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and familiar expressions 		<ul style="list-style-type: none"> General content words and expressions (including common cognates) Social and instructional words and expressions across content areas 		<ul style="list-style-type: none"> Specific and some technical content words and expressions (including content-specific cognates) Words or expressions related to content areas and some with multiple meanings or common collocations and idioms across content areas 		<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with precise meaning related to content area topics

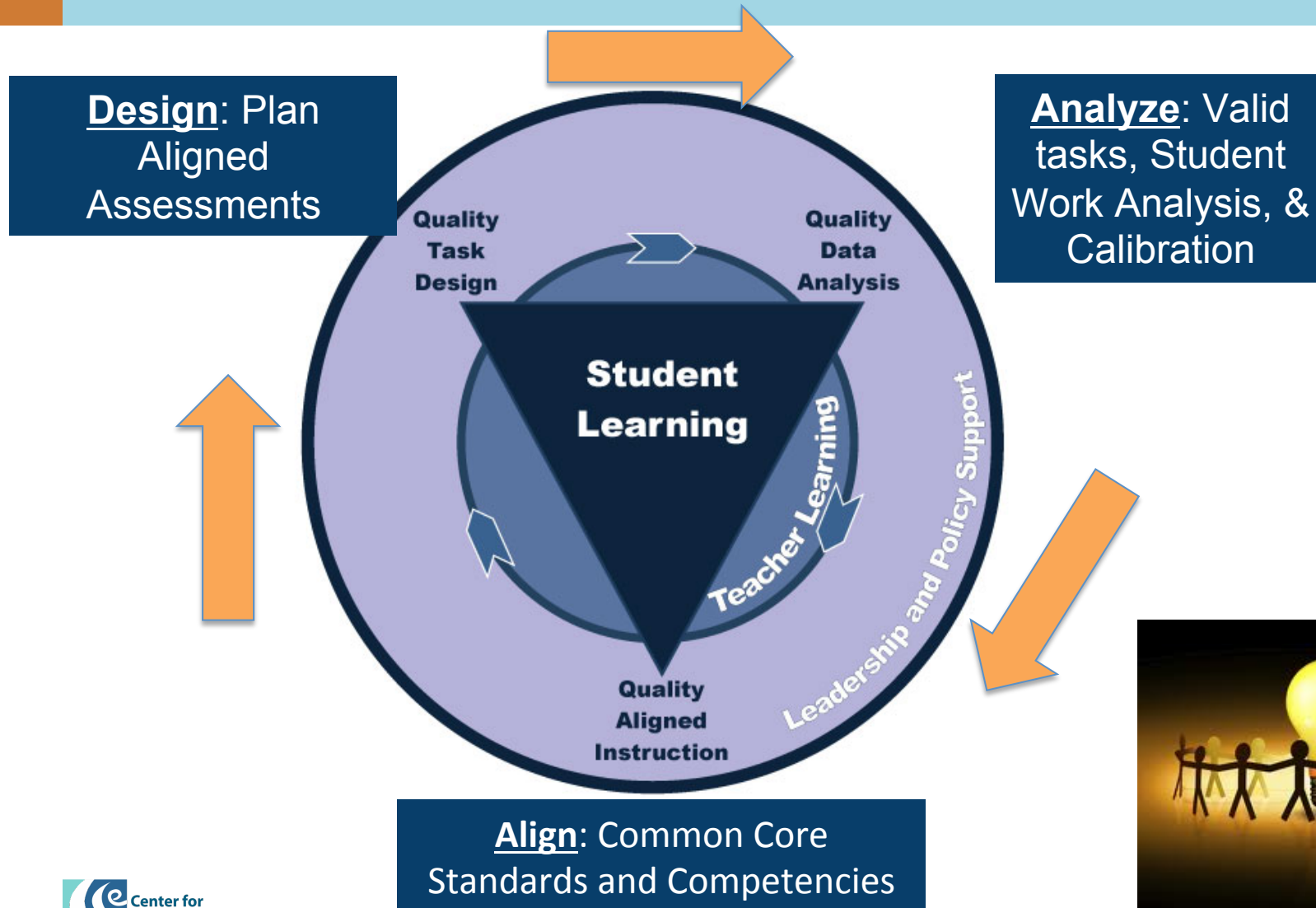
Reliability means...

