



# Content Guide: Background on Assessment for Learning and the Dynamic Language Learning Progressions (DLLP) Project

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*Background Knowledge for  
Professional Development Providers*

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## Preface

The Dynamic Language Learning Progressions (DLLP) Project is part of a larger effort to improve the assessment of the English language proficiency of K-12 English language learners. The project is funded by a subcontract to Alison L. Bailey (Principal Investigator) of the Department of Education in the Graduate School of Education & Information Studies, University of California, Los Angeles from the ASSETS Consortium (USDOE Enhanced Assessment Grant) at the Wisconsin Center for Education Research (WCER) and by WIDA at the WCER. The project draws on the expertise of project staff in the areas of academic language development and assessment for learning.

The DLLP for explanation represents the development of several high-leverage language features that students need to develop as they engage in a range of contexts of explanation language use, including core disciplinary ideas in school. The progression is dynamic because (1) it is designed to capture multiple pathways to the development of English language proficiency, and (2) the progression is designed to take account of multiple facets that influence the pathways of development, for example, contexts of language use and students' backgrounds.

The current DLLP project:

- Develops a research-conjectured and empirically-validated language learning progression that encompasses the development of high-leverage language features for students kindergarten through grade 6, both English Proficient and English Language Learners, for the academic language function of explanation; and
- Develops materials to support the use of the DLLP for explanation by teachers for instruction and assessment for learning.

This content guide provides information for WIDA professional development providers to support teachers in the use of the DLLP for the purpose of assessment for learning.



# 1

## Chapter 1

### Introduction



## 1.1

### Chapter 1: Section 1

## WIDA Perspective on Language Learning

### Sociocultural Context for Language Learning

WIDA views language as one of the ways in which we make sense of the world around us. In school, students use language to communicate, to relate to others, to process ideas and information, and to express what they know, what they think, and how they feel. Students' language use varies according to the different situations they encounter, including the particular activity or task in which they are engaged, the people with whom they are interacting, and the environment around them. Students' knowledge and use of language is also shaped by their home and community experiences and culture. WIDA refers to different elements and factors that influence students' language use as the sociocultural context.

Educators are better able to meet the language learning needs of students when they understand the sociocultural contexts of their students. While an understanding of the students' sociocultural context is important for all teachers, it is particularly relevant for those who teach English language learners (ELLs). With this understanding ELL teachers can:

- Use students' language strengths as leverage in the students' ongoing language development and learning of content;
- Plan learning environments that allow students to engage and participate meaningfully in language and content learning opportunities with appropriate support;
- Expand students' repertoires of language and language use in two key ways: (1) showing how language can be used for different purposes and in different contexts, and (2) increasing the breadth and depth of students' English language competencies (i.e., broadening the range of forms or structures and functions, as



well as acquiring additional forms or structures for existing functions students already know); and

- Foster students' identities as effective speakers, listeners, readers and writers of English, as well as acknowledging their knowledge and use of home language(s) and literacy skills.

### **Integrative View of Language in Context**

One of WIDA's guiding principles is that students learn language through meaningful use and interaction. For this reason, teachers need to keep in mind not only the language students use, but also *how* they use it, and for what purposes. In other words, teachers should focus on both the forms and the functions of language. The function is the purpose for the use of language and the form refers to the words, structures, conventions, and discourse patterns that students select for different situations. While there is a debate about which is most effective for language learning, form-focused instruction versus meaning-focused instruction (see, for example, Saunders, Goldenberg & Marcellitti, 2013), it is important that teachers provide opportunities for students to learn the communicative function of language as well as the forms and conventions of language use. As students learn the language patterns that match particular uses and purposes, they are able to navigate a range of contexts, using language as a tool to engage in meaningful participation and discipline-based learning.

Ultimately, we want students to be able to use language for different communicative purposes, to be able to adjust language for particular persons or situations, and productively reflect on their language learning.



## 1.2

### Chapter 1: Section 2

## WIDA's Comprehensive Assessment System

WIDA is developing a comprehensive assessment system designed for language learners with multiple forms, beginning with a large-scale English language proficiency test, ACCESS for ELLs® (for more information, see the WIDA website, [www.wida.us](http://www.wida.us) or the ASSETs website, [www.wceruw.org](http://www.wceruw.org)).

Assessment for learning is one component of a comprehensive assessment system. This content guide focuses specifically on assessment for learning, specifically in relation to the academic language function *explanation*.

### **What is Assessment for Learning?**

Assessment for learning involves continuous monitoring of how learning is evolving through teachers' collection of evidence, student self- and peer assessment, feedback, and subsequent adjustments to teaching and learning to meet students' immediate learning needs.

When teachers intentionally attend to students' language use in the course of ongoing subject matter learning, they are able to take contingent action with the goal of advancing language learning from students' current language status to a more developed state. As Heritage, Walqui, and Linqanti (2013) note, "assessment for learning practices require a keen, observant eye to understand the moment and build to the future" (p. 10).

Assessment for learning also builds student agency with respect to their language development through self-assessment, peer assessment, and the use of feedback. When student agency is promoted in this way, students are developing important 21st century





skills that are essential to college and career readiness, such as, setting goals and self-direction, collaboration and using feedback to continue and complete tasks (NRC, 2013).

### **Why Focus on Explanation?**

Explanation is a core language function in the WIDA standards and is also a language practice that cuts across the academic domains in the new content standards (Framework for English Language Proficiency Development Standards, 2012).

Also, explanation is prevalent in both social and educational contexts. For example, explanation is an important facet of child development; studies of parent-child discourse have demonstrated that explanatory talk is related to both cognitive and linguistic development (e.g., Sigel, 1982; Snow, 1991). Earlier empirical research at CRESST/UCLA has shown that the use of explanations is required across academic disciplines and is distinct in its forms and structures from other language functions commonly encountered in school (e.g., Bailey, Butler, Stevens, & Lord, 2007).

Asking children to use explanations to demonstrate their understanding and competence in the classroom can be an effective metacognitive strategy promoting learning, problem-solving, and deeper content understanding (Alevan & Koedinger, 2002; Chi, Bassok, Lewis, Reimann, & Glaser, 1989).



## 1.3

### Chapter 1: Section 3

## Dynamic Language Learning Progressions

The DLLP traces the development of the language function explanation from its rudimentary forms (use of sentence fragments, information out of logical order, un-elaborated explanations) through increasing stages of sophistication among K-6 students.

The DLLP is a means to assist teachers to gauge the characteristics of the language features of explanations the students are producing, when they are engaged in learning language and content simultaneously.

The DLLP acts as an interpretive framework so that as teachers are being attentive to students' language use during content area learning. Teachers can map what they see or hear back to the DLLP to make a judgment about where students' language learning lies on the continuum, that is, determining the best fit on the progression for describing a student's current language status.

With this information, teachers can engage in contingent pedagogy, building on individual student's current language to advance language learning within whatever pedagogical tradition or theoretical perspective a teacher prefers to adopt. As a result, they will be more able to effectively meet the ongoing language learning needs as students engage in discipline-based learning.

### How was the DLLP for Explanation Developed?

The DLLP is derived from analyses of authentic oral language samples elicited (i.e., not spontaneous) periodically across the school year from students with a wide range of experiences and backgrounds with English (e.g., ELLs, English-proficient students,



former ELLs, English-monolingual students, and students proficient in a home language in addition to English).

It is important to remember the specific social context in which the explanations occurred for the project because explanations can be used for different purposes addressing different audiences (Beals, 1993). The explanations collected by the DLLP project were elicited by researchers following the same set of prompts around the same set of tasks presented to K-6 students. They include giving explanations of different processes and procedures, as well as giving justifications for actions and chosen strategies, to the researcher and a hypothetical friend/classmate.

Students were prompted to explain a personal routine (teeth cleaning) and an academic task (mathematics counting activity). The personal routine was intended to elicit more casual or everyday social (i.e., non-scholastic) uses of language, whereas the academic task was intended to elicit more general academic and discipline-specific uses of language.

A total of 324 K-6 students (52% girls) participated in the DLLP study; 102 were ELL students and 222 were English-only/proficient students. The students were enrolled in five different schools in the Los Angeles area; schools were deliberately selected for a range of academic performances and socioeconomic, racial/ethnic, and linguistic diversity. All students in the sample provided oral and written explanations at two time points, with some students at one school providing oral and written explanations at a third and fourth time point (the “longitudinal cohort”).

The DLLP team analyzed students’ oral explanations for teeth cleaning and the mathematics counting activity. The oral explanations analyzed were in response to the following prompts (which were the last in a series of related prompts the students had to answer):



Personal Routine: Pretend you are writing a note to a friend who doesn't know how to clean his/her teeth. When you're ready, tell him/her how to do it and why he/she should do it.

Academic Task: Pretend you are talking to a classmate who has never done this activity. When you're ready, tell him/her how to use the cubes to find out how many there are and why using the cubes this way helps him/her.

Two main types of analyses were performed on the oral explanations. First, a web-based analysis system, the Dynamic Relational Graphic Ontological Networks (DRGON), was created for the project which incorporated the Stanford natural language parsing (NLP) (Klein & Manning, 2003). The Stanford NLP parsed and identified parts of speech within the explanations, and it also calculated frequencies, percentages, and rates (per sentence) of various word- and phrase-level variables of each explanation. Second, the DLLP team coded linguistic and discourse features of each explanation that went beyond the frequency and rate measures produced by NLP. This type of analysis allowed us to examine language as it is used within an explanation as a whole. Figure 1 provides a general description of how the linguistic and discourse features were coded. A complete description of the coding for linguistic and discourse features is found in Chapter 5.

<b>DLLP Not Evident</b>	<b>DLLP Emerging</b>	<b>DLLP Developing</b>	<b>DLLP Controlled</b>
<ul style="list-style-type: none"><li>• Feature not yet detectable (or not used productively)</li><li>• Student explanation is in a language other than English</li></ul>	<ul style="list-style-type: none"><li>• Feature appears infrequently/intermittently or largely incomplete</li><li>• Feature may be used accurately or inaccurately (errors or omissions)*</li></ul>	<ul style="list-style-type: none"><li>• Feature appears more often or more complete</li><li>• Feature may be used accurately or inaccurately (errors or omissions)*</li><li>• A small "repertoire" for the feature is evident</li></ul>	<ul style="list-style-type: none"><li>• Feature appears complete</li><li>• Feature is most often used accurately</li><li>• A broad "repertoire" for the feature is evident</li></ul>

\* Language may be "flawed" production during these acquisition stages (Valdés, 2005)

Figure 1. Cross-cutting DLLP features.



## The DLLP Language Learning Approach

College and career ready standards (CCRS), such as the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), highlight the expectations for what students do with language as they engage in content-area learning. Such expectations are consistent with the understanding among second language educators that, given content- and language-rich learning environments in which meaningful interactions with teachers and peers are fostered, ELLs can both acquire language and use their emerging English to engage in discipline-based learning (Bunch, Kibler, & Pimentel, 2012; Moschkovich, 2012; Echevarria & Short 1999; Quinn, Lee, & Valdés, 2012; van Lier & Walqui, 2012; Snow, Met, & Genesee, 1989; Mohan, 1986; WIDA, 2012).

The approach to language learning that is proposed with the use of the DLLP reflects the aspirations and expectations of the new standards as well as WIDA's integrative view of language and content learning.

Learning language and content simultaneously occurs for a particular purpose which will call for different words, sentences, and discourse features to be used. The development of these specific language dimensions are traced throughout the DLLP. Importantly, **these dimensions are not taught in isolation**, but rather through student participation in activities with teacher and peers, for example, interactions during subject matter learning.

In turn, the context of the classroom culture supports the learning and development of language. A culture that is characterized by respect for the resources students bring to the classroom from their own culture and communities, by participant norms of careful listening to each other, building on other's ideas and valuing the contributions that each



student brings to the learning situation (e.g., the task, the discussion), can support students' simultaneous learning of language and content.

Figure 2 below shows the DLLP theory of action for teacher and students outcomes. From our work with teachers who have been implementing the DLLP in their classrooms, we have seen how features of the DLLP provided an interpretive framework for teachers to attend to language use when instructing in specific content areas (e.g., math, science, English-language arts). The teachers engaged their students in rich, disciplinary language instruction that incorporated word, sentence, and discourse level features of the DLLP. By using the DLLP, teachers have reported an increase in knowledge about language, language learning and instruction, and student language use. Students in these classrooms have developed an awareness of language, incorporating DLLP language features in their oral and written work and transferring language knowledge and use between content areas (e.g., math to science) and language modalities (i.e., oral to written). (For more information on teacher implementation of the DLLP, see Chapter 6.)

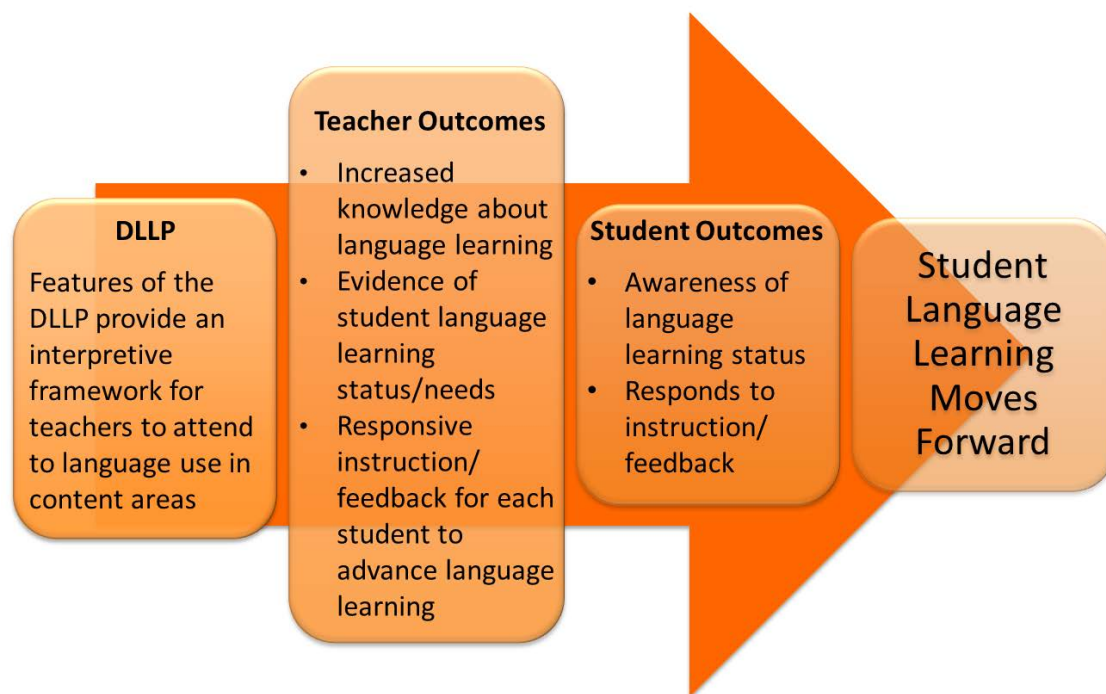


Figure 2. DLLP theory of action.



## 1.4

### Chapter 1: Section 4 Organization and Key Learnings

#### Organization of this Content Guide

This content guide begins with Assessment for Learning (also known as formative assessment). Key concepts for Assessment for Learning are presented, including where Assessment for Learning falls within a comprehensive assessment system and its core components (i.e., learning goals, success criteria, and gathering and interpreting evidence). The next chapter, Chapter 3, provides an overview of the language learning approach adopted by the DLLP, including descriptions of word, sentence, and discourse structures. Chapter 4 introduces the DLLP: the concept of progressions and the organization of the DLLP. The heavy lifting of this guide is in Chapter 5, where the features and components of the DLLP are described in detail. Chapter 6 concludes with a review of essential actions and principles and shares current lessons learned about the implementation of the DLLP in classrooms.

Included for each section are suggested participant learning goals and success criteria. The stated learning goals and success criteria reflect the main ideas for that section. They were written with a mind toward teachers who will be learning the ideas in this content guide in a professional development setting. Additionally, they may serve as checks for understanding for the reader of this guide.

#### Key Learnings

Key Learnings are core ideas about the DLLP and its language learning model. Throughout this document, the text has been annotated with the Key Learnings in a red colored font (e.g., **AL.1**). The Key Learnings are grouped into three categories (annotation codes appear by each Key Learning below).



### Assessment for Learning: Purposes and Practices

- AL.1 When teachers interpret ongoing evidence they can make contingent pedagogical responses to learners' immediate needs.
- AL.2 Assessment for learning embedded in ongoing teaching and learning is not the same as giving an assessment for formative purposes at the end of a sequence of instruction.
- AL.3 Assessment for learning involves teachers and students in an ongoing cycle of evidence collection and feedback to keep learning moving forward.
- AL.4 Learner agency is an integral component of learning.
- AL.5 Students can develop positive identities as learners when assessment for learning is effectively implemented.

### Language Learning: The DLLP Approach

- LL.1 Form and function of language are not dichotomous. They are interconnected and integrated in three, mutually dependent dimensions of language use (i.e., word, sentence, discourse).
- LL.2 Language and content are learned simultaneously. Language is learned in meaningful contexts for specific purposes and not in isolation. The context of culture and situation determine how and what language will be used and for what purpose.
- LL.3 Students do not move at the same pace in their language development.
- LL.4 Language learning develops in a safe, democratic environment where children have freedom to express themselves and have the right to be heard and can take risks with language without feeling like they will be judged.
- LL.5 Language is used to support the development of thinking and to communicate one's thinking to others.
- LL.6 Language is learned by using language in all four domains (listening, speaking, reading, and writing). Students may first approximate forms and functions of language (i.e., may appear incorrect or "flawed") and then their language use becomes more standard (i.e., the variety or conventions of the dominant speech community wherever students are learning language).





