

# Louisiana Believes

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## LA Connectors for ELs Review July 16, 2020

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# Objective

By the end of this sessions, participants will

- Become better acquainted with the Louisiana Connectors for English Learners (ELs);
- Understand their purpose in helping students acquire English; and
- Be prepared to give a review of the EL Connectors through a survey.

# Louisiana's Vision for ELs

- Louisiana believes that all students, including English learners, deserve an education that prepares them to be independent and successful in life after high school.
- By acknowledging the diverse and rich language experiences they bring to school, English learners can achieve academic success through a clear and concise **alignment of standards, instructional resources, and quality assessments.**

# Overview of LA Connectors for ELs

- Our academic expectations for all students are articulated in the Louisiana Student Standards, that BESE approved in spring 2016.
- In winter 2016, BESE approved aligned standards for English Learners known as the Louisiana Connectors for English Learners.
- The Louisiana Connectors For English Learners replaced the English Language Development Standards.
- In 2017-18 the English Language Proficiency Test, aligned to the LA Connectors for ELs replaced the ELDA.

# Guiding Principles for Development of EL Connectors

The EL Connectors were developed with these principles in mind:

- ELs have the same potential as native speakers to engage in cognitively complex tasks.
- ELs bring to their learning experience valuable “funds of knowledge”.
- ELs at all levels of English language proficiency should be provided with scaffolding.
- ELs do not need to wait until their English proficiency is sufficiently developed to participate in content area instruction and assessment.

# Higher Expectations

Increasing the expectations for the academic content that students must master in school requires a parallel increase in expectations for English language learners.

The EL Connectors describe how language is used to meet the rigorous content demands in each grade and how students progress toward English language proficiency.

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graph LR; A(What language does a student have?) --> B(What is a student able to do with language in the content areas?);
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What language does a student have?

What is a student able to do with language in the content areas?

# Organization of Connectors 1-7

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, 2 ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing

**Connectors 1-7:** involve the language necessary for ELs to engage in content. They begin with a focus on making meaning and then progress to engagement in these practices.

# Organization of Connectors 8-10

<b>8</b>	determine the meaning of words and phrases in oral presentations and literary and informational text
<b>9</b>	create clear and coherent grade-appropriate speech and text
<b>10</b>	make accurate use of standard English to communicate in grade-appropriate speech and writing

## **Connectors 8-10:**

reflect the micro-level linguistic features that are important to focus on, but only in the service of the other seven



# Connectivity of Language

The EL Connectors also show how the 4 domains of language, listening, reading, writing and speaking, are connected to each other.

Listening and Reading	Connectors 1, 8
Speaking and Writing	Connectors 3, 4, 7
Listening, Speaking, Reading and Writing	Connectors 2, 5, 6

# Raising the Bar: Higher Expectations

The LA Connectors for ELs provide more opportunities for ELs to gain access to the rigorous content of their non-EL peers.

Instruction will now focus on:

- academic language development
- amplification instead of simplification
- integration of language and content

The EL Connectors emphasize that language acquisition takes place **across all content areas**.

Language is no longer taught in isolation, but as part of the content, thus giving English Learners a more authentic language learning experience.

# Assessing the EL Connectors

Each spring, all identified ELs enrolled in grades K-12 take the English Language Proficiency Test (ELPT). ELPT is:

- an untimed, online assessment that measures a student's English proficiency in the four language domains: Reading, Writing, Speaking, and Listening;
- aligned to the LA Connectors for ELs; and
- used to measure progress and to encourage EL reclassification relative to grade-appropriate performance.

To preview ELPT items try the [ELPT Online Tools Training](#).

# Connectors by Levels

Results from ELPT show the performance level the student is at for each connector. The levels range from 1-5.

Performance Level	Description
Level 1	Beginning
Level 2	Early Intermediate
Level 3	Intermediate
Level 4	Early Advanced
Level 5	Advanced

ELP Connector		By the end of each English language proficiency level		
		Level 1	Level 2	Level 3
4-5.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases	use an emerging set of strategies to • identify the main topic • retell a few key details	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories
		from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations.
4-5.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh- questions	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh- questions	• participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions
		about familiar topics.	about familiar topics and	about familiar topics and texts.

# Why are the Connectors important?

- The EL Connectors acknowledge the importance of developing language while also giving ELs access to the content.
- They put the focus on learning language and content and not just language in isolation (not the most effective way to learn language.)
- We want to make sure that all students who are potential English learners are included in this review, and that those who represent the diverse backgrounds from which they come have had a chance to give their opinion.

# Wrap-Up

## Next Steps:

- Review the LA Connectors for ELs documents
  - [LA Connectors for ELs](#)-link to all of the connectors as well as guidance documents by grade level.
  - LA Connectors for ELs One-Pager-emailed to you
- Complete the [LA Connectors for ELs Survey](#) by August 1.
- If you have questions, please email me at [alice.garcia@la.gov](mailto:alice.garcia@la.gov).

## LDOE Contacts and Resource:

- Alice Garcia, [alice.garcia@la.gov](mailto:alice.garcia@la.gov)
- [LDOE English Learner Library](#)

# For More Information

- [LA Connectors for ELs](#)
- [Parent Guide to ELPT](#)
- [Parent Guide to ELPT Student Reports](#)
- [ELPT Assessment Guide](#)