The Strike Zone

The strike zone is an area over home plate. Its upper limit is a horizontal line at the midpoint between the top of the shoulder and the top of the uniform pants. Its lower level is a line at the hollow beneath the knee cap. The strike zone is determined from the batter's stance as he prepares to swing at a pitch.



It is a Process



Calibration Protocol



www.qualityperformanceassessment.org



CALIBRATION PROTOCOL

Purpose

To calibrate our scoring of student work as we explore the instructional implications of the prompt/task, student work, and rubric.

Planning

- **Time:** 35-40 minutes
- **Group size:** 4-8
- **Materials needed** for each person:
 - Sample work and prompt/task
 - Task rubric
 - Score sheet or task rubric can be used for scoring
 - One extra score sheet is needed for the recorder, who will tally the scores for the whole group.
- **Roles:** Choose a facilitator, timekeeper, and recorder. (1 minute)

Setting Norms

- Honor our learning and be respectful of the work of the teacher and the student.
- Keep the conversation constructive; avoid judgmental language.
- Be appreciative of the facilitator's role and follow the guidelines and time constraints.
- Keep feedback crisp and to the point.
- Don't skip the debrief process.

Process

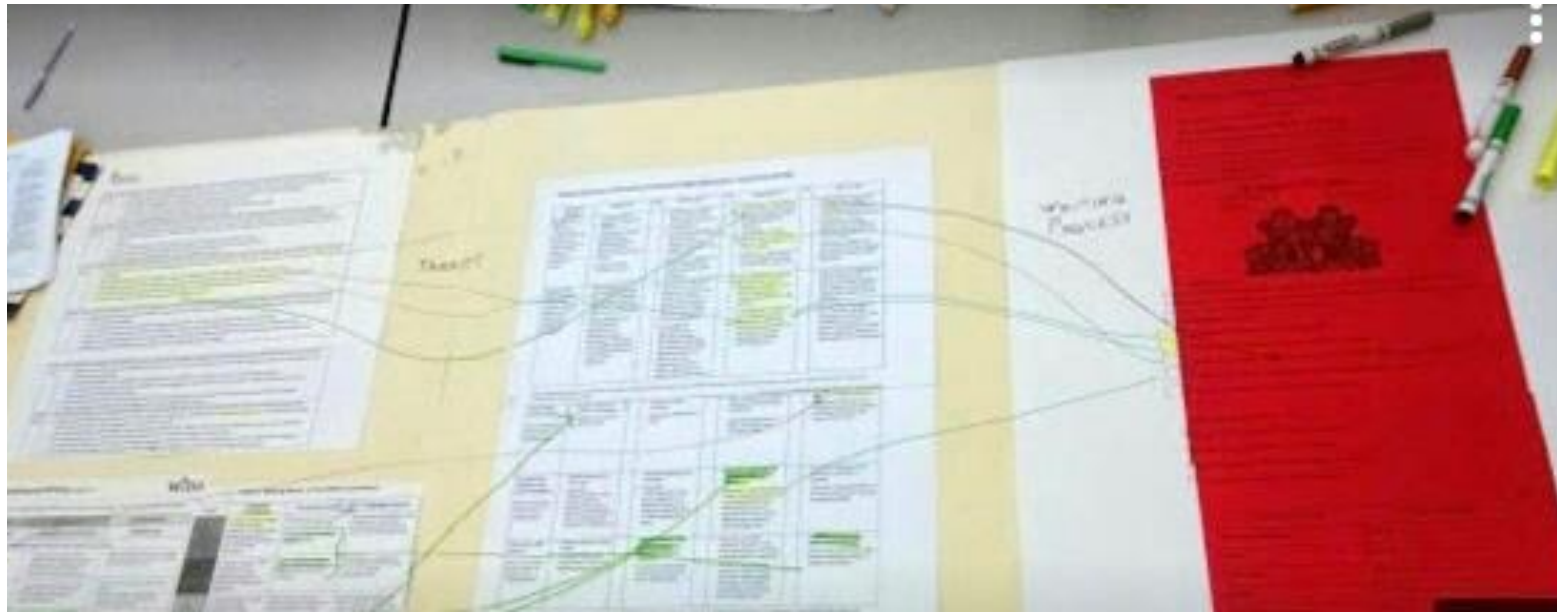
- 1 Norms:** The facilitator reviews the protocol process and norms with the group. (2 minutes)
- 2 Examination:** Group members silently examine the prompt, student work, the rubric, and the score sheet. (3 minutes)
- 3 Clarifying questions:** The group asks any clarifying questions they have about the materials and process. (2 minutes)
- 4 Read and score:** Using the rubric, group members independently and silently read and score the student work, recording their scores on the score sheet and making notes to justify their scores. (10 minutes)
- 5 Score sharing:** One at a time, team members share their scores for each of the rubric categories—without explanation—as the recorder completes the group's score sheet. (2 minutes)
- 6 Discussion:** Facilitator invites the group to consider where the differences in the scores occurred and why people scored differently for each rubric area—particularly the highest and lowest scores. (Approximately 2 minutes per criterion: 8 minutes)