## The DLLP: Nature and Purpose

- DLLP.1** The DLLP is an interpretive framework that currently provides a language progression for explanations. Teachers can use the DLLP to attend to and interpret evidence of students' use of high-leverage features in relation to content to find the best fit on the DLLP. The DLLP high-leverage features are found to be important in the growing sophistication of students' explanations in oral language.
- DLLP.2** The goal of using the DLLP for instruction and assessment for learning is to increase the depth and breadth of students' use of the high leverage features.
- DLLP.3** While language is developing, the concern is not with the accuracy of the DLLP features but rather with how students are currently using the features in their communication, and how they can be developed to a more sophisticated point on the DLLP. At the controlled phase of the DLLP, the goal is the college- and career- ready use of English.
- DLLP.4** The DLLP is based on research and is empirically validated, encompassing the language development of students from kindergarten through grade 6, both English-only/Proficient and English Language Learners use of the academic language function, *explanation*. The DLLP is created from student oral language samples. Emphasis is on production of language for DLLP (oral and written production.)
- DLLP.5** Progressions, for example, the DLLP, are different from content standards. Content standards provide a description of what students should know and be able to do at the end of a grade, while progressions identify steps along the pathway of learning toward annual or ultimate goals of achievement.
- DLLP.6** The DLLP and ELD Standards differ. Although they both focus on language learning for the purpose of academic achievement, the levels of granularity differ. While ELD Standards outline the trajectory of English language development at a more global level, the DLLP identifies steps along a pathway to language competencies that appear to be consequential to displaying knowledge and understanding in both academic and non-academic contexts.

### Professional Learning: Role and Implementation

The DLLP does not advocate a specific program or model of professional development; however, it does espouse the following considerations for the implementation of professional learning (that is, what are we going to do and how are we going to do it?).



The considerations for implementation are as follows:

- Provide teachers with tools that build knowledge, attend to language, and help gather evidence about students' use of explanation.
- Include sessions that involve teacher choice and relate to their classroom experiences.
- Begin small; don't take on all of the features when implementing in the classroom. Start in one content area.
- Meet monthly so teachers can work with and apply the DLLP and share their experiences from their implementation.
- Establish collaborative learning communities or professional learning communities (PLC) in cross-grade level and grade-level teams in order for teachers to discuss progress and findings.

### **Glossary of Terms, Professional Development Model, and Additional Samples**

We have provided supplemental materials to support teachers in their learning and implementation of the DLLP. The glossary found in Appendix A provides easy access to the definitions of the terms used in this content guide. In Appendix B, a professional development model is suggested as guidance for schools and districts to create a learning program for the DLLP. The suggested professional development model includes a learning sequence, participant activities, and recommended materials. In a separate PowerPoint presentation, a complementary slide deck provides more student language samples from ELL and non-ELL students at all levels of each high-leverage language features. The slide deck of productive student language samples can be used in a variety of ways, such as using the samples to listen and to identify or categorize the high-leverage language features and to practice with colleagues.



# 2

## Chapter 2

### Assessment for Learning: Purposes and Practices

#### Key Learnings: Assessment for Learning

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- AL.1** When teachers interpret ongoing evidence they can make contingent pedagogical responses to learners' immediate needs.
- AL.2** Assessment for learning embedded in ongoing teaching and learning is not the same as giving an assessment for formative purposes at the end of a sequence of instruction.
- AL.3** Assessment for learning involves teachers and students in an ongoing cycle of evidence collection and feedback to keep learning moving forward.
- AL.4** Learner agency is an integral component of learning.
- AL.5** Students can develop positive identities as learners when assessment for learning is effectively implemented.



## 2.1

### Chapter 2: Section 1

## Assessment for learning Introduction: What is it? What's it not?

### Suggested Participant Learning Goals:

- Understand where assessment for learning fits in a comprehensive assessment system
- Understand assessment for learning as a process integrated into instruction (AL.2)
- Understand how the DLLP can support assessment for learning (DLLP.1, 2)

### Suggested Participant Success Criteria:

- Explain where assessment for learning fits into an assessment system
- Describe the difference between assessment for learning and other assessments in the system
- Identify attributes of effective assessment for learning practices
- Locate student language samples on the DLLP as part of a process of assessment for learning

### Background: Assessment for Learning in an Assessment System

The purpose of assessment for learning is to provide information about student learning day-by-day, week-by-week so teachers can continuously adapt and plan future instruction to meet students' specific needs and secure progress. (AL.2, 3) In contrast to assessment for summative purposes, assessment for learning occurs in real time, during instruction while student learning is underway (Allal, 2010; Bell & Cowie, 2000; Black & Wiliam, 1998; Heritage, 2010; Shepard, 2000, 2005). (AL.1, 2, 3, 4)

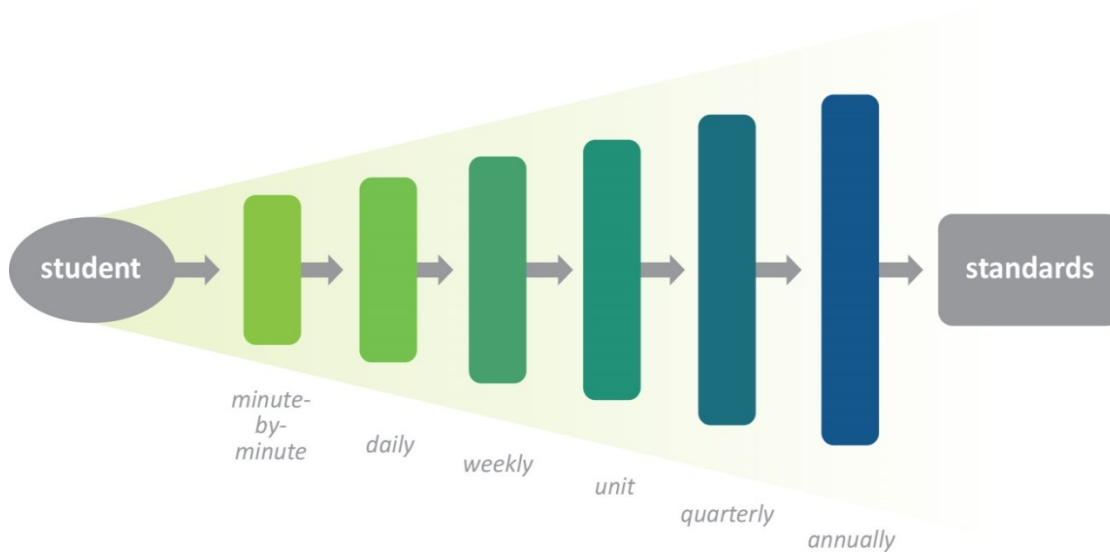


Figure 3. Assessments in the system. (Adapted from Herman & Heritage, 2007; do not reproduce without permission).

Figure 3 shows range of assessments within a comprehensive assessment system.

As Herman notes:

Within a comprehensive assessment system, minute-by-minute, day-by-day, and weekly assessment feeds into unit assessment, which, in turn, feeds into quarterly (interim or benchmark) assessments, and multiple interim assessments feed into the annual assessment of the standards. A comprehensive, coherent and continuous system of assessment provides mutually complementary views of student learning, ensures that assessments within each cycle are focused on the same ultimate goal – achievement of standards – and push instruction and learning in a common direction (Herman, 2010, p. 5).

Another way to think about assessment with a comprehensive system is to conceptualize assessment as operating in different cycles: long, medium and short (William, 2006). Table 1 describes each cycle, the type of assessment associated with the cycle, and the information and uses that each assessment cycle provides.



Table 1. Types and Uses of Assessments within Assessment Cycles<sup>1</sup>

Cycle	Assessment	Information	Uses
Short	Minute-by-minute, day-to-day, weekly	Status of learning with respect to lesson goals and performance criteria	Instructional adjustments; provision of feedback to students
Medium	Unit	Status of achievement with respect to unit goals	Reporting; grading; adjustments to unit planning for following year; adjustments to instruction (if assessment takes place before the end of the unit)
Medium	Quarterly (Interim/benchmark)	Status of achievement with respect to intermediate goals toward standards (results aggregated and disaggregated)	Monitoring, reporting; grading; same-year adjustments to curriculum and instruction; professional learning and resource decisions
Long	Annual	Status of student achievement with respect to standards (results aggregated and disaggregated)	Monitoring, reporting and accountability; classification and placement; certification; adjustments to following year's instruction, curriculum, programs; grading; professional learning and resource decisions

<sup>1</sup>This table is excerpted with permission from Heritage (2013). Do not reproduce without permission.

### Components of Assessment for Learning

The purpose of assessment for learning is to move students' learning forward while their learning is still in the process of developing. (AL.2, 3; LL.3; DLLP.1, 3, 6) This stands in contrast to other forms of assessment, which evaluate learning after a period of teaching. Assessment for learning operates as a feedback loop in which both teachers and students can play active, distinctive, yet complementary roles in enabling learning by consistently working to build and consolidate student understanding and skills during the course of a lesson (Heritage, 2011). (AL.4, 5)



There are four key questions that guide the process of assessment for learning:

- Where is the learner going?
- Where is the learner now?
- Where to next?
- How to get there?

### Where is the Learner Going?

#### *Learning goals and success criteria*

The process of assessment for learning begins with clarifying learning goals and success criteria. In other words, teachers must be clear about the intended learning goal(s) of the lesson and how they will know if the students have met the goal(s). (LL.1, 2, 3)

Students also need to be clear about the goal and criteria and what they entail so that they can assess their own learning as it develops. (AL.4, 5) The table below provides guidelines for teachers to create learning goals and success criteria.



Table 2. Guidelines for Developing Learning Goals and Success Criteria<sup>1</sup>

Learning Goals	Success Criteria
Describe what learning students are to develop (an understanding, principled knowledge, skill, or a process) as a result of this lesson.	Describe what students need to say, do, make, or write to show that they have met the goal (i.e., what is the performances of a skill, understanding, etc.?).
Start with a verb (e.g., develop, become fluent, apply, understand).	Start with a verb (e.g., explain, describe, model).
Be sure that the learning goal is manageable within the context of one lesson.	Be sure that the Success Criteria are aligned with the Learning Goal, and are indications of achievement of the Goal.
Write in language that is understandable to students.	Write in language that is understandable to students so they can use the criteria to monitor their own learning. Teachers will need to explain the Success Criteria at the outset of a lesson, and provide exemplars if necessary, to make sure students understand what is expected of them.

<sup>1</sup>This table is adapted from Tobiason, Heritage, Chang, & Jones (2014). Do not reproduce without permission.

### Where is the Learner Now?

#### Gathering Evidence

With clarity about learning goals and success criteria, teachers plan how they are going to collect evidence of student learning during the lesson. Evidence gathering must have a place in the “rhythm” of the instruction (Black, Wilson, & Yao, 2011). This means that teachers should determine in advance at what points in the lesson they will need evidence to maintain the forward momentum of learning. Of course, this does not preclude actionable assessment opportunities arising spontaneously in the lesson (for example, when students say or do something that the teacher has not planned to initiate but which provides usable information about learning), but rather that evidence gathering should not be left to chance. (AL.3)





There is no single way to collect evidence of learning. According to Sadler (1989) the role of the teacher is to construct or devise ways to “elicit revealing and pertinent responses from children” (p. 80). Some of the ways to elicit evidence include what students say, do, make or write. (AL.1, 3)

The DLLP supports teachers in gathering evidence of student language learning. Student responses are interpreted against the specifications of the learning goal and success criteria so that teachers have the information they need to make decisions about what to do next to advance student language learning. (AL.1, 3; DLLP.1, 3)

Students assess their own learning against the success criteria and make judgments about how well their learning is progressing and what steps they might need to take to keep moving forward. In other words, they may change their learning tactics, for example, reorganizing information, asking for feedback, or seeking help from the teacher or a peer. (AL.4, 5) Self-assessment needs to be taught, consistently included in lessons, and encouraged by teachers as a means of effective learning.

### Where to Next?

#### Interpreting Evidence

Once teachers have gathered the evidence, they interpret the student response in relation to the learning goal and success criteria. They have to determine where the student lies at that particular point in the lesson. (DLLP.1, 2, 3) For example, students might be close to meeting the goal or there may still be a sizable gap between where the students currently are and the intended learning at the end of the lesson. (AL.1, 3) A core purpose of the DLLP is to assist teachers in interpreting evidence of language learning.



## How to Get There?

### Contingent Pedagogical Action

Once teachers have interpreted the evidence, they make a decision about how to advance learning toward the learning goal. Again, the DLLP will guide teachers in their decisions about next steps. These essential action steps can include:

- Re-thinking instruction because students were not making sufficient progress;
- Making no adjustments to instruction – the students are moving forward so the planned lesson can continue;
- Making adjustments to instruction in the context of the planned lesson, such as modeling, explaining and providing feedback that can be used by the students (effective feedback can be thought of as a scaffold to learning - teacher provides suggestions, hints or cues to help students take the next steps for themselves);
- Making plans for the next day's lesson. (AL.1; DLLP.5)

Peers can also provide feedback against the success criteria. Research shows that the students providing the feedback benefit just as much as the recipient, because they are forced to internalize the learning goals and success criteria in the context of someone else's work, which is less emotionally charged than their own (William, 2006). (AL.4, 5)

Of course, peers have to learn how to provide constructive feedback through teacher modeling, sentence formulations, templates and constant practice and review.

### Classroom Culture for Assessment for Learning

In practicing assessment for learning, teachers and students need to create a positive classroom culture in which students are willing to use language and reveal their thinking to the teacher and to each other without fearing ridicule or sanctions. Such a classroom culture is characterized by the norms of mutual trust between teacher and students and among students; feelings of safety to express and challenge ideas; and supportive,



collaborative relationships. Teachers establish these norms by modeling respect towards students in their interactions: by showing that they value the students' ideas through careful, interpretive listening to students' questions and responses, and by the routines and structures that are established in the classroom. Teachers make the behavioral expectations for learning in the classroom clear, including how students work with and learn from peers, and provide challenging, rigorous learning opportunities for each student that are matched to an individual's level of learning. (LL.4)



## 2.2

### Chapter 2: Section 2

## Learning Goals and Success Criteria

#### **Suggested Participant Learning Goals:**

- Understand the purpose of learning goals and success criteria in assessment for learning (AL.2, 3)
- Understand the need to align learning goals and develop skills in creating learning goals, success criteria, and aligning evidence gathering strategies (AL.2, 3)
- Understand how the DLLP can support assessment for learning (DLLP.2)

#### **Suggested Participant Success Criteria:**

- Explain the purpose of learning goals and success criteria for teachers and for students
- Create clear language learning goals with aligned success criteria
- Describe an evidence gathering strategy aligned to learning goals and success criteria

### Learning Goals and Success Criteria

Assessment for learning begins with clear learning goals and success criteria. (AL. 2, 3; DLLP.1) Teachers clarify the intended language learning (the goal), not what the students are going to do (the activities). For example, a language learning goal may be that students will develop their knowledge of prepositions and adjectives and how they can form expanded word groups. (LL.2) Once the goal is clarified, then teachers have to decide how they and their students will know if the students are acquiring the targeted language (the success criteria). Success criteria related to expanded word groups might be that students can use several prepositions and adjectives in an explanation in a particular content area. The learning opportunities the students will have to reach the goal are planned when the goal is clearly established.



Figure 4. Assessment for learning process.

Because assessment for learning involves students as active participants, teachers need to help the students understand what the goal and the success criteria entail at the outset of the lesson. (AL.4, 5) Using the example of expanded word groups, students need to hear what such expanded word groups sound like, discuss the use of prepositions and adjectives in explanations, and how an expanded word group can help convey meaning in an explanation. (LL.1, 2)

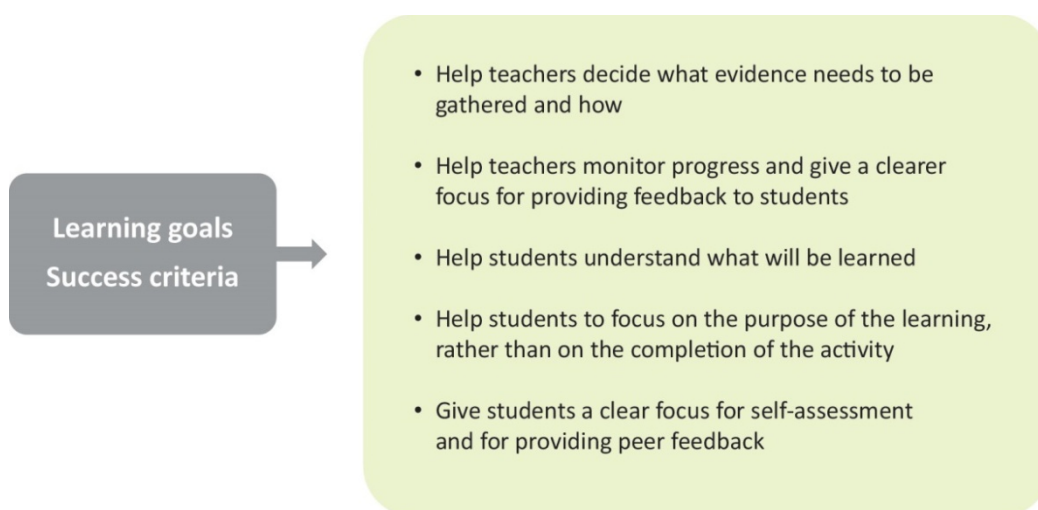


Figure 5. The purpose of learning goals and success criteria.



## 2.3

### Chapter 2: Section 3

## Gathering & Interpreting Evidence

#### **Suggested Participant Learning Goals:**

- Deepen your understanding of evidence collection strategies (AL.3)
- Understand the importance of aligning evidence collection strategies with learning goals and success criteria (AL.3)
- Develop skills in interpreting evidence for deciding on contingent pedagogical responses (AL.1; DLLP.1)

#### **Suggested Participant Success Criteria:**

- Explain why assessment for learning does not refer to a test
- Clearly articulate evidence gathering strategies (e.g., STPs) for specific learning goals and success criteria
- Identify a contingent response to support language learning based on evidence interpreted with the DLLP

### Assessment for Learning Evidence

The previous section focused on learning goals and success criteria, the drivers of the assessment for learning process. With the goals and success criteria established, teachers can decide how they are going to obtain evidence during instruction. The evidence will guide the teacher in making decisions about what to do next to advance students' language learning. (AL.1, 3)

It is essential to ensure that the means through which evidence is elicited is aligned to the learning goal and success criteria. For example, if the learning goal is that students will be able to use a wider range of transitional words when they are providing an oral narrative, then the evidence gathering opportunity will need to be an oral narrative. As the students are speaking, the teacher will pay attention to the degree to which the students use a wider range of transitional words in their narrative. (AL.1, 3)

The term assessment for learning does not refer to a particular kind of test.

(AL.2) Therefore, it is important to note that “gathering evidence” does not mean that



students will be given a test. Instead, teachers will intentionally plan opportunities to hear students' oral language in the context of ongoing and purposeful activity in the classroom. Teachers create situations that enable students to produce oral language (e.g., peer discussions), offer prompts (e.g., questions) to elicit language and engage students in tasks (e.g., provide explanations) that require the target language to be used in authentic contexts for a real purpose. (AL.2; LL.2, 4)

Whatever evidence gathering strategy is used, teachers need to make sure that it offers all children, irrespective of language proficiency, the opportunity to produce an explanation. (LL.3; DLLP.1) Another consideration is that the information the teacher obtains should be actionable. In other words, teachers should be able to use the evidence, which they interpret using the DLLP, to make contingent pedagogical responses. These responses include, planning new learning experiences, making immediate instructional adjustments, and providing feedback. (AL.1)

# 3

## Chapter 3

### Language Learning: The DLLP Approach

#### Key Learnings: Language Learning

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- LL.1 Form and function of language are not dichotomous. They are interconnected and integrated in three, mutually dependent dimensions of language use (i.e., word, sentence, discourse).
- LL.2 Language and content are learned simultaneously. Language is learned in meaningful contexts for specific purposes and not in isolation. The context of culture and situation determine how and what language will be used and for what purpose.
- LL.3 Students do not move at the same pace in their language development.
- LL.4 Language learning develops in a safe, democratic environment where children have freedom to express themselves and have the right to be heard and can take risks with language without feeling like they will be judged.
- LL.5 Language is used to support the development of thinking and to communicate one's thinking to others.
- LL.6 Language is learned by using language in all four domains (listening, speaking, reading, and writing). Students may first approximate forms and functions of language (i.e., may appear incorrect or "flawed") and then their language use becomes more standard (i.e., the variety or conventions of the dominant speech community wherever students are learning language).





## 3.1

### Chapter 3: Section 1 Dimensions of Language

#### **Suggested Participant Learning Goal:**

- Deepen knowledge about dimensions of language (LL.1)

#### **Suggested Participant Success Criterion:**

- Describe the dimensions of language represented in the DLLP

### Dimensions of Language

Language use does not occur in a vacuum but in a context and for a purpose; the context of culture and situation determine how and what language will be used and for what purpose. Language is comprised of three main levels, or dimensions, of linguistic knowledge: word, sentence, and discourse. (LL.1, 2)

**Word** – Words are a single, distinct, meaningful element of speech or writing. A word can be used alone or with others to form a single, distinct unit of meaning (i.e., a word group or phrase).

**Sentence** – Sentences are made up of a series of words in connected speech or writing that forms a grammatically complete expression of a single thought. Another way to conceptualize sentences is that they are made up of one or more clauses. A clause contains a subject and a verb. An independent clause expresses a complete thought and can stand alone as a complete sentence (e.g., I ran). A dependent, or subordinate, clause does not express a complete thought and is not a sentence (e.g., Because I ran). A dependent clause usually functions within the sentence as a noun or adjective or adverb, and it is often signaled by a word that indicates its dependent status (e.g., when, that, because, though, if, etc.). The arrangement and relationship of the combined clauses create different types of sentences.



**Discourse** – Discourse is the structure of texts or utterances (e.g., a conversation or speech) longer than one sentence, such as within and across paragraphs, the whole text, or more than one text (e.g., two different stories or between two speakers).

The three dimensions of language (i.e., word, sentence, discourse) described above should not be viewed as independent entities but as a mutually dependent and integral aspects of language. The dimensions are pulled apart for professional development reasons, but for students, there is no distinction between the three dimensions when learning, using, and developing language. **(LL.1)**



## 3.2

### Chapter 3: Section 2

## Context of Language Use (Academic Language)

#### **Suggested Participant Learning Goal:**

- Deepen knowledge of how to establish instructional context for purposeful language use (LL.2, 4)

#### **Suggested Participant Success Criterion:**

- Explain how instructional context is needed for purposeful language use

### **Purpose and Context of Language Use**

The ability to acquire and coordinate the dimensions of word, sentence, and discourse features of English in sophisticated ways enables a speaker to effectively learn new content in school. (LL.1) Students are exposed to a variety of English in school through exposure to texts and to their teachers' dialogue that may be more sophisticated than the language they may hear from friends and family. These facets of language that are found in schools are typically referred to as academic language.

In a review of academic language research studies to date, Bailey (2012) states: “academic English most commonly refers to the forms and functions of the language that students can expect to encounter in educational settings.

Interest in academic English stems from at least two sources:

- (1) attempts to operationalize definitions of the language that ELL students must acquire for success in school; and
- (2) increasing recognition that the language necessary for accessing the school curriculum may not be known by native or proficient English-speaking students” (Bailey, 2012, p. 4). (LL.1, 2)



Again, to quote Alison Bailey, “Academic English is commonly regarded as a register of the language; a register is a style of the language that differs in terms of the vocabulary, grammatical structures, and organization of language to suit the context in which it is used” (Bailey, 2012, p. 5). Bailey goes on to describe how academic English is frequently characterized by the use of more precise terms, the completeness of grammatical forms, and the fully explanatory nature of the discourse. The formal features of the word, sentence, and discourse used for academic purposes will often differ from out-of-school language usage.

It is important to note that students encounter many different forms and functions of language outside the academic learning context. For example, students talk to their friends about sports, shared activities, and their likes and dislikes; and even within classrooms, they hear language associated with non-academic usages such as managing behavior (e.g., listening to and following directions). (LL.1, 2)

A foundational premise of the DLLP is that students progressively learn word, sentence, and discourse features of oral language to become skilled users of language, including academic language in explanations. (LL.1, 5)

# 4

## Chapter 4

### The DLLP: Nature and Purpose

#### Key Learnings: The DLLP

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- DLLP.1** The DLLP is an interpretive framework that currently provides a language progression for explanations. Teachers can use the DLLP to attend to and interpret evidence of students’ use of high-leverage features in relation to content to find the best fit on the DLLP. The DLLP high-leverage features are found to be important in the growing sophistication of students’ explanations in oral language.
- DLLP.2** The goal of using the DLLP for instruction and assessment for learning is to increase the depth and breadth of students’ use of the high leverage features.
- DLLP.3** While language is developing, the concern is not with the accuracy of the DLLP features but rather with how students are currently using the features in their communication, and how they can be developed to a more sophisticated point on the DLLP. At the controlled phase of the DLLP, the goal is the college- and career-ready use of English.
- DLLP.4** The DLLP is based on research and is empirically validated, encompassing the language development of students from kindergarten through grade 6, both English-only/Proficient and English Language Learners use of the academic language function, *explanation*. The DLLP is created from student oral language samples. Emphasis is on production of language for DLLP (oral and written production.)
- DLLP.5** Progressions, for example, the DLLP, are different from content standards. Content standards provide a description of what students should know and be able to do at the end of a grade, while progressions identify steps along the pathway of learning toward annual or ultimate goals of achievement.
- DLLP.6** The DLLP and ELD Standards differ. Although they both focus on language learning for the purpose of academic achievement, the levels of granularity differ. While ELD Standards outline the trajectory of English language development at a more global level, the DLLP identifies steps along a pathway to language competencies that appear to be consequential to displaying knowledge and understanding in both academic and non-academic contexts.



## 4.1

### Chapter 4: Section 1

## Learning Progressions and the DLLP

#### **Suggested Participant Learning Goals:**

- Gain an understanding of learning progressions and how they are different from standards (DLLP.5, 6)
- Gain an understanding how learning progression can support assessment for learning and instruction (DLLP.2)

#### **Suggested Participant Success Criteria:**

- Describe the characteristics of learning progression and how they differ from standards
- Explain how progressions can support assessment for learning and instruction

### Learning Progressions

The basic idea of learning progressions is well captured by Mosher (2011) when he states, “Kids learn. They start out by knowing and being able to do little, and over time they know and can do more, lots more. Their thinking becomes more and more sophisticated” (p. 2). Learning progressions (or trajectories as they are referred to in mathematics) are descriptions of how student learning in a domain develops from its most rudimentary forms through increasingly sophisticated states as students move through school (Corcoran, Mosher, & Rogat, 2009; Sztjan, Confrey, Holt, Wilson, & Edgington, 2012; Heritage, 2008; NRC, 2007; Smith, Wiser, Anderson, & Krajcik, 2006).

Progressions lay out the significant steps that students tend to, or are likely to follow, as they develop knowledge and skills associated with particular domains throughout their schooling. As such, they describe development over an extended period of time. While they represent development in learning, progressions are not developmentally inevitable. Students’ movement along the progression depends on quality teaching and learning opportunities. (LL.3; DLLP.1, 5, 6)



Progressions are based on research about how learning actually progresses and are empirically validated to ensure their construct validity. A key question to be answered in the development of progressions is: “Does the progression describe how most students’ learning develops in a domain?” (DLLP.4)

### **How Are Progressions Different from Standards?**

Standards are a prescription of outcome goals. They specify what students will know and be able to do at particular points in their schooling, for example, at the end of a particular grade level, or grade bands, on the way to graduation at grade 12. Standards do not characterize in detail how students move from one standard to the next or, indeed, how students might do that. By contrast, progressions identify many more significant steps along a pathway of development toward an ultimate goal. (DLLP.5, 6)

Unlike progressions, standards are derived from analysis of the structure of core school disciplines and from efforts to reach consensus about what is important for students to know and be able to do at the end of K-12 schooling (Corcoran et al., 2009). In addition, most standards do not undergo a process of empirical validation through research studies that include student think-alouds and analysis of assessment results, which progressions do. (DLLP.5, 6)

When students are assessed against standards, they receive a score or other form of information that indicates whether they have met the standard or not, or the degree to which they have met the standard. The information yielded from standards’ assessment is of a large grain size and is conducive to evaluating a student (e.g., strong or weak); it does not provide sufficiently detailed information for teachers to know what the next instructional steps should be to progress learning. (DLLP.2, 5, 6; AL.1, 2, 3)

### **Progressions, Instruction, and Assessment**

Progressions can be used as the basis for assessment for learning to provide teachers with much more fine-grained information about student learning. (DLLP.2) In the



practice of assessment for learning, teachers collect evidence of learning while it is developing rather than at the end of a period of learning. (AL.1, 2, 3) It is axiomatic that students do not progress in lockstep. (LL.3) By gathering evidence of learning during that learning, teachers are able to locate individual students on the progression. Students may be spread quite widely on the progression, even though they may all be working toward the same end goal(s). By locating individual student learning on the progression, teachers can make informed decisions about what the next steps should be to help individual students progress. (DLLP.1, 2; LL.3)

### **Dynamic Language Learning Progression for Explanation**

The DLLP for explanation builds on prior work on progressions in other fields, for example, mathematics and science. The fact that the DLLP is empirically derived from a large number of authentic examples of student explanations sampled from K-6 students means that they have undergone a process of validation (e.g., concurrent validity for determining the DLLP measures what it claims to measure, i.e., language development; and is correlated with both a large-scale English language proficiency assessment and a standards based ELA assessment). To supplement this validity evidence, expert teachers were involved in the development, providing feedback to researchers about the utility and feasibility as they tried out the progressions in their classrooms. They also reviewed the progression from the perspective of their own professional knowledge, providing feedback about whether the progression made sense to them. (DLLP.4)

Just as progressions lay out what it means to “develop” in an area of learning, the DLLP describes how students’ explanations become more sophisticated between kindergarten and grade 6. Assessment for learning evidence (for example, from listening to the language students use as they describe a math problem-solving strategy), can be interpreted by referencing the progression so teachers are able to determine a “best fit” for students’ language learning on the progression with specific language features. With





this information, teachers can focus their instruction on what a student needs to do next to advance his or her language competence. (DLLP.1, 2)

The DLLP provides teachers with a picture of the significant steps that students are likely to move through as they develop their language over an extended period and, in contrast to standards, gives them a detailed basis from which to plan for assessment for learning and subsequent instruction. (DLLP.1, 2, 5, 6; AL.1, 2, 3)



## 4.2

### Chapter 4: Section 2 DLLP Organization

#### **Suggested Participant Learning Goals:**

- Begin to develop an understanding of the organization of the DLLP (DLLP.1, 2, 3, 4)

#### **Suggested Participant Success Criteria:**

- Describe how the DLLP is organized

### Organization of the DLLP

The focus of DLLP project is on the language function of explanation. For the DLLP project, students in grades K-6 were asked to explain a personal routine and an academic task both orally and in writing. For the personal routine (i.e., teeth cleaning), students were asked, “Pretend you’re talking to your friend and he/she does not know how to clean his/her teeth. When you’re ready, tell how to do it and why he/she should do it.” For the academic task (i.e., mathematics counting activity), students were asked, “Pretend you are talking to a classmate. When you’re ready, tell him/her how to use the cubes to find out how many there are and why using cubes this way helps him/her.”

(DLLP.4)

### Overview of the High-Leverage Language Features

From the analyses of the students’ explanations, seven categories were found to be “high-leverage” language features that students needed for quality explanations.

(DLLP.1; LL.5) The seven high-leverage language features are:

1. Sophistication of Topic Vocabulary
2. Sophistication of Verb Forms
3. Expansion of Word Groups
4. Sophistication of Sentence Structure
5. Stamina



6. Coherence/Cohesion

7. Establishment of Advanced Relationships between Ideas

Chapter 5 has detailed descriptions of each of these seven high-leverage language features.

These language features are referred to as “high-leverage” because they are important language competencies that K-6 students need to acquire in order to access the academic content of the new standards. As the content standards become more sophisticated over a students’ K-6 schooling, the high-leverage language features will also necessarily become more sophisticated.

The DLLP traces the development of the high-leverage language features through increasingly sophisticated forms. When teachers use the DLLP for assessment for learning, they are able to identify and pay attention to a manageable number of language features that will give their students significant purchase when they are learning both the content and how to express their understanding of the content.

(DLLP.1, 2, 3, 4; LL.5)

While the seven features are assigned to a specific dimension of language (either word, sentence, or discourse), it should be noted that aspects of the feature suggest that the feature can cut across the three dimensions. For instance, establishment of advanced relationships between ideas, with the focus on the organization of language beyond the dimension of the sentence, may in fact be reliant on single word choices (for example, use of “but” and “however” to express connections across sentences). (LL.1)

### **DLLP Performance Levels**

The development of each high-leverage language feature ranges from Not Evident, Emerging, Developing, and Controlled. Below are descriptions of the general characteristics for each of the four DLLP performance levels. These general descriptions



apply across all seven high-leverage feature, although feature-specific characteristics do occur and are described (with examples) in the following chapter.

**(DLLP.3; LL.6)**

**DLLP Not Evident:** Feature not yet detectable (or not used productively), or student explanation is in a language other than English.

**DLLP Emerging:** Feature appears infrequently/intermittently or largely incomplete. Feature may be used accurately or inaccurately (errors or omissions).<sup>1</sup> **(DLLP.3)** Student explanation is not expected to display a “repertoire” for the feature.

**DLLP Developing:** Feature appears more often or more complete. Feature may be used accurately or inaccurately (errors or omissions). **(DLLP.3)** A small “repertoire” for the feature is evident.

**DLLP Controlled:** Feature appears complete. Feature is most often used accurately (i.e., 80% of the time with countable forms/aspects of a feature). A broad “repertoire” for the feature is evident. For a student to demonstrate control of a feature, he or she needs to demonstrate a strong command over the intricacies of the feature.

One of the basic design decisions made for the creation of the DLLP was not to include accuracy in the rating of the explanations while students’ language was still at the emerging and developing phases (e.g., grammatical errors may occur in the early phases of using complex syntactic structures, and are to be expected). Rather, accuracy of linguistic production is only taken into consideration for meeting all the criteria of a controlled explanation. **(DLLP.3)**

The high-leverage language features that were found in student explanations, in combination with the developmental levels within each one of features (Not Evident,

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<sup>1</sup> Language may be “flawed” production during these acquisition stages (Valdés, 2005).