Your Turn: Calibrating Writing Samples

1. Decide on one ELD domain to focus on
2. Follow Calibration Protocol
3. Keep in mind the qualities of academic language
4. Debrief whole group



Our Journey: Calibration



Our Journey: Annotations and Evidence

Annotated Sample A

My First House

My first house was in El Salvador. My grandparents were the owners. The house was black, and white and there were 5 bedrooms, and 3 bathrooms. We were 8 in that house. We had 3 animals a cat, a dog, and rabbit I live there for 12 years.

My grandfather's name is Alfredo, but I always call him cookie. He always yells at me, but he was nice. My grandmother's name is Gloria, but I always call her joja. My mother's name is Xiomara. My brother's name is Alfonso. My sister's name is Diana, but I always call her Quiko. My uncle's name is Farid. My cousin name is Fabiola. We always fight in that house. We fought for small things. My grand father was always fighting. My neighbor told us that she didn't need a T.V because she always heard our fights.

I remember a time that we were on Christmas. My mother was mad because I burned my self with fireworks. I was crying because my mother took my fireworks She was yelling at me, and I was crying. I felt so bad. And then, I ate chicken with bread I trunk a lot of soda. That is my best Christmas.

If I can go back to those days I would do it. When I came to The United States my grandparents sell the house because they felt alone in that house. My grandmother told me that she miss our fights. I am going to buy that house one day.

Ⓢ note: that technical language may not be as easy to see in narrative genre

Annotations:

- Ⓢ theme: Family title doesn't match rest of paper
- Ⓢ POV about house
- Ⓢ Place: African Family File: Characters not connected to plot
- Ⓢ Focus on holiday
- Ⓢ POV seems to be not so cold relationship with family
- Ⓢ Die attempting imagery
- Ⓢ vivid verbs?

DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
NARRATIVE FOCUS	<ul style="list-style-type: none"> Theme or plot is unclear or lacking in purpose Establishes a setting, narrator and/or characters that are disconnected or irrelevant to the theme or plot Point of view is unclear or absent 		<ul style="list-style-type: none"> Establishes a general theme or plot, <i>a with some lines in purpose or consistency? not carried through</i> Establishes a setting, narrator and/or characters that are loosely connected to the theme or plot Introduces a <i>vague</i> point of view through the setting, narrator and/or characters 		<ul style="list-style-type: none"> Establishes a clear theme or plot, with a sufficiently developed purpose that is carried through the narrative Establishes a setting, narrator and/or characters that are appropriate for the theme or plot Introduces a clear point of view through the setting, narrator and/or characters 		<ul style="list-style-type: none"> Establishes a clear theme and plot with a well-developed purpose that is carried through the narrative Establishes a setting, narrator and/or characters that are well-suited for the theme or plot Introduces multiple and clear points of view through the setting, narrator and/or characters
NARRATIVE DEVELOPMENT	<ul style="list-style-type: none"> Makes limited or no use of stylistic devices (e.g. sensory language, imagery, tone, humor, suspense) to support the purpose of the narrative Makes limited or no use of narrative techniques (i.e., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events and/or characters 		<ul style="list-style-type: none"> Attempts to use stylistic devices (e.g. sensory language, imagery, tone, humor, suspense) to support the purpose of the narrative, though they may be incorrect and/or inconsistent Uses narrative techniques (i.e., dialogue, pacing, description, reflection, and multiple plot lines) that are inconsistent and/or develop experiences, events, and/or characters at a superficial/surface level 		<ul style="list-style-type: none"> Uses appropriate stylistic devices (e.g. sensory language, imagery, tone, humor, suspense) to support the purpose of the narrative Uses narrative techniques (i.e., dialogue, pacing, description, reflection, and multiple plot lines) to sufficiently develop experiences, events, and/or characters 		<ul style="list-style-type: none"> Uses varied and appropriate stylistic devices (e.g. sensory language, imagery, tone, humor, suspense) to support the purpose of the narrative Uses narrative techniques (i.e., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events and/or characters that have depth and/or complexity
LINGUISTIC COMPLEXITY	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent idea 		<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 		<ul style="list-style-type: none"> Short and some-expanded sentences with emerging complexity Expanded expression of ideas, including some transition words 		<ul style="list-style-type: none"> Multiple complex sentences Organized, cohesive, and coherent expression of ideas, including transitions that connect these ideas
LANGUAGE FORMS AND CONVENTIONS	<ul style="list-style-type: none"> Simple grammatical structures Generally comprehensible when text is copied or adapted from source text; comprehensibility may be significantly impeded in original text 		<ul style="list-style-type: none"> Formulaic grammatical structures Generally comprehensible when text is adapted or in original, simple text; comprehensibility may be often impeded by errors 		<ul style="list-style-type: none"> Repetitive grammatical structures with some variation Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text 		<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose Generally comprehensible at all time; errors don't impede comprehensibility
VOCABULARY USAGE	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and familiar expressions 		<ul style="list-style-type: none"> General content words and expressions (including common cognates) Social and instructional words and expressions across content areas 		<ul style="list-style-type: none"> Specific and some technical content words and expressions (including content-specific cognates) Words or expressions related to content areas and some with multiple meanings or common collocations and idioms across content areas 		<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with precise meaning related to content area topics

Sample A

Our Journey: Consensus

- Discerning CCSS content from academic language
- Coming to consensus about qualities of language:
 - Linguistic Complexity: “expanded sentences”
 - Language Forms and Conventions: “variety of grammatical structures”
 - Vocabulary Usage: “some technical content”



Connections and Next Steps

- How does this process connect to your work?
- What are implications for your practice? For the field?
- How can we make what is developing “below the surface” more visible for ELLs in our assessment measures?



Resources

- [CCE's Quality Performance Assessment Tools](#)
- [WIDA Bulletin: Focus on Formative Assessment](#)
- [WIDA Blog: Using Rubrics and Checklists for Language Assessments](#)

Contact Information


Center for Collaborative Education

[Deidre Collins, Chelsea High School](#)

collinsd@chelseaschools.com

[Email: info@ccebos.org](mailto:info@ccebos.org)

Phone: (617) 421-0134

 www.ccebos.org

 @cceboston

www.facebook.com/centerforcollaborativeeed