Emerging, Developing, and Controlled), capture how language features progress along a trajectory of language development. (DLLP.1, 3, 4)

The next chapter describes the high-leverage language features and how they progressively increase in sophistication across the DLLP. Learning progressions lay out the significant steps that students tend to, or are likely to follow, as they develop knowledge and skills associated with particular domains throughout their schooling. The DLLP traces the steps that students are likely to move along as they develop sophistication in the high-leverage language features for the purpose of explanation. (DLLP.1, 3) As teachers begin the process of attending to these features that students are using in explanations, they can use the DLLP for the purpose of assessment for learning and contingent learning. (LL.2; AL.1)

# 5

## Chapter 5

### The High-Leverage Language Features of the DLLP

#### Key Learnings: The DLLP

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- DLLP.1** The DLLP is an interpretive framework that currently provides a language progression for explanations. Teachers can use the DLLP to attend to and interpret evidence of students' use of high-leverage features in relation to content to find the best fit on the DLLP. The DLLP high-leverage features are found to be important in the growing sophistication of students' explanations in oral language.
- DLLP.2** The goal of using the DLLP for instruction and assessment for learning is to increase the depth and breadth of students' use of the high leverage features.
- DLLP.3** While language is developing, the concern is not with the accuracy of the DLLP features but rather with how students are currently using the features in their communication, and how they can be developed to a more sophisticated point on the DLLP. At the controlled phase of the DLLP, the goal is the college- and career-ready use of English.
- DLLP.4** The DLLP is based on research and is empirically validated, encompassing the language development of students from kindergarten through grade 6, both English-only/Proficient and English Language Learners use of the academic language function, *explanation*. The DLLP is created from student oral language samples. Emphasis is on production of language for DLLP (oral and written production.)
- DLLP.5** Progressions, for example, the DLLP, are different from content standards. Content standards provide a description of what students should know and be able to do at the end of a grade, while progressions identify steps along the pathway of learning toward annual or ultimate goals of achievement.
- DLLP.6** The DLLP and ELD Standards differ. Although they both focus on language learning for the purpose of academic achievement, the levels of granularity differ. While ELD Standards outline the trajectory of English language development at a more global level, the DLLP identifies steps along a pathway to language competencies that appear to be consequential to displaying knowledge and understanding in both academic and non-academic contexts.



## 5.1

### Chapter 5: Section 1

## What are the High-Leverage Language Features?

#### **Suggested Participant Learning Goals:**

- Gain an understanding of the seven high-leverage language features of the DLLP (DLLP.1, 3)

#### **Suggested Participant Success Criteria:**

- Describe the characteristics of the seven high-leverage language features of the DLLP

### **Brief Descriptions of the High-Leverage Language Features**

The DLLP high-leverage features are found to be important in the growing sophistication of students' explanations in oral language. Teachers can use the DLLP to attend to and interpret evidence of students' use of high-leverage features in relation to content to find the “best fit” on the DLLP. The “best fit” refers to the place on the progression which the teacher judges the students' language learning to be and from the point that the student will be supported to move forward in their learning.

Grouped by language dimensions, these high-leverage features are presented below. Note that the descriptions also include a progression of each feature from low sophistication to a controlled use of the feature.

#### **Word-dimension**

1. **Sophistication of Topic Vocabulary** – varied and precise vocabulary use, including the use of technical and vivid vocabulary words
  - a small core topic vocabulary progressing to a more extensive topic lexicon and use of precise and low frequency topic vocabulary
2. **Sophistication of Verb Forms** – varied and precise verb use, including the use of complex verb forms



- simple tensed verbs progressing to the inclusion of gerunds, participles, and modals
3. **Expansion of Word Groups** – greater variety of word group use (i.e., “doing interesting things with words”)
- limited repertoire progressing to an expanded array including derived words, nominalizations, adverbs, adjectives, relative clauses, prepositional phrases, and general academic vocabulary

### **Sentence-dimension**

4. **Sophistication of Sentence Structure** – varied and precise use of sentence structures
- simple sentences progressing to complex sentences

### **Discourse-dimension**

5. **Stamina** – the sustained attempt to produce a comprehensible explanation (i.e., enough detail but not too much)
- no elaboration or lacks meaning progressing to a clear mental model with use of sufficient detail and elaboration for the listener to readily make meaning
6. **Coherence/Cohesion** – orderly flow of sentences and the varied and precise ways in which the text is tied together by cohesive devices
- limited attempts progressing to the use of temporal connectors and different cohesive devices
7. **Establishment of Advanced Relationships between Ideas** – varied and precise use of discourse connectors (e.g., *and*, *because*, *when*, *but*) to establish relationships between ideas
- limited repertoire progressing to an expanded array through the use of causal, conditional, comparative, and contrastive discourse connectors





The next sections of this chapter, organized by word, sentence, and discourse dimensions of language, provide details about each high-leverage language feature, including:

- descriptions and definitions of the sub-components of each feature;
- development of the feature (based on the DLLP performance levels, see pages 10 and 42 for descriptions); and
- examples of student explanations for each level.



## 5.2

### Chapter 5: Section 2

## Development of Words in Context

### **Suggested Participant Learning Goals: (LL.5, 6; DLLP.1, 2, 3)**

- Deepen knowledge of word types present in the DLLP
- Understand the “work” of each word
- Develop skills in identifying word types
- Gain an understanding of how word types progress along the DLLP
- Develop skills in placing language samples on the DLLP

### **Suggested Participant Success Criteria:**

- Describe the word types present in the DLLP
- Explain the “work” of words in student speech samples
- Begin to accurately identify word types
- Explain the organization of the DLLP and the word types represented
- Provide a rationale for the best fit of the language samples on the DLLP

### **High-Leverage Language Features in Word Types**

Of the seven DLLP high-leverage language features, three pertain to the word dimension. They are:

1. Sophistication of Topic Vocabulary
2. Sophistication of Verb Forms
3. Expanded Word Groups

Remember that although these features are described at the word dimension, they also may involve some sentence-dimension processing. For example, a nominalization is verb or adjective that is converted into a noun (e.g., *well* into *wellness*), and when used in a sentence, the nominalized word also changes the sentence structure of a sentence. Furthermore, language features with small units of meaning (e.g., words types) can be building blocks for language features that contain larger units of meaning, such as phrases, clauses, sentences, groups of sentences, and whole texts. It is important to keep in mind that the work of a language feature to convey meaning is dependent on the larger language context, such as the text type, the discourse structure, the content



area, and the mode of communication in which it is occurring (Bialystok & Hakuta, 1994; Valdés, Bunch, Snow, & Lee, 2005). (LL.1, 2, 4, 5)

Understanding the interconnectedness of language dimensions has implications for how students learn language. Language features should not be taught in isolation from one another, and they should be taught in relevant, content-specific, language rich activities and interactions. When a word such as an adjective is situated in a sentence or paragraph, teachers can ask: What work does this word do here? Does it, for example, describe movement? Or does it show emotion? What other words is it connected to convey a larger idea? For example, the noun phrase, *the slow swing of the bat*, can be considered a cohesive unit of meaning beyond the small unit of the single adjective, *slow* (i.e., the bat in motion). These types of questions about the work of words help uncover the various dimensions/functions of a language feature in a particular language and situational context. (LL.1, 2, 4, 5)

Below, each of these word-related high-leverage language feature is described in more detail. Each one is broken down into sub-features, with descriptions and examples included (Bailey & Blackstock-Bernstein, 2014; Bailey & Heritage, 2011; Butler, Bailey, Stevens, Huang, & Lord, 2004).

Keep in mind that the high-leverage language features are a consolidation of several related language sub-components. Also note that these high-leverage features do not attempt to capture every word type that exists, but rather they include the word types that were found from our analyses to be important in the growing sophistication of students' explanations. (DLLP.1, 3, 4)



## 1. Sophistication of Topic Vocabulary

### Description and Sub-Component Definitions

Sophisticated explanations contain more varied and precise vocabulary use. Along the progression, children’s word choices move from including only the most essential topic-related vocabulary to increasingly technical (including specialized/content-specific) vocabulary and “vivid” vocabulary words, which enliven an explanation or strongly evoke an image. (LL.5, 6; DLLP.1, 3) Sub-feature components, with examples from the personal routine explanations (i.e., teeth cleaning), are listed below:

Topic vocabulary: words that would be typically used to explain details about the topic (e.g., gums, germs, floss, added, equals, total)

Essential topic vocabulary: the relatively small set of topic vocabulary words most speakers or writers are likely to rely on in order for the listener or reader to understand the topic being explained (e.g., brush, toothpaste, wash, count, math, blocks)

Technical topic vocabulary: words not likely to be encountered outside a discipline or sub-discipline context (e.g., crowns, dentures, enamel, prime number, remainders, subtract)

Vivid vocabulary: words that evoke imagery (i.e., rhetorical “flourishes”) (e.g., swirl, gurgle, fuzzy, scrambled, scattered)

### Development of the Sophistication of Topic Vocabulary

The following table shows how the Sophistication of Topic Vocabulary develops from DLLP Not Evident to DLLP Controlled. (DLLP.1, 2, 3, 5)



Table 3. Sophistication of Topic Vocabulary

Not Evident	Emerging	Developing	Controlled
No use of topic (essential or otherwise) vocabulary in English or only repeating vocabulary from prompt	Use of some essential topic vocabulary not from prompt*	<p>Mostly accurate use of a variety of topic vocabulary (including essential topic vocab not from prompt and some precise, topic-related words beyond the essential)</p> <p>Use of sufficient topic vocabulary (including words from prompt) to make the context clear</p> <p>Possible use of imprecise general terms in place of technical (specialized content-specific) vocabulary or deictic referents (e.g., it, that, these) in place of topic words</p>	<p>Appropriate and accurate use of a variety of precise topic/technical vocabulary (comprised of essential topic vocab not from prompt as well as many words beyond the essential words, including at least one technical word)</p> <p>Possible use of low-frequency words that enliven the explanation or evoke an image (aka., vivid vocab)</p>

\*Prompt is broadly defined as any question or comment that students respond to.

### Examples of Student Explanations

Below are some examples taken from the DLLP data corpus. The student’s language status is included in parentheses.

#### No Evidence of Sophistication of Topic Vocabulary:

“Because she should do it so her teeth don’t get ugly. And she has to do it. And how she do it is because up and down. And side.” (English Learner)

- Only use of topic vocabulary is repeated from prompt (teeth)

#### Emerging Sophistication of Topic Vocabulary:

“He should do it because you want to have clean teeth. And if he doesn’t know how to brush his teeth, then teach him because you want know how to brush your teeth. And that’s all. You have to brush your teeth with a toothbrush and you could brush your teeth because you could lose your tooth.” (English Only/Proficient)

- Use of 4 essential topic vocabulary words
- Note: Use of clean as an adjective is not repeated from prompt

#### Developing Sophistication of Topic Vocabulary:



“He should clean his teeth because he could have cavities. And he has to clean his teeth because he would... He has to brush his teeth. Then get a drink of water. Then brush his teeth again. Then get a drink of water. Then brush your teeth again. And then get a drink of water, and that’s it.” (English Only/Proficient)

- Use of 3 topic vocab words, including one that is more advanced than essential topic vocab (cavities)

*Control of Sophistication of Topic Vocabulary:*

“So first of all, why you should brush your teeth. For one thing, you get cavities and those hurt. I’m not experiencing it, but those hurt. Second, why cavities are caused, bacteria that go [makes sound] about your teeth and those are bad bacteria. Well, that’s enough.”

*Researcher: “Right, and then last, how...”*

“How do you brush your teeth. I would basically demonstrate it, so pretend this pencil is my toothbrush. So I do it on the tongue and then the back of my teeth, the middle, and the front.”

*Researcher: “Anything else?”*

“That’s basically how I do it. But even though I usually do it a much shorter amount of time, you have to brush for at least a minute, though I usually do it for definitely less than a minute. However, it seems, I still haven’t gotten any cavities yet even though I don’t brush my teeth that well.” (English Only/Proficient)

- Use of 5 topic vocab words, including three that are more advanced than essential topic vocab (cavities, bacteria, and tongue). Two of these are technical (cavities and bacteria).

## 2. Sophistication of Verb Forms

### Description and Sub-Component Definitions

Sophisticated explanations include a variety of verb forms. Children move from the use of verbs in sentence fragments (i.e., omitting expected subjects and objects of verbs) through the repetitive use of simple verb forms (e.g., present, past, negation, and infinitives) to a range of more complex verb forms (e.g., modals, present participles, perfect tense verbs, and gerunds). (LL.5, 6; DLLP.1, 3)



A list of all verb types that are part of the DLLP (the sub-feature components) with examples follows (Butler, Bailey, Stevens, Huang, & Lord, 2004). The table below lists simple verb forms, followed by a list of complex verb forms.

Table 4. Simple Verb Forms in the DLLP with Examples

Simple Verb Forms	Examples
Present	I brush my teeth.
Past	I brushed my teeth.
Future	I will brush my teeth.
Negation	I don't eat candy.
Infinitives	I like to brush my teeth.
Progressive	I am brushing my teeth (present) I was brushing my teeth (past) I will be brushing my teeth (future)

### **Complex verb forms:**

**Modals** - Modal verbs are auxiliary (helping) verbs that do not always require an infinitive before the main verb that follows. They include the following:

*Can*

*Could*

*Dare to\**

*Had better\**

*May*

*Might*

*Must*

*Need to\**

*Ought to\**

*Shall*

*Should*

*Will* (only if used in rare instance to convey author stance/habit (e.g., Boys will be boys), rather than as the auxiliary verb for the future tense which is not a modal usage)

*Would* (including contraction: e.g., I'd)

\* Denotes semimodal verbs most of which require the use of *to* following.



**Participles** - Participle verbs play the role of an adjective or adverb and modify a noun or noun phrase.

**Examples:**

And then I do circling motions all around my teeth.

The number of cubes remaining is easy to count.

Having brushed my back teeth, I do the front ones one more time.

**Perfect** - These include present, past, and future tenses.

**Examples:**

*Present Perfect:* They have brushed their teeth every day.

*Past Perfect:* I had brushed three times a day until I hurt my gums.

*Future Perfect:* She will have brushed her teeth by the time I see her.

**Gerunds** - A gerund is a verb form that can be used in place of a noun phrase (e.g., Brushing is easy; I don't like flossing).

**Development of the Sophistication of Verb Forms**

The following table shows how the Sophistication of Verb Forms develops from DLLP Not Evident to DLLP Controlled. (DLLP.1, 2, 3, 5)

Table 5. Sophistication of Verb Forms

Not Evident	Emerging	Developing	Controlled
No verb use in English	Use of simple verb types (including simple present, past, and future tense as evidence of different types), negation, and infinitive verbs in mostly accurate usage	Repetitive use of some complex verb types (e.g., modals, past/present participles, perfect verbs, or gerunds) in phrasing that is not borrowed directly from the prompt	Mostly correct use of many, varied verb types
<b>OR</b> Simple verbs used in sentence fragments (may be used inaccurately)	Complex verb forms (i.e. modals) may be borrowed from prompt and repeat the phrasing exactly	May be used accurately or inaccurately	A combination that includes evidence of correct usage of a simple and complex verb types

**Examples of Student Explanations**

Below are some examples taken from the DLLP corpus. The student's language status is included in parentheses.





#### No Evidence of Sophistication of Verb Forms:

“I clean too fast me. And you need get the water. Put at your mouth. Do this. Then skip it out.” (English Learner)

- Use of simple verbs
- Errors in verb usage (need, get, and skip)

#### Emerging Sophistication of Verb Forms:

“You need to get your toothbrush. Clean it with water. Brush it however you want, but you need to still brush it. And you should do it because you don’t want your teeth to get dirty and to fall off and to get cavities.” (English Learner)

- Use of simple verbs and infinitives in mostly complete sentences
- Use of modal verb borrowed from prompt (should do it)

#### Developing Sophistication of Verb Forms:

“I clean my teeth by taking my toothbrush and taking toothpaste. And then putting the toothpaste on, then washing my toothbrush. Then putting it in my mouth and then rubbing everywhere. And then I finish, and I spit it out, basically I drink water first. And then I just gargle it in my mouth. And then I spit it. And then I am done, and I go out of the bathroom.” (English Only/Proficient)

- Repetitive use of gerunds in addition to simple verbs and infinitives

#### Control of Sophistication of Verb Forms:

“You should brush your teeth because you have to, and you don’t have cavities. And you brush your teeth by getting the toothbrush, washing it before you brush. And you put toothpaste and start brushing. And you wash it afterward. That’s it.” (English Only/Proficient)

- Use of gerunds and modals (not borrowed from prompt) in addition to simple verbs

### 3. Expansion of Word Groups

#### Description and Sub-Component Definitions

Increasingly complex explanations contain a greater variety of word groups. Children’s explanations first include only simple forms of nouns (i.e., not derived from other parts of speech) and everyday, basic verbs (go, put, do). As their explanations develop, they



begin to incorporate a variety of different lexical characteristics. Sub-feature components with examples are listed below: (LL.5, 6; DLLP.1, 3)

**Nominalizations:** nouns that are converted from verbs or adjectives (e.g., floss-flossing [is good for you], clean-cleaning [takes time], well-wellness)

**Derived words:** a morphologically derived word contains a derivational affix (either a prefix before or a suffix after) that changes the meaning of the base. Often the grammatical category (part of speech) is also changed by the addition of an affix.

**Examples** of derived words that change grammatical category are: easy/easily, modern/modernize, glory/glorify.

**Examples** of derived words that do not change in grammatical category are: dentist/dentistry, mathematics/mathematician)

**Prepositional phrases:** a preposition followed by a noun phrase; the object of the preposition can be a noun, a pronoun, a gerund phrase, a WH-clause (e.g., with whom, for which), or a compound noun phrase; prepositional phrases function like an adjective or adverb (e.g., take a brush with toothpaste on it; brush your teeth by flossing them; caused by bacteria; count them with my fingers)

**Relative (adjectival) clause:** relative clauses contain a subject and a verb and often begin with one of the following relative pronouns or adverbs: who, when, whom, where, whose, why, that, which

*Relative clauses* are dependent, and cannot stand alone. They function as adjectives.

**Examples:**

The number that I counted was 50.

I would tell my friend who has braces to clean her teeth really well.

A *reduced relative clause* is when the pronoun (e.g., that, who or which is omitted, as in:

Putting them in an array makes one line (that) I can count easily.

**Adjectives:** words that describe or modify a noun (e.g., healthy teeth, whole life, front teeth)



**Adverbs/Adverbial phrases:** words that modify a verb or an adjective, often giving information about when, where, why, or under what conditions something happens or happened (e.g., move the toothbrush slowly across your mouth; I brush back and forth; now you can count them again)

**General academic vocabulary:** words used in academic contexts that occur in various content areas (e.g., combine, demonstrate, for instance, likely)

### Development of Expansion of Word Groups

The following table shows how Expansion of Word Groups develops from DLLP Not Evident to DLLP Controlled. (DLLP.1, 2, 3, 5)

Table 6. Expansion of Word Groups (aka, doing interesting things with words)

Not Evident	Emerging	Developing	Controlled
Explanation has only morphologically simple nouns (i.e., with no derivational complexity or modifiers) and everyday, basic verbs (with no modifiers)	Some use of expanded word groups, including evidence of any 1 of the following word groups: <ul style="list-style-type: none"> <li>• nominalizations</li> <li>• derived words</li> <li>• prepositional phrases (use of more than one preposition type)</li> <li>• relative (adjectival) clauses</li> <li>• adjectives in noun phrases to modify nouns</li> <li>• adverbs to modify verbs</li> </ul>	Widening repertoire of different word groups  <b>AND</b>  Some general academic vocabulary terms are mixed in with everyday, casual terms	Wide repertoire of different word groups, showing that student can do interesting things with words  <b>AND</b>  General academic vocabulary is used mostly instead of everyday, casual terms
At the most, only repetitive use of the same one preposition	Either may or may not use general academic vocabulary  <b>OR</b>	May or may not be used accurately (semantically or grammatically)	Mostly used accurately (semantically or grammatically)
No use of general academic vocabulary	Use of general academic vocabulary without other expanded word groups  May or may not be used accurately (semantically or grammatically)		

### Examples of Student Explanations

Below are some examples taken from the DLLP corpus. The student’s language status is included in parentheses.



### No Evidence of Expansion of Word Groups:

“I first get my toothbrush and put it in water. Put toothpaste on. Then brush in the front, in the sides, then my tongue and the top. And I wash my toothbrush. And then put it away and the toothpaste away. And I take a towel, and I wipe my mouth.”

(English Only/Proficient)

- No evidence of expanded word groups
- Repetitive use of preposition “in” only

### Emerging Expansion of Word Groups:

“He could do it by just putting paste on his brush, putting water on it. And then brush his teeth for like 20 minutes. And then get water in a cup. And then spit it out twice. He should do it so his bones and his teeth and parts of his body can stay healthy.” (English Only/Proficient)

- While there is more than 1 type of expanded word group used (variety of prepositions, adverbs, and a nominalization [parts of his body]), no general academic vocab is used (required for Developing level)

### Developing Expansion of Word Groups:

“To clean your teeth, what you need to do is you need to take a toothbrush. You need floss and a toothbrush. So floss picks work or floss works. And you take the floss first, before you brush your teeth you want to use floss so you get all the bits out from between your teeth. And you take the floss, you put it in the cracks between your teeth and you run it up and down and then pull it out and repeat for all your teeth to remove all those bits of food. Then you wet your toothbrush, put toothpaste on, wet it again, and then put it in your mouth. If it’s an electric toothbrush, you just turn it on and run it across your teeth. If it’s not electric you move it in little circles around your teeth. Once you’re done you take it out and rinse your mouth. Very simple process. Because again I mean you don’t want to get cavities. That’s a bad thing. Once again it’s kind of disgusting to have stuff in your mouth that is half chewed and all.” (English Only/Proficient)

- While there is use of 5 different expanded word groups (several prepositions, adjectives and adverbs; 1 derived word; 1 relative clause), there are just 3 general academic vocab terms (more are required for Controlled)

### Control of Expansion of Word Groups:

“So first of all, why you should brush your teeth. For one thing, you get cavities and those hurt. I’m not experiencing it, but those hurt. Second, why cavities are caused,



bacteria that go [makes sound] about your teeth and those are bad bacteria. Well, that's enough. How do you brush your teeth? I would basically demonstrate it, so pretend this pencil is my toothbrush. So I do it on the tongue and then the back of my teeth, the middle, and the front. That's basically how I do it. But even though I usually do it a much shorter amount of time, you have to brush for at least a minute, though I usually do it for definitely less than a minute. However, it seems, I still haven't gotten any cavities yet even though I don't brush my teeth that well.”  
(English Only/Proficient)

- 5 expanded word groups (several adverbs, adjectives, derived words, and prepositions) and 1 nominalization [amount of time]
- 6 different general academic vocabulary terms



## 5.3

### Chapter 5: Section 3

### Development of Sentences in Context

#### **Suggested Participant Learning goals: (LL.5, 6; DLLP.1, 2, 3)**

- Deepen knowledge of sentence structures present in the DLLP
- Develop skills in identifying sentence structures
- Develop an understanding of how sentence structure conveys meaning
- Gain an understanding of how sentence structure progresses along the DLLP
- Develop skills in analyzing language samples and finding the best fit on the DLLP

#### **Suggested Participant Success criteria:**

- Describe the sentence structures present in the DLLP
- Explain how sentence structures convey meaning in student speech samples
- Begin to accurately identify sentence structures
- Explain the organization of the DLLP and the sentence structures represented
- Provide a rationale the best fit of language samples on the DLLP

#### **High-Leverage Language Feature in Sentences**

Only one of the seven high-leverage language features in the DLLP is in the sentence dimension. It is Sophistication of Sentence Structure. In the following pages, Sophistication of Sentence Structure is broken down into sub-components, and descriptions and examples are included below (Bailey & Blackstock-Bernstein, 2014; Bailey & Heritage, 2011; Butler, Bailey, Stevens, Huang, & Lord, 2004). Keep in mind that this high-leverage language feature is a consolidation of several sentence types. (DLLP.1, 3, 4) Keep in mind that although these structures are described as part of the sentence dimension, they also may involve some word-dimension processing (e.g., words such as *that, when, as, if, because, so*, etc. often signal the use of a dependent clause). (LL.1)

## 4. Sophistication of Sentence Structure

### **Description and Sub-Component Definitions**

More sophisticated explanations display an increase in the use and variety of sentence structures. Sophistication of sentence structure ranges from one word responses and



sentence fragments to simple sentence constructions to more complex constructions. The compound and complex sentences include clause embedding (dependent clauses) with both compound and complex clauses. (LL.5, 6; DLLP.1, 3)

Clauses defined:

*A clause contains a subject and a verb (denoting an event, action, activity, or state). An independent clause can stand alone as a complete sentence; typically, a dependent (or subordinate) clause cannot stand alone. Independent clauses can occur in coordinate structures joined by a conjunction (e.g., and, but, or) or a semicolon, colon, or dash (Butler, Bailey, Stevens, Huang, & Lord, 2004).*

Types of dependent clauses include relative (adjectival) clauses, adverbial clauses (e.g., time, conditional, purpose), and noun clauses (functioning as subjects or objects of other clauses or phrases, illustrated below).

**Relative (adjectival) clauses:** describe a noun, like an adjective would

**Examples:**

The number that I counted was 50.

I would tell my friend who has braces to clean her teeth really well.

**Adverbial clauses:** give information about time, circumstance, manner, and condition

**Examples:**

When I go to the sink, I turn on the faucet.

Move the cubes from one pile to another as you count them.

If she doesn't do it, she's going to have a lot of bacteria in her mouth.

You don't want to get cavities because they really hurt.

I clean my teeth so (that) I don't get cavities.

**Noun clauses:** play the same functions in sentences that nouns do (e.g., as a subject, object, or complement)

**Examples:**

What I did first was sort the cubes. (subject)

I saw the teacher use addition. (object)

It was easy for me to find the answer. (complement)



### Sentence Types

- **simple** - contains one independent clause (one main verb); e.g. “I **put** toothpaste on the toothbrush.”
- **compound** - contains two or more independent clauses, typically joined by a conjunction (FANBOYS → for, and, nor, but, or, yet, so) or with punctuation such as a semicolon or dash; e.g., “Then I **get** a cup and I **spit** out the water.”
- **complex** - contains one or more independent clause and one or more dependent clauses; e.g., “They **should do it** because it cleans their mouth.”
- **compound-complex** - contains one or more dependent clauses and two or more independent clauses; e.g., “Once you're done, you can use floss, **but** I just go ahead and do mouthwash.”

### Development of the Sophistication of Sentence Structure

The following table shows how the Sophistication of Sentence Structure develops from DLLP Not Evident to DLLP Controlled. (DLLP.1, 2, 3, 5)

Table 7. Sophistication of Sentence Structure

Not Evident	Emerging	Developing	Controlled
One word responses	Simple sentences	Must attempt sentences with complex clause structures (i.e., an independent clause and at least one dependent clause)	Use of a variety of complex clause structures, including relative, adverbial, or noun clauses
2 or more word phrases not in English word order	Compound sentences	May have repetitive use of one dependent structure, such as relative, adverbial, or noun clauses	Simple and compound sentences are accurate and grammatically correct
Response in a language other than English	May or may not be accurate	May or may not be accurate	
Sentence fragments placed in English word order	No use of embedding (dependent clauses)	Simple and compound sentences mostly accurate and grammatically correct	

### Examples of Student Explanations

Below are some examples taken from the DLLP corpus. The student’s language status is included in parentheses.





*No Evidence of Sophistication of Sentence Structure:*

“With a paste. And brushing your teeth in the bath, not in the room. And that's all.”  
(English Learner)

- Sentence fragments

“Because I have...” (codeswitches to Spanish). (English Learner)

- Response is mostly in a language other than English

*Emerging Sophistication of Sentence Structure:*

“First I do the inside and the outside of my teeth. And then I do the middle of my teeth. And then I push my teeth together and I brush my teeth together. And then I rinse, swish, gargle, spit out.” (English Only/Proficient)

- Only simple and compound sentences used

*Developing Sophistication of Sentence Structure:*

“You need to go to the bathroom. Then brush your teeth. And you need to do it because one teeth can fall.” (English Learner)

- Simple sentence (accurate)
- Complex sentences with infinitive forms and adverbial clause (because)

*Control of Sophistication of Sentence Structure:*

“You should clean your teeth because you could get cavities. And this is how you clean your teeth. You put some toothpaste on your toothbrush, and then put a teeny tiny bit of water on it. And then you brush for two minutes if you have that special kind of toothbrush I have. Like the one that turns around and around and around around.” (English Only/Proficient)

- Different types of complex clause structures (relative; adverbial)
- Simple and compound sentences are controlled
- Accurate: most to all clauses are correct



## 5.4

### Chapter 5: Section 4

## Development of Discourse in Context

### **Suggested Participant Learning Goals: (DLLP.2; DLLP.1, 2, 3)**

- Deepen knowledge of discourse patterns present in the DLLP
- Develop an understanding of how discourse patterns convey meaning
- Develop skills in identifying discourse patterns
- Gain an understanding of how discourse patterns progress along the DLLP
- Develop skills in analyzing language samples and finding the best fit on the DLLP

### **Suggested Participant Success Criteria:**

- Describe the discourse patterns present in the DLLP
- Explain how discourse patterns convey meaning in student speech samples
- Begin to accurately identify discourse patterns
- Explain the organization of the DLLP and the discourse patterns represented
- Provide a rationale for the best fit of the language samples on the DLLP

### **High-Leverage Language Features in Discourse**

Discourse features make up of three of the seven high-leverage language features. The DLLP discourse features are:

5. Stamina
6. Coherence/Cohesion
7. Establishment of Advanced Relationship between Ideas

Each of the three discourse features is broken down into sub-features, with descriptions and examples included below (Bailey & Blackstock-Bernstein, 2014; Bailey & Heritage, 2011; Butler, Bailey, Stevens, Huang, & Lord, 2004). Keep in mind that a high-leverage language feature is a consolidation of several related language components. Also note that a high-leverage feature of the DLLP does not attempt to capture every discourse pattern that makes up the discourse feature, but rather it includes a discourse pattern that was found from our analyses to be important in the growing sophistication of students' explanations. (DLLP.1, 3, 4)



## 5. Stamina

### Description and Sub-Component Definitions

Stamina is the idea that children have tenacity in giving elaborated explanations. In oral language, children who have stamina may be very fluent throughout or they may have retracings and restarts initially but forge on to convey their explanations with sufficient detail for the listener to make meaning of their explanations. This is analogous to the notion of stamina in reading as children sustain attempts to decode and comprehend text, without getting distracted by superfluous details (e.g., Calkins, 2001; Heritage & Bailey, 2011). For oral explanations, children need to sustain their attempts to encode their thoughts in sufficiently detailed ways that do not become off-task or so abbreviated that others cannot extract meaning from their words. (LL.3, 5, 6; DLLP.1, 3)

### Development of Stamina

The following table shows how Stamina develops from DLLP Not Evident to DLLP Controlled. (DLLP.1, 2, 3, 5)

Table 8. Stamina

Not Evident	Emerging	Developing	Controlled
<p>Response is short and incomplete in terms of expected content for the prompt. That is, the response does not convey that the child has a mental model of the processes being explained</p> <p>Few to no details (lacking info on specifics of actions, events, thoughts, ideas, such as when, where, with what/whom, how, how often, etc.)</p> <p>May abandon response (mid-sentence, mid-detail, mid-idea)</p> <p>Response may contain retracings and restarts (repetition) of the same information such that meaning-making is difficult</p>	<p>Response is short with some basic aspects of expected content. Mental model of the processes being explained is not fully discernible</p> <p>May include some details (see Not Evident or Controlled columns)</p> <p>Response may contain a number of retracings and restarts such that meaning-making is disrupted in a few places</p>	<p>Expanded response that conveys most but not all expected content for the specific prompt. Mental model of the processes being explained is more evident but not completely clear</p> <p>Includes several expected details (see Not Evident or Controlled columns)</p> <p>Response may contain a small number of retracings and restarts but meaning-making is not disrupted</p>	<p>Sustained response giving all expected content for the specific prompt. Conveys that the child has a clear mental model of the processes being explained</p> <p>Conveys actions, events, thoughts, and ideas (etc.) in detail</p> <p>Response may contain a small number of retracings and restarts but is fluent and meaning-making is not disrupted</p>

### Examples of Student Explanations

Below are some examples taken from the DLLP corpus. The student’s language status is included in parenthesis.

#### No Evidence of Stamina:

Because it makes your teeth shiny and clean. You have to brush your teeth with a brush. That's all. (English Only/Proficient)

- Begins with a sentence fragment
- Lacking in expected steps and detail
- Does not exhibit complete mental schema

#### Emerging Stamina:

“You first get the brush. You put some um something on it. And then you put it on your mouth. You brush your teeth. And then I say because it's to stay nice and clean. It's important to do do your teeth and clean them. And then when you eat when you



eat in the morning and and it's all night, you do it again. To clean your teeth.  
(English Learner)

- Includes the most basic steps in the process
- Retracings impede comprehension
- Not a clear mental schema

#### Developing Stamina:

“You should clean your teeth because um if you don't, they'll get very bad. And they'll look bad and they get all yellow. And how you brush your teeth is you get a toothbrush and rinse it under water. And then you put toothpaste on it and then scrub it against your teeth for like a minute and a half, two minutes. And then don't swallow the toothpaste and you spit it out.” (English Only/Proficient)

- Includes most of the required steps in the process
- Lacking some detail
- Abrupt ending

#### Controlled Stamina:

“Well, how to brush your teeth is you grab a toothpaste and put the paste on it. And then you brush up or down first. It doesn't matter. And then you brush all the way at the back, and then all the way at the back on the other side and then next, the gums, and then on the top too. And then you just make sure you get every single tooth. And then when you're done, you just spit out the paste. And then you put some water in your mouth and you spit it out. Try to get all the paste. And then you wash your toothpaste, your brush. And then you put it away. And then you just floss in between your teeth and if you get some food in there, just like you could wash it with the water or you could just forget about it. And then take another, not take another piece, but if you were doing it on the left and took it out. And then I would try in the middle, and then right, then middle. Yeah.”

*Researcher: Can you tell him why he should do it?*

“So you won't get bacterias in your teeth. And if you get one, it's not going to be simple.” (English Learner)

- Contains sufficient information and detail to possibly replicate the explained process
- Child possesses a mental model of teeth cleaning, without the addition of superfluous details



## 6. Coherence/Cohesion

### Description and Sub-Component Definitions

In more sophisticated explanations, children’s explanations require little or no effort from a listener to understand the steps or process being explained. Children provide a clear schema from which the explanation was crafted and maintain it using a number of complex and sophisticated linguistic devices with little or no difficulty. Overall coherence and cohesion of an explanation are achieved with the successful utilization of clear cohesive devices, sequencing with temporal discourse connectors (especially relevant for explanations of processes or events), and use of complete sentences. (LL.3, 5, 6; DLLP.1, 3)

**Coherence** shows that a child is taking account of the listener’s needs as they explain. Coherence is established in the following ways:

- 1) Successful sequencing of statements using organizing discourse connectors including the following:
  - *Conjunctions* include (but are not limited to): *and, plus, in addition*
  - *Transitional words* include (but are not limited to): *first, next, after, once, finally, (and) then, while*
- 2) The use of complete sentences, even if the sentences are not necessarily syntactically complex. Use of complete sentences suggests evidence of the child’s mental schema for the steps or process being explained. In contrast, sentence fragments or disconnected phrases can lead to an overall lack of coherence.

**Cohesive devices** make an explanation less repetitive and more efficient. Such devices include:

- 1) *Reference* to a full noun (that may or may not be accurately tied)
  - Example [accurately tied reference]: *First I grab my toothbrush and I put the toothpaste on it.*
  - Unnecessary repetition with full nouns: *First I grab my toothbrush and I put the toothpaste on my toothbrush.*



- Example [accurately tied references]: *And then I clean my brush and put it back where it was. After **that**, I rinse my mouth.*
- Unnecessary repetition with full nouns: *And then I clean my brush and put my brush back where my brush was. After **I clean my brush and put it back where it was**, I rinse my mouth.*
- Example [inaccurately tied reference]: *First I grab my toothbrush and I put the toothpaste on **them**.*

References include (but are not limited) to the following words: *it, he, she, they, them*

- 2) *Ellipsis* omits words that grammatically do not need to be repeated, such as a verb or noun appearing in a prior clause)
  - Example: *I clean my teeth by brushing, washing, and rinsing them.*
  - Without ellipsis: *I clean my teeth by brushing **them**, by washing **them**, and by rinsing them.*
  - Example: *I clean my tongue and the upper side and the other side.*
  - Without ellipsis: *I clean my tongue and **I clean** the upper side and **I clean** the other side.*
- 3) *Substitution* replaces a noun or pronoun with another word. This may include a generic term (e.g., *one, something*), a synonym, a superordinate category term (such as *animals, furniture*), etc.
  - Example: *There are many sections that I do. **One** is the molars here. The **other one** is the top teeth here.*
  - Unnecessary repetition without any substitution: *There are many sections that I do. **A section** is the molars here. The **other section** is the top teeth here.*

### Development of Coherence/Cohesion

The following table shows how Coherence/Cohesion develops from DLLP Not Evident to DLLP Controlled. (DLLP.1, 2, 3, 5)

Table 9. Coherence/Cohesion

Not Evident	Emerging	Developing	Controlled
<p><b>Coherence:</b> Lack of coherence in sequencing <i>any</i> propositions*</p> <p>No mental schema for explaining in a way that makes sense to the naïve listener</p> <p>Steps or process being explained are largely incomprehensible to the listener</p> <p><b>OR</b></p> <p><b>Cohesion:</b> No cohesion features are present.</p>	<p><b>Coherence:</b> Some coherence by logically sequencing of a few propositions using at least 1 conjunction (<i>and, but, in addition, etc.</i>) or 1 transitional word (<i>then, next, first, finally, etc.</i>) to make the linkage</p> <p>Some evidence of a mental schema but may include several incomplete thoughts/sentences</p> <p>Explanations may require a lot of effort from a listener to understand the steps or process being explained</p> <p><b>AND</b></p> <p><b>Cohesion:</b> At least 1 instance of a cohesive device (e.g., pronominal reference, ellipsis, or substitution) that may or may not accurately tie together 2 (or more) elements of the explanation (i.e., links backward or forward)</p>	<p><b>Coherence:</b> Logical sequencing of <b>most</b> propositions</p> <p>Repertoire includes some different discourse connectors (should include both conjunctions and transitional words)</p> <p>Evidence of a mental schema but may include 1-2 incomplete thoughts/sentences</p> <p>Explanations may require some effort from a listener to understand the steps or process being explained</p> <p><b>AND</b></p> <p><b>Cohesion:</b> Some instances of cohesive devices (may or may not be tied accurately)</p>	<p><b>Coherence:</b> Logical sequencing of <b>all</b> propositions</p> <p>Repertoire includes many different discourse connectors (should include both conjunctions and transitional words)</p> <p>Evidence of a clear schema from which the explanation is crafted</p> <p>Explanations require very little or no effort from a listener to understand the steps or process being explained</p> <p><b>AND</b></p> <p><b>Cohesion:</b> Several instances of cohesive devices (must be tied accurately).</p>

\* Propositions: statements

### Examples of Student Explanations

Below are some examples taken from the DLLP corpus. The student’s language status is included in parenthesis.

*No Evidence of Coherence/Cohesion:*

*Researcher: Can you tell your friend how to clean her teeth, because she doesn't know how?*

*“You do like this. **And** then you put it inside on the other one **and** up there **and** up there more.”*





*Researcher: And tell her why she should clean her teeth.*

“Um um for you could go to sleep. **And then** you could go and hurry. **And** you could be first.” (English Learner)

- Lacks coherence – actions out of order: “sleep” and then “go hurry”
- Mental schema is not clear
- Steps are largely incomprehensible to the listener
- Inaccurate cohesive ties include: no noun that “it” refers to; the substitution “the other one” does not clearly refer to a noun

#### Emerging Coherence/Cohesion:

“She should do it because because her teeth are going to get yellow and and her **and** she's gonna smell bad with her teeth **when** she talks. **And** she may have a cavity. **And** and and and she she has to know also to brush her teeth like a circle. **Then** you brush it right here. You brush it on your right there. **Then** you you brush it on your tongue for so your tongue can be clean too. **And** that's it.”

*Researcher: Anything else?*

“She has to do it because like **when** she's talking, like **when** she talks, like her **when** she talks, like she spit it out.” (English Learner)

- While there is sequencing of several statements, the linking is not always logical
- Some evidence of a mental schema but difficult to follow
- Ambiguously tied cohesive devices (e.g., “it” maybe referring to teeth, to the process, and/or to an implied toothbrush)

#### Developing Coherence/Cohesion:

“I get the toothbrush **and** I wash it **first**. **Then** I put my toothpaste. **And then** I go side to side and [ellipsis] side to side. **And then** I clean my tongue **and** [ellipsis] the upper side **and** [ellipsis] my side teeth.”

*Researcher: Anything else?*

**And then** I just wash it with a glass of water. (English Learner)

- Logical sequencing of all statements
- Evidence of a mental schema but not elaborated with details
- Uses of 2 different cohesive devices (reference and ellipsis) and one ambiguous reference that implies inaccurate control of number – “it” for teeth

#### Controlled Coherence/Cohesion:

“The **first** thing I do **when** I clean my teeth is, I get my toothbrush **and** I put water on it. **And then** I put the paste on it **and** I start brushing my teeth. **And** on each side of my teeth, I take a good amount of time. **After that** I I spit some out. **And then** clean



my brush **and** put it back where it was. **After that**, I rinse my mouth and that's...And **then** I'm done [=with it – omitted elliptically]." (English Learner)

- Logical sequencing
- Clear schema; easy to understand
- Several instances of cohesive ties that are used correctly

## 7. Establishment of Advanced Relationships between Ideas

### Description and Sub-Component Definitions

This discourse feature relates to the use of discourse connectors. In more complex explanations (i.e., beyond simple chaining of additive relationships with use of “and”), children use causal (*because, so*), conditional (*if-then, when, whenever*), comparative (*like*), and contrastive (*or, but, on the other hand*) discourse connectors to establish more sophisticated relationships between ideas and processes. For example, children’s discourse shifts from conveying causality by using “and” to mean “I did this *and* (as a result) that happened” to the use of discourse connectors to clearly establish causality (*because, as a consequence*). Less sophisticated explanations tend to chain sentences, ideas, and steps by using “and then” repeatedly throughout the explanation but, as a result, the nature of the relationship is not yet explicitly defined. (LL.3, 5, 6; DLLP.1, 3)

Below is a list of connectors that establish advanced relationships beyond chaining (or additive relationships – see section on Coherence/Cohesion for more information). Note that the list of connectors below is not exhaustive list but reflects the more common connectors.

- Causal connectors: *because, so, since, therefore, as a result, as consequence, (in order) to, for\**, *and\**
- Causal phrasing: *that is why*
- Conditional connectors: *when\*\**, *if (...then)*, *whenever (...then)*
- Comparative connectors: *like, as (though/if/...as)*, *likewise, [adj.] + than*, *so + [adj]*  
+ that, *to + [adj] + that*



- Contrastive connectors: *but, or, otherwise, however, instead of, though, although, even though, even so, except, (and) while\*\*\*, otherwise, on the other hand, whereas, nevertheless, meanwhile\*\*\**

\*Non-conventional use of a discourse connector

\*\* Note that *when* is only considered conditional when one proposition is dependent on the other (i.e., the child can only spit down the sink once she has finished). If the propositions are just parallel temporal occurrences ("I clean my teeth when my mom is in the kitchen"), *when* is not considered conditional. As a rule, if you can replace *when* with *while*, then *when* is being used in a temporal fashion, and should not be considered a conditional connector.

\*\*\* *While* must have a contrastive connotation, otherwise treat as a temporal connector

### Development of Establishment of Advanced Relationships between Ideas

The following table shows how Coherence/Cohesion develops from DLLP Not Evident to DLLP Controlled. (DLLP.1, 2, 3, 5)

Table 10. Establishment of Advanced Relationships between Ideas

Not Evident	Emerging	Developing	Controlled
<p>No discourse connectors between phrases and clauses to link advanced relationships between propositions, such as causal/conditional/comparative/contrastive (counterfactual), etc.</p> <p>No clarity in relationships between ideas</p>	<p>Singular or repetitive use of 1 discourse connector to establish an advanced relationship</p> <p>Possible use of inaccurate or illogical discourse connector within context of establishing distinct relationships between ideas</p>	<p>Minimum of 2 different discourse connectors to establish an advanced relationship</p> <p>Most often displays clarity in relationships between ideas</p>	<p>At least 3 different discourse connectors to establish an advanced relationship</p> <p><b>AND</b> a minimum of 2 different connector words for the same type of relationship (e.g. causal, conditional, etc.)</p> <p>Maintains clarity in relationships between ideas</p>

### Examples of Student Explanations

Below are some examples taken from the DLLP corpus. The student's language status is included in parenthesis.



No Evidence of Establishment of Advanced Relationships between Ideas:

“And he do it right. It go get dirty.”

Researcher: And can you tell him how to do it, because he doesn't know how?

“Slow.” (English Learner)

- Lack of discourse connectors

Emerging Establishment of Advanced Relationships between Ideas:

“He does it like this. He has to get the pasta, put it in the toothbrush, and brush. And then spit it out. And he should do that **for** his breath could smell good and his teeth to be white.” (English Learner)

- Use of one causal connector
- Non-conventional use of “for” instead of “so”

Developing Establishment of Advanced Relationships between Ideas:

“First you take either an electronic toothbrush or a regular toothbrush. You put it under the sink. You rinse it off. You put toothpaste on it, not too much, just a little. You rinse it back off, and then **if** you have an electronic toothbrush, press the button. And then first clean the top teeth, then the bottom teeth thoroughly. And **if** you have a regular toothbrush, make movements with the toothbrush to go up and down and then...for the top and then do the same for the bottom. [You should brush your teeth] **because** you don't want to get cavities, and you want your teeth to be healthy. And you don't want to get gum disease and you don't smell.” (English Only/Proficient)

- Use of some different causal connectors (*if* and *because*)
- Clear relationships between ideas

Controlled Establishment of Advanced Relationships between Ideas:

“He should do it **because** it's something you just want to do. And you should because basically **if** you don't, your friends are going to not want to talk to you **because when** you talk, they aren't going to want to hear you or smell your breath. And they are going to think your teeth look weird. And how you brush your teeth is you get a toothbrush and put toothpaste on it. And then you can just move it around inside your mouth on your teeth. And you have to put it **so** that the bristles are facing your teeth **so** that they take the stuff that you ate off **or** the food that's left over off. And you should probably rinse out your mouth after with water.” (English Only/Proficient)

- Use of a few different discourse connectors (because, if, and so)
- Clear relationships between ideas



# 6

## Chapter 6

### Conclusion



## 6.1

### Chapter 6: Section 1

## Essential Actions and Principles of DLLP Use

The content presented in this guide supports teachers, coaches, and school and district administrators in understanding the foundations of the DLLP: from its development to detailed descriptions of its high-leverage language features. This knowledge will enable teachers in implementing the DLLP in their classrooms with students.

The DLLP traces the development of the language function explanation, describing the increase in sophistication for seven academic language features. (DLLP. 2) The DLLP acts as an interpretive framework to assist teachers in gauging students' language use during content area learning. (LL.2; DLLP. 1) As students are engaged in learning language and content simultaneously, teachers map what they see or hear back to the DLLP to make a judgment about where students' language learning lies on the continuum, that is, determining the best fit on the progression for describing a student's current language status. (DLLP. 5, 6)

The DLLP is **not** prescriptive. With information on a student's best fit on the DLLP, teachers can engage in contingent pedagogy, building on individual student's current language to advance language learning. As a result, teachers will be more able to effectively meet the ongoing language learning needs as students engage in discipline-based learning. (DLLP. 1, 5, 6)

### Essential Actions of the DLLP Approach

The DLLP supports teachers in assessment for learning: from the establishment of language learning goals and student success criteria to the gathering and interpretation of evidence. (AL.1) The DLLP guides teachers in their decisions about next steps once they've gathered and interpreted evidence of where students are in their current language learning. These decisions, or essential actions, include (also see page 24):



- Re-thinking instruction because students were not making sufficient progress;
- Making no adjustments to instruction – the students are moving forward so the planned lesson can continue;
- Making adjustments to instruction in the context of the planned lesson, such as modeling, explaining and providing feedback that can be used by the students (effective feedback can be thought of as a scaffold to learning - teacher provides suggestions, hints or cues to help students take the next steps for themselves);
- Making plans for the next day’s lesson.

When teachers intentionally attend to students’ language use in subject matter learning, in real time (that is, during instruction while student learning is underway), they are able to take contingent action with the goal of advancing language learning from students’ current language status to a more developed state. (AL.1, 3; DLLP.1, 3)

### Principles of DLLP Use

As a summary, below are key principles of DLLP use:

- Students do not develop language in lockstep and the DLLP helps teachers understand where individual students are on a progression of language learning. (LL.3)
- By locating language learning on the DLLP, teachers and students can engage in contingent learning and pedagogy. (DLLP.2; AL.1, 5)
- Progression along the DLLP is not developmentally inevitable but is dependent on quality teaching and learning opportunities. (DLLP.3; LL.1, 5)



## 6.2

### Chapter 6: Section 2

## Implementation of the DLLP in Classrooms

### Preliminary Lessons Learned from the Implementation of the DLLP in Classrooms

Implementation of the DLLP was piloted for two years with six teachers from a K-6 university laboratory school. This section presents preliminary lessons learned from the pilot teachers.

#### Who Were the Teachers?

The teachers ranged in teaching experience from four years to 21 years. Two teachers taught kindergarten, two teachers taught in first and second grade combination classes, one teacher taught in a third and fourth grade combination class, and one teacher taught sixth grade.<sup>2</sup> The students in the participating teachers' classes were a mixture of English-only students and ELLs. Three teachers had classes in the school's dual language program, and three teachers taught in English-only classrooms.

The teachers all stated that had taken at least one university-level language or linguistics course, and four teachers said that they had professional development training related to language.

#### Professional Learning Community

During the two years of the pilot, teachers meet with DLLP team about once a month for an hour. This professional learning community (PLC) was designed to enable teachers to learn from each other's experiences. During each PLC meeting, teachers reported on their experience implementing the DLLP high-leverage language features in their classrooms, shared their successes and challenges with implementation, and discussed next steps for incorporating one or two language features in their lessons for next time the PLC met.

At the first PLC meeting, the DLLP team reviewed the DLLP with teachers and had them pay attention to two or three different high-leverage language features in their classrooms. During subsequent meetings, it became clear that teachers could only focus on one feature in the

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<sup>2</sup> During the second year of the pilot, the grade 6 teacher changed assignments and taught a third and fourth grade combination, dual language class.





classroom at a time until they became more fluent with the DLLP. Throughout the first year, there was quite a bit of trial and error with teachers' implementation of the DLLP. However, the teachers had a high degree of flexibility to incorporate DLLP content, information, and materials because they knew best how to attend to and formatively assess the high-leverage features with their students, in planning lessons, and within their classroom contexts. By the end of the first year, the teachers shared tools and templates they created based on the DLLP with the PLC.

### **Lessons Learned about Implementation**

The following paragraphs show lessons on feasibility, usability, and context that the teachers learned about implementing the DLLP in their classrooms.

*Feasibility.* Teachers found attending to one to two language features at a time was optimal. Teachers found that it was at first quite challenging to attend language features that were used in students' language production, but as teachers became more familiar with language features, they found that they were easier to observe the use of the language feature in students' oral language production. Furthermore, while teachers were challenged by observing language and simultaneously teaching content, they all reported increases in their own understanding of language features and development.

*Usability.* Familiarity with the high-leverage language features also led to increased usability. In particular, and teachers became increasingly able to use the language features for formative assessment. Mainly, teachers listened to student dialogue to collect evidence of the use of a particular feature. The next step most often involved teachers' explicit modeling of the language feature orally with their students. About half way through the two year pilot, teachers were planning how best to gather evidence and plan instruction for language features. They reported a number of different implementation strategies that showed (1) an awareness of connecting language to content learning (e.g., avoiding teaching language features in isolation, addressing linguistic needs within content areas), (2) differentiating ELL students' needs, and (3) fostering metalinguistic awareness. Most teachers incorporated high-leverage language features with students' oral language, and some teachers – especially those in the upper grades – were transitioning students' use of these features into written work.



We found that while teachers worked with their students first on words, then sentence structures, and lastly discourse, each dimension of language actually informed and supported the others. For example, when teachers focused initially on words such as connectors, because connectors establish relationships between ideas, the teachers inadvertently began to lay the groundwork for students to use complex sentences and more consciously structure paragraphs. When students connect ideas between clauses, they bring awareness to the sentence level (e.g., with words such as *because* and *while*). When the words are used to establish relationships **between** sentences (e.g., *first*, *next*, *furthermore*, *last*), this word work can begin to bring awareness to discourse structures.

It became increasingly clear over time that language features are consistently functioning in more than a single dimension (i.e., word, sentence, and discourse) in teachers' classrooms. Language features with small units of meaning (e.g., words types) can be building blocks for language features that contain larger units of meaning, such as phrases, clauses, sentences, groups of sentences, and whole texts. Each smaller unit then builds towards a larger unit of meaning (Halliday, 1985/1994). Additionally, studying text as a discourse dimension can highlight the appropriateness of specific words or phrases in support of the overall meaning of the text.

**Context.** Teachers noticed that context played a large role in the type of language feature being produced by students. Different tasks, such as justification or narration, promoted the use of different high-leverage features. Teachers at first just noticed that certain tasks elicited certain features, and they began deliberately creating contexts and lessons that generated a specific high-language feature that they want students to develop.

### **Student Up-Take of Language Features**

In later meetings, every teacher was focused on student production of the language features they were teaching and monitoring formatively. The teachers talked about student growth in the areas of both oral language and writing, especially with students (regardless of grade) transferring the use of features (e.g., temporal discourse markers, causal connectors) used in oral language production to their writing and vice versa. For example, a grade 3 and 4 teacher



reported how her 3rd/4th grade Spanish-English bilingual students were able to transfer oral language knowledge of discourse connectors into their written language.

### Conclusion

While there were only six teachers who participated in implementing the DLLP in their classrooms for two years, teachers were able to effectively incorporate the high-leverage language features into instruction, and the DLLP helped teachers formatively assess students' current language abilities. The teachers' reports of their classroom contexts and student uptake provide initial insight into the potential impact of language learning progressions on students' language development in the classroom setting.

In the future, we can explore in more depth the manner how other teachers in different school settings adopt language learning progressions. However, currently, we do know this: the teachers in the DLLP PLC used implementation strategies that were concentrated around:

- an awareness of connecting language to content learning;
- differentiating the needs of ELL students from those of other students (thus attending to modifications of instruction for these emergent bilingual students); and
- overtly fostering all students' metalinguistic awareness.

The teachers also shared a strong bias toward wanting to attach the DLLP implementation to either existing routines or to establish new routines by which to introduce students to new language features, assess them formatively, and respond with contingent instructional moves.



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## Appendix A: Glossary

**Academic language:** The forms and functions of the language that students can expect to encounter in educational settings.

**Adjective:** A word that describes/modifies a noun; frequently found in expanded noun phrases.

**Adverbial clause:** A type of dependent clause that gives information about time, circumstance, purpose, manner, or condition.

**Assessment cycles:** An assessment cycle can be long, medium, or short. The length of the cycle refers to the amount of time learning is underway before it is measured, e.g., a few minutes, a week, a quarter, a year, etc.

**Assessment for Learning:** Assessment that is integrated into ongoing instruction and that involves students in the process. Teachers intentionally plan to gather evidence of learning while that learning is developing and use evidence to keep learning moving forward. Students are involved in the process through peer and self-assessment. (see pages x and x)

**Best fit:** The place on the progression which the teacher judges the students' language learning to be and from the point that the student will be supported to move forward in their learning.

**Causal connector:** A word that establishes a causal relationship between ideas, e.g., because, so, since, therefore, as a result, as consequence, (in order) to

**Clause:** A clause contains a subject and a verb (denoting an event, action, activity, or state). An independent clause can stand alone as a complete sentence; typically, a dependent (or subordinate) clause cannot stand-alone. Independent clauses can occur in coordinate structures joined by a conjunction (e.g., and, but, or) or a semicolon, colon, or dash (Butler, Bailey, Stevens, Huang, & Lord, 2004).

**Coherence:** Coherent explanations require little or no effort from a listener to understand what is being explained. They demonstrate a clear schema from which the explanation was crafted. Coherence is maintained using a number of complex and sophisticated linguistic devices. Overall coherence of an explanation is achieved with the successful utilization of clear cohesive devices, sequencing with temporal discourse



connectors (especially relevant for explanations of processes or events), and use of complete sentences.

**Comparative connector:** A word that establishes a comparative relationship between ideas, e.g., like, as (though/if/...as), likewise, [adj.] + than.

**Comprehensive assessment system:** A range of assessment types with different assessment cycles (short, medium, and long) used to measure the same learning goal(s) and to provide mutually complementary views of student learning.

**Conditional connector:** A word that establishes a conditional relationship between ideas, e.g., when, if (...then), whenever (...then).

**Conjunction:** A word that joins together sentences, clauses, phrases, or words, e.g. and, plus, in addition.

**Contingent pedagogy:** Teachers ascertain a student's current level of learning (e.g., of language) and match their pedagogical response to that level of learning so as to move the student from wherever they are to where they are capable of going next in learning. This pedagogical response can include modeling, explaining, and prompting in the moment or making plans for a subsequent lesson.

**Contrastive connector:** A word that establishes a contrastive relationship between ideas, e.g., but, or, however, instead of, though, although, even though, even so, except, while, otherwise, on the other hand, whereas.

**Dependent, or subordinate, clause:** A clause that augments an independent clause with additional information, but which cannot stand alone as a sentence. Dependent clauses either modify the independent clause of a sentence or serve as a component of it.

**Derived word:** A morphologically derived word contains a derivational affix (either a prefix before or a suffix after) that changes the meaning of the base. Often the grammatical category (part of speech) is also changed by the addition of an affix. Examples of derived words that change grammatical category are: easy/easily, modern/modernize, glory/glorify. Examples of derived words that do not change in grammatical category are: dentist/dentistry, mathematics/mathematician).

**Dimensions of language:** Language is comprised of three main levels, or dimensions, of linguistic knowledge: word, sentence, and discourse. The three dimensions of language (i.e., word, sentence, discourse) should not be viewed as independent entities but as



mutually dependent and integral aspects of language. There is no distinction between the three dimensions when learning, using, and developing language.

**Discourse:** Discourse is the structure of texts or utterances (e.g., a conversation or speech) longer than one sentence, such as within and across paragraphs, the whole text, or more than one text (e.g., two different stories or between two speakers).

**DLLP Levels:** The development of each high-leverage language feature ranges from Not Evident, Emerging, Developing, and Controlled.

**DLLP Not evident:** Feature not yet detectable (or not used productively), or student explanation is in a language other than English.

**DLLP Emerging:** Feature appears infrequently/intermittently or largely incomplete. Feature may be used accurately or inaccurately (errors or omissions).<sup>3</sup>

**DLLP Developing:** Feature appears more often or more complete. Feature may be used accurately or inaccurately (errors or omissions). A small “repertoire” for the feature is evident.

**DLLP Controlled:** Feature appears complete. Feature is most often used accurately. A broad “repertoire” for the feature is evident.

**Ellipsis:** The omission of words that grammatically do not need to be repeated, such as a verb or noun appearing in a prior clause.

**Essential topic vocabulary:** The relatively small set of topic vocabulary words most speakers or writers are likely to rely on in order for the listener or reader to understand the topic being explained (e.g., brush, toothpaste, wash).

**Evidence gathering:** Intentionally planned and spontaneous opportunities to gather evidence of student learning in the context of ongoing and purposeful activities in the classroom. Teachers create situations, offer prompts, and engage students in tasks that that enable students to demonstrate what they know and are able to do.

**Evidence of student learning:** Information from student responses - what they say, do, make or write – from which teachers can draw inferences about students’ learning status relative to goals.

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<sup>3</sup> Language may be “flawed” production during these acquisition stages (Valdés, 2005).



**Expanded word group:** The increased repertoire of words within a given formal or functional category such as a greater range of adverbs, adjectives, or general academic vocabulary in a student’s lexicon.

**Explanation:** An extended discourse structure that organizes language to function as a description of facts, events or procedures that also clarifies any contextual, causal or logical connections or consequences amongst these.

**Extended discourse:** Language that goes beyond the level of the single word or sentence requiring organization. Conventionalized forms of extended discourse are recognized as different genre with specific structures (e.g., narratives with beginning, middle, & end).

**General academic vocabulary:** Words used in academic contexts that occur in various content areas (e.g., combine, demonstrate, for instance, likely)

**Gerund:** A gerund is a verb form that ends in *-ing* and can be used in place of a noun phrase (e.g., Brushing is easy; I don’t like flossing).

**High-leverage language features:** Language features that students need to develop as they engage in a range of contexts of language use, including core disciplinary ideas in school.

**Independent clause:** A clause that expresses a complete thought and can stand alone as a complete sentence (e.g., I ran).

**Language function:** The purpose for the use of language (e.g., to explain).

**Learner Agency:** Refers to learners taking responsibility for their own learning by setting and monitoring goals and making adjustments to learning tactics when they deem it necessary to do so.

**Learning Goal:** Describes what learning students are to develop (an understanding, principled knowledge, skill, or a process) as a result of a lesson.

**Lexicon:** An individual’s store of known words. Can be receptive (comprehension) and/or productive (expressive).

**Modal:** Auxiliary (helping) verbs that do not always require an infinitive before the main verb that follows. They include the following: can, could, may, might, must, need, ought, shall, should, would (contraction: e.g., I’d), will [only if used in rare instance to convey



author stance/habit (e.g., Boys will be boys), rather than as the auxiliary verb for the future tense].

**Nominalization:** Verbs or adjectives that are converted into nouns (e.g., floss-flossing [is good for you], clean-cleaning [takes time], well-wellness).

**Noun clause:** A noun clause is a dependent clause that plays the same functions in a sentence as a noun (e.g., as a subject, object, or complement).

**Participle:** Participle verbs play the role of an adjective or adverb and modify a noun or noun phrase.

**Pedagogical action:** Deliberate acts of teaching (modeling, explaining, questioning, prompting, feedback) based on evidence of student learning.

**Peer assessment:** Provides students with an opportunity to think about the learning of their peers and provide feedback. For example, peers might listen to each other's explanations and provide feedback, or they might review another student's written work and provide feedback.

**Perfect tense:** The three perfect tenses in English are the three verb tenses which show action already completed. (The word *perfect* literally means "made complete" or "completely done.") They are formed by the appropriate tense of the verb "to have" plus the past participle of the verb. These tenses include, present perfect, past perfect, and future perfect.

**Prepositional phrase:** A preposition followed by a noun phrase; a prepositional phrase functions like an adjective or adverb (e.g., take a brush with toothpaste on it; brush your teeth by flossing them; caused by bacteria; count them with my fingers).

**Progressions:** Progressions lay out the significant steps that students tend to, or are likely to follow, as they develop knowledge and skills associated with particular domains throughout their schooling.

**Progressive verb:** Indicates that something is happening or was happening or will be happening. The progressive forms occur only with dynamic verbs, that is, with verbs that show qualities capable of change as opposed to stative verbs, which show qualities not capable of change.



**Relative (adjectival) clause:** A relative clause contains a subject and a verb and often begins with one of the following relative pronouns or adverbs: who, when, whom, where, whose, why, that, which.

**Repertoire:** The range of language a person is able to use to express a high-leverage language feature.

**Sentence:** A sentence is made up of a series of words in connected speech or writing that form a grammatically complete expression of a single thought. Another way to conceptualize a sentence is that it is made up of one or more clauses. A clause contains a subject and a verb.

**Sentence types:**

**Simple:** Contains one independent clause (one main verb); e.g. “I **put** toothpaste on the toothbrush.”

**Compound:** Contains two or more independent clauses, typically joined by a conjunction (FANBOYS → for, and, nor, but, or, yet, so) or with punctuation such as a semicolon or dash; e.g., “Then I **get** a cup and I **spit** out the water.”

**Complex:** Contains one or more independent clause and one or more dependent clauses; e.g., “ They **should do** it because it cleans their mouth.”

**Compound-complex:** Contains one or more dependent clauses and two or more independent clauses; e.g., “Once you're done, you can use floss, **but** I just go ahead and do mouthwash.”

**Stamina:** Sustained attempt to produce a comprehensible explanation (i.e., enough detail but not too much).

**Student agency:** Includes setting goals, monitoring ongoing learning, and taking action when students deem it necessary in order to ensure progress.

**Student self-assessment:** Provides students with an opportunity to think about their learning while they are in the process of learning and to make adjustments to their learning tactics when they deem it. Research suggests that improved understanding of one’s own learning is a critical strategy that can lead to improvements in learning.



**Substitution:** Replacement of a noun or pronoun with another word. This may include a generic term (e.g., *one, something*), a synonym, a superordinate category term (such as *animals, furniture*), etc.

**Success Criteria:** Describe what students need to say, do, make, or write to show that they have met the goal (i.e., what is the learning performances of a skill, understanding, etc.?).

**Technical topic vocabulary:** Any specialized word that has a more everyday variant (e.g., cavities for holes, hygiene for clean, infection for sick).

**Topic vocabulary:** Words that would be typically used to explain details about a topic.

**Transitional word:** A word used to create coherence in a text. Examples include: first, next, after, once, finally, (and) then, while.

**Vivid vocabulary:** A word that evokes imagery (i.e., rhetorical “flourishes”).

**Word:** A unit of language – consisting of one or more spoken sounds or their written representation – that functions as a principal carrier of meaning. Words are composed of one or more morphemes and are the smallest units susceptible of independent use.



## Appendix B: Professional Development Model

The DLLP does not advocate a specific program or model of professional development (although it does espouse certain considerations for the implementation of professional learning; see pages 15-16). In this appendix, we offer a suggested professional development model in which a facilitator leads a professional learning community in learning about the DLLP.

The suggested DLLP professional development model is organized as a series of five modules. An overview of the model is shown in the table below.

Focus	Module 1	Module 2	Module 3	Module 4	Module 5
Language Learning	Lesson 1: Dimensions of Language	Lesson 1: Words	Lesson 1: Sentences	Lesson 1: Discourse	Workshop 1: Modified Jigsaw
The DLLP	Lesson 2: Progressions and the DLLP	Lesson 2: Development of Words	Lesson 2: Development of Sentences	Lesson 2: Development of Discourse	Workshop 2: Grade-Band Analysis
Assessment for Learning	Lesson 3: Introduction: What Is It and What Is It Not?	Lesson 3: Learning Goals and Success Criteria	Lesson 3: Gathering and Interpreting Evidence	Lesson 3: Students' Roles	Put Into Action!  Working with Language Samples: Using the DLLP to Make Instructional Plans
Put Into Action!	Activity: Collecting Language Sample and Making Notes on Context	Activity: Using Learning Goals and Success Criteria with Planned Learning Opportunities	Activity: Developing SPTS	Activity: Planning Student Involvement	Taking the DLLP to School: Developing Professional and School Based Goals





If schools and districts are designing professional development content based on the model above, Modules 1-4 should include introductory content that can be taken from this content guide (mainly chapters 2-5 of this guide). The lessons suggested in each module can be presented in a single session or separately depending on a school or district's professional development time.

We provide suggested lesson activities Modules 1-3 in the following pages (there are no suggested activities provided for Modules 4-5). Activities contain some specific types of engagement opportunities, which include:

- *Turn and Talk* - opportunities to discuss questions and ideas with a partner or small group during a session
- *Your Turn* - opportunities to apply new learning in an activity during a session either individually, with a partner, or in a small group
- *Try it Out* - structured opportunities to apply new learning from a session in the participant's classroom and to share with others at the following session

Additionally, in the activities, we refer to a reflection log. The reflection log provides prompts to assist participants in connecting the professional development goals with practices they employ in their classrooms. The purpose of the reflection log is to have participants:

- self-assess their own practices;
- analyze language learning strategies;
- determine how to meet the needs of all learners; and
- implement the professional development goals in their classrooms.



## Module 1

### Language Learning Lesson 1, Activity 1 (Possible activity for participants)

#### **Target:**

- Expanding knowledge of language development by focusing participants' attention on specific ways in which teachers can establish both context and purpose for language use

For example:

- situations where language use could be encouraged, promoted, and integrated into language and content learning in the classroom
- student and task structures that promote specific language use, e.g., if students need to negotiate a strategy to use in a collaborative task, they will be more likely to use modal verbs such as, "might," "would," "could," "may" (e.g., "this strategy could work because...")
- how to interpret language their students produce along language learning progressions (e.g., at the word, sentence, and discourse dimensions)

**Materials Needed:** Video\* and Reflection Log

#### (1) *Your Turn*

Reflection Log

- How do you promote language development and create the contexts for language use?
- Show video.
- How did this teacher promote language production and create the contexts for language use?

#### (2) *Turn and Talk*

- Share what you wrote in your Reflection Log with a partner or group.

#### (3) *Try it Out*

- In pairs, decide on one strategy to promote purposeful language use (from classroom experiences or from the video).
- Record the strategy in your Reflection Log. (Depending on the size of the whole group, you may want to share your ideas with the whole group or a partner).

\* Video to be selected by a facilitator who is implementing this professional development model

### Language Learning Lesson 1, Activity 2 (Possible activity for participants)

#### **Targets:**

- Focus on a language learning and content learning as integrated and occurring simultaneously
- Focus on, explanation a productive language practice that cuts across the academic domains in the new content standards
- Develop a picture for language demands in their grade level
- Teachers are to notice both the type of language and the levels of language sophistication expected in the standards for their grade level (e.g., CCSS, ELD, NGSS).



**Materials Needed:** Reflection Log, Standards: CCSS, ELD or NGSS

(1) *Your Turn*

Reflection Log

- Take a look at any of the new Standards that are relevant to you, e.g., the Speaking & Listening CCSS, ELD, or NGSS, and identify dimensions of language in the standards for your grade.

(2) *Turn and Talk*

- Share with a partner or small group how you have or would address the language demands of one of the standards

**The DLLP**

**Lesson 2, Activity 1**

*(Possible activity for participants)*

**Targets:**

- Stimulate participants' prior knowledge through the use of the anticipation guide. Participants complete the BEFORE segment prior to the facilitator's presentation in order to self-assess their background knowledge of the topic
- Take stock of their thinking (e.g., begin monitoring the development of their thinking about language progressions)

**Participants complete the AFTER segment to determine if their responses have changed at the conclusion of this lesson and/or module.**

**Materials Needed:** Reflection Log, Anticipation Guide (see below)

(1) *Your Turn*

Reflection Log

- What do you know about learning progressions? (Use Anticipation Guide.)

(2) *Turn and Talk*

- Share responses with the whole group; facilitator can record responses on chart paper.

**Anticipation Guide: Module 1, Lesson 2, Activity 1 (with answers)\***

Before		Statements	After	
Yes	No		Yes	No
		1. Learning progressions provide teachers with a precise developmental continuum for all stages of learner.  Explanation: These are "likely tendencies," not precise		X
		2. Student progress along a progression is dependent on quality teaching and learning experiences.	X	
		3. Learning progressions describe how student learning progress	X	



		from rudimentary through increasingly sophisticated forms over an extended period of schooling.		
		4. Teachers identify what learners can't do based on descriptions represented on the learning progression then determine what learners can do related to child development norms.		X
		5. Descriptions of student thinking, domains of knowledge, and investigations comprise the basis of learning progressions.	X	

\* This anticipation guide can be recreated. For a participant form, remove answers.

### Assessment for Learning

#### Lesson 3, Activity 1 - Where does formative assessment fit in the bit assessment picture?

*(Possible activity for participants)*

#### **Targets:**

- Think about assessments in the system participants currently have in place
- Reflect on which assessments they use and for what purpose
- Map reflections back to assessments in the system (Figure 2 and Table 1 of this Content Guide)

**Materials Needed:** Handout of Table 1, Reflection Log

#### (1) *Your Turn*

Reflection Log

- What assessments do you currently use in your classroom and for what purpose?

Facilitator Considerations: Encourage participants to think about multiple modes for students to demonstrate understanding and supporting communications in whatever approximations in English that students have acquired.

### Assessment for Learning

#### Lesson 3, Activity 2 - Connecting formative assessment and the DLLP

*(Possible activity for participants)*

#### **Targets:**

- Use the DLLP as an interpretive framework for students' language learning
- Make a judgment about the "best fit" of the student's language learning on the progression

**Materials Needed:** DLLP audio sample

#### (1) *Your Turn*

- 1 audio sample from DLLP: What do you notice about the student's language?

#### (2) *Turn and Talk*

- Share responses with whole group; facilitator to record responses on chart paper.

#### (3) *Your Turn*



- Listen to additional audio samples from DLLP: What do you notice about the student's language in relation to the DLLP?
- What would be the best fit for the students' language at the DLLP?

Note: Emphasize that what participants have just done is part of the formative assessment process, i.e., listening to language and interpreting it in relation to the DLLP.

## Put Into Action!

### Activity

*(Possible activity for participants)*

#### **Targets:**

- Draw attention to context and purpose of language use in the classroom
- Deepen participants' understanding of language learning in relation to the DLLP
- Support participants' implementation of ideas about language learning from module

**Materials Needed:** Reflection Log

Identify one thing you learned today and think about how you would take this new learning into your classroom to support your students' language development.

#### *(1) Try It Out*

- Implement your idea in your classroom. Reflect how it went. Be ready to share your experience and reflections at the beginning of the next module.

#### **Getting Ready for the Next Session:\***

Collect one oral language sample of an explanation from your students. The audio recording should be no longer than 1 minute. Make a note about the context (e.g., topic of the lesson, participant structure) in which the language was produced. Bring in the audio recording (and the equipment needed to hear the recording) or a transcription of the audio recording next time to share with a partner or small group.

\* If participants cannot collect a language sample, they will be provided audio and transcribed samples from the DLLP project.

**Note to the facilitator:** At the start of next module, work in small groups to share implementation of ideas and debrief the experience. Next, groups will discuss their oral language samples and find the best fit on the DLLP.



## Module 2

### Introduction, Activity 1 (Possible activity for participants)

**Targets:**

- Re-acquaint participants with the content from Module 1 and give them an opportunity to share the implementation of their new learning
- Analyze and share the sample that participants collected and decide on the “best fit” on the DLLP

**Materials Needed:** Sample collect or provided by facilitator; the DLLP

(1) *Turn and Talk*

- Share the strategy that you tried in your classroom with a partner. Share how it went, your reflections, and your experiences.
- Using the DLLP, each person characterizes the sample he/she collected. Discuss with your partner the reasons why you thought this was the best fit on the DLLP.

### Language Learning Lesson 1, Activity 1 (Possible activity for participants)

**Target:**

- Pay attention to specific DLLP high-leverage language feature words
- Consider how these word types are used to convey meaning (what is the work of the word?)

**Materials Needed:** DLLP transcribed samples

(1) *Turn and Talk*

*Reflection Log*

- Identify the word type that was just introduced from DLLP.
- Explain what this word type is doing in this sample to convey meaning (the work of the word). (What is the work that these words are doing in this sentence/paragraph?)

\* Note to facilitator: The proposed activity that follows will relate to the word types you’ve selected.

### Language Learning Lesson 1, Activity 2 (Possible activity for participants)

**Targets:**

- Pay attention to specific DLLP high-leverage language feature words
- Consider how these word types are used to convey meaning (what is the work of the word?)



**Materials Needed:** Student language samples participant collected

(1) *Your Turn*

- Based on your knowledge of word types, look at your sample and identify which word types are present.

(2) *Turn and Talk*

- What did you notice about students' use of words?

\* Note to facilitator: This is an activity you can do with teachers with their student samples and record their context. Also, you can ask teachers to collect language samples ahead of time.



## The DLLP

### Lesson 2, Activity 1- Language Progressions - Word Dimension

*(Possible activity for participants)*

#### **Targets:**

- Become familiar with the word focus of the DLLP and how it progresses
- Practice finding the best fit for oral language samples on the DLLP, focusing on words

**Materials Needed:** The DLLP, student language samples the participants brought or ones provided by the facilitator

#### (1) *Your Turn*

- Looking at the word focus of the DLLP, trace the development across the phases of each of the word types noting key qualitative shifts

#### (2) *Turn and Talk*

- Characterize different samples that were provided to you using the DLLP based on word dimension. Share with a partner how you characterized the samples and discuss your rationale.

#### (3) *Your Turn*

##### Reflection Log

- Review how you characterized your student's sample earlier using the DLLP - Introduction, Activity 1 and Lesson 1, Activity 2. Consider the best fit for the sample based on your knowledge of word level now. Would you change your characterization of your sample using the DLLP based on what you know now?
- Record your thoughts in your Reflection Log.

Optional: Share your reflections with a partner.

\* Note to the facilitator: Model how to review a word type along the progression, noting qualitative shifts across the phase. Show 2-3 expertly rated samples, where the best fit to the DLLP is and why. As a whole group, listen to an audio sample to find the best fit on the DLLP (done to hone listening skills of teachers). Share expert rating of the audio sample.

## Assessment for Learning

### Lesson 3, Activity 1 - Formative Assessment - Learning Goals and Success Criteria

*(Possible activity for participants)*

#### **Targets:**

- Practice interpreting evidence in relation to the DLLP
- Practice determining learning goals and success criteria based on evidence
- See the relevance of this practice to formative assessment

**Materials Needed:** Video or transcription of oral language, the DLLP, Reflection Log





(1) *Your Turn*

Reflection Log

- From the examples provided (video or transcription of oral language), use the DLLP and work with a partner to interpret the samples and decide what would be the next learning goal(s) and success criteria for these students at the word dimension.
- Record the learning goal(s) and success criteria in your Reflection Log.
- Share with the larger group the ideas from your partner work.

\* Note to Facilitators: When participants are sharing, make sure they focus on a language goal and not the learning activity

**Assessment for Learning**

**Lesson 3, Activity 2 - Formative Assessment Process - Planning**

*(Possible activity for participants)*

**Targets:**

- Practice planning how to obtain evidence of the learning goals and success criteria
- Think about how evidence can be obtained in an authentic and purposeful language learning context intended to move learning forward toward the goals

**Materials Needed:** Video or transcribed oral language sample

(1) *Your Turn*

Reflection Log

- What are some other learning opportunities that you could provide for this student to meet the language learning goal that would also give you evidence of progress?
- Record this in your Reflection Log.
- Share your ideas with the group.

**Put Into Action!**

**Activity- Integration between Formative Assessment & the DLLP**

*(Possible activity for participants)*

**Target:**

- Practice planning how to align evidence gathering with learning goals and success criteria
- Think about how evidence can be obtained in an authentic and purposeful language learning context intended to move learning forward toward the goal

**Materials Needed:** Reflection Log

(1) *Your Turn*

Reflection Log

- Using the sample that you brought, determine the learning goal(s) and success criteria for this student at the word level.
- Record these in your Reflection Log.
- Share with your partner the learning goal(s) and success criteria. Your partner will provide



feedback.

*(2) Turn and Talk*

Reflection Log

- Brainstorm some ideas for learning opportunities for this student that aligns with the learning goal and success criteria you identified above.
- Record these in your Reflection Log.
- Share with your partner and get feedback.

*(3) Try it Out*

Reflection Log

- Select one of the learning opportunities from the “brainstorming” and provide a learning opportunity in your classroom (if applicable) designed to help this student meet the learning goal(s). Reflect in the log how the student met the learning goal(s) and success criteria. Be ready to share your experience and reflections at the beginning of the next module.
- Collect an oral language sample of an explanation from the same student (from Module 1) based on the learning opportunity.
- Collect an oral language sample of an explanation from a different student who is at a different language level.

*(4) Getting Ready for the Next Session*

- Bring in both students’ audio recordings and transcriptions of the audio recordings to share next time.\*

\*If the participants cannot collect a language sample, they can use a sample from the DLLP project.

\*Note to Facilitator: At the start of next module, work in small groups to share and to debrief on the Put Into Action! Experience.

## Module 3

### Introduction, Activity 1 *(Possible activity for participants)*

**Materials Needed:** classroom notes

*(1) Your Turn*

- Share the learning opportunity you provided to the student. How well did it assist the student to meet the learning goal?

### Language Learning Lesson 1, Activity 1 *(Possible activity for participants)*

**Targets:**



- Pay attention to specific DLLP high-leverage language feature related to sentences (presented earlier)
- Consider the clause structure of sentences and how they function to convey meaning

**Materials Needed:** DLLP, video of students' explanations (focus on sentence structure)

(1) *Your Turn*

- Video:
  - Analyze the video for the types of sentence structures learners' use?
- Review DLLP at the sentence dimensions. Discuss the following:
  - Which structures do you commonly hear in the classroom?
  - Which structures do you think are the most challenging for your students?

### Language Learning

#### Lesson 1, Activity 2

*(Possible activity for participants)*

**Target:**

- Pay attention to the sentence-specific DLLP high-leverage language features (presented earlier)
- Consider the clause structure of sentences and how they function to convey meaning

**Materials Needed:** DLLP transcribed samples

(1) *Your Turn*

- In the DLLP transcribed examples provided, identify the sentence structures that were just introduced. Identify clauses and sentence structures present in each sample.
- Explain what these sentences are doing in this sample to convey meaning. (If there is more than one clause in a sentence, participants may want to focus on each clause separately and consider its contribution to conveying meaning within the sentence.)

### Language Learning

#### Lesson 1, Activity 3

*(Possible activity for participants)*

**Target:**

- Pay attention to the sentence-specific DLLP high-leverage language feature (presented earlier)
- Consider the clause structure of sentences and how they function to convey meaning

**Materials Needed:** Student language samples participants collected

(1) *Your Turn*

- Based on your knowledge of sentence structures, look at your sample and identify which structures are present.
- From the samples that you brought, identify the sentence structures in the students' explanations. And success criteria for this student at the word level.
- What did you notice about students' use of words?



- What would you suggest as a language-learning goal for this student? Share with a partner.

### Language Learning

#### Lesson 1, Activity 4: Sorting Activity

*(possible activity for participants)*

#### **Target:**

- Consolidate knowledge about sentence structures

**Materials Needed:** Sorting activity materials

#### (1) *Your Turn*

##### Reflection Log

- In your Reflection log, write down thoughts on what you learned about sentence structure that you didn't know before.
- Sorting activity. From the transcribed samples provided, sort the sentences into the 4 categories.

#### (2) *Turn and Talk*

- Share your results with a partner or group.

### The DLLP

#### Lesson 2, Activity 1: Language Progressions - Sentence Dimension

*(possible activity for participants)*

#### **Target:**

- Become familiar with the sentence structures of the DLLP and how it progresses.
- Practice finding the best fit for oral language samples on the DLLP, focusing on sentences

**Materials Needed:** The DLLP; student language samples the participants brought or ones provided by facilitator

#### (1) *Your Turn*

- Looking at the sentence structures of the DLLP, trace the development of the sentences from the samples, noting key qualitative shifts.
- Characterize different samples that were provided to you using the DLLP based on sentence structures. Share with a partner how you characterized the samples and discuss your rationale.

#### REFLECTION LOG

- Review how you characterized your student's sample earlier using the DLLP - Introduction, Activity 1 and Lesson 1, Activity 2. Consider the best fit for the sample based on your knowledge of sentence structures now. Would you change your characterization of your sample using the DLLP based on what you know now?
- Record your thoughts in your Reflection Log.
- Optional: Share your reflections with a partner.



## Assessment for Learning

### Lesson 3, Activity 1: Formative Assessment - Gathering and Interpreting Evidence (possible activity for participants)

#### **Target:**

- Practice deciding on evidence gathering strategies
- Practice interpreting evidence in relation to the DLLP
- Practice deciding on pedagogical action

**Materials Needed:** Sample learning goals and success criteria; video or transcription of oral language; the DLLP; reflection log

#### (1) Your Turn:

##### Reflection Log

- From the examples of learning goals and success criteria provided, decide the best way to obtain evidence.
- From the examples provided, use the DLLP and work with a partner to interpret the samples and determine a pedagogical response.
- Record in your Reflection Log.
- Share with the larger group ideas from your partner work.

## Put Into Action!

### Activity: Integration between Formative Assessment & the DLLP (possible activity for participants)

#### **Targets:**

- Practice planning how to align evidence gathering with learning goals and success criteria
- Think about how evidence can be obtained in an authentic and purposeful language learning context intended to move learning forward toward the goal.

**Materials Needed:** Reflection Log

#### (1) Your Turn

##### Reflection Log

- Develop an SPT (i.e., situation, prompt/probe, task) to gather evidence of sentence structure use from students and record it in your Reflection Log. The SPT should include an appropriate situation where students have an opportunity to use language with one another. While students engage in classroom discussions, the teacher records their sentence structure use. As needed, the teacher asks targeted questions to generate further language. Share ideas with your partner and get feedback.

#### (2) Try it Out

- Implement the SPT with students. Reflect in the log how effective the SPT was in generating evidence. Be ready to share your experience and reflections at the beginning of the next module.
- Gather evidence of students' sentence structure use in impromptu settings, listening in on students' ongoing classroom conversations. Reflect in the log situations (e.g., collaborative



groups, turn & talk, sharing strategies with the whole group, peer feedback, etc.) where you noticed uses of certain sentence structures. Also include in the log what the impromptu contexts were that generated the evidence. Be ready to share your experience and reflections at the beginning of the next module.

- Collect an oral language sample of an explanation from the same student (from Module 1) based on the SPT.
- Collect an oral language sample of an explanation from a different student who is at a different language level.

### (3) Getting Ready for the Next Session

- Bring in the students' audio recordings and transcriptions of the audio recordings to share next time.

\*If participants cannot collect a language sample, provide audio samples from the DLLP project.