



SESSION 2

Nuts and Bolts of the DLLP

Project ExcEL Summer Institute

Valhalla, NY – August 24-26, 2016

Learning Goals

- Understand the DLLP language features
- Develop skills in finding a student's *best fit* on the DLLP

Success Criteria

- Describe the DLLP language features
- Describe how the language features were developed
- Locate the *best fit* for students' explanations on the DLLP from their oral language explanations

Brief history of DLLP & its Development

Motivation

- EL students must attend to both language and content development at the same time
- New academic standards integrate content and language in ways old standards didn't
- Content area teachers may not have sufficient knowledge of language development to help their EL students
- English as a Second Language teachers may not have enough content knowledge to engage students in content demands

Why Dynamic?

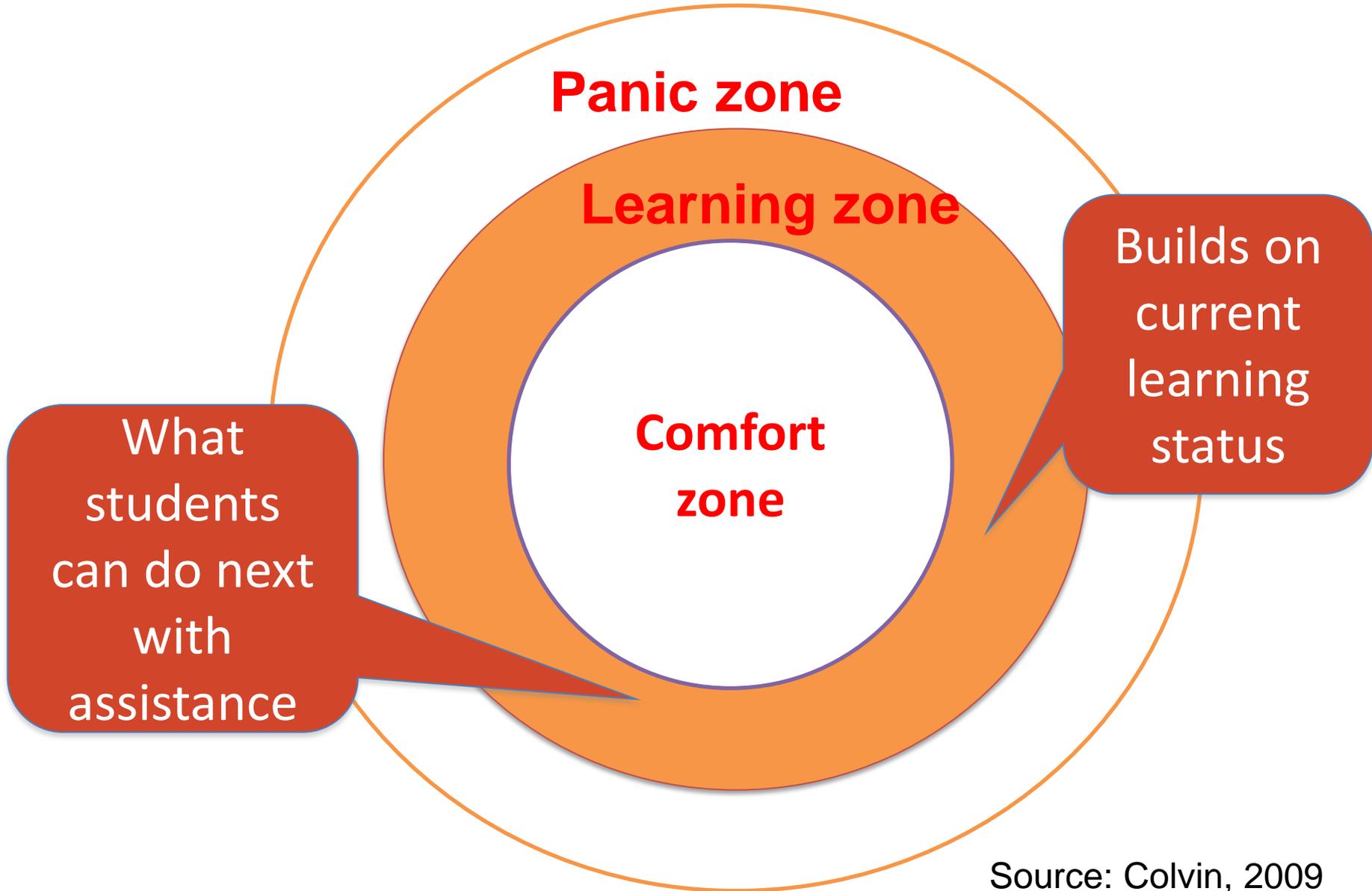
1. Describe multiple dimensions influencing development
2. Capture multiple pathways to development
3. Consistent with a view of language as a ***complex adaptive system*** (Larsen-Freeman ,1997; Beckner et al., 2009)
 - Students are seen as learning new language and content simultaneously by responding to “affordances” in communicative situations

Importance of Language

- Language is thought;
Thought is knowledge;
Language is knowledge
- Language is acquired through social interactions
- Language develops hand in hand with cognition
- Zone of proximal development (ZDP)

Lev Vygotsky





What students can do next with assistance

Builds on current learning status

Source: Colvin, 2009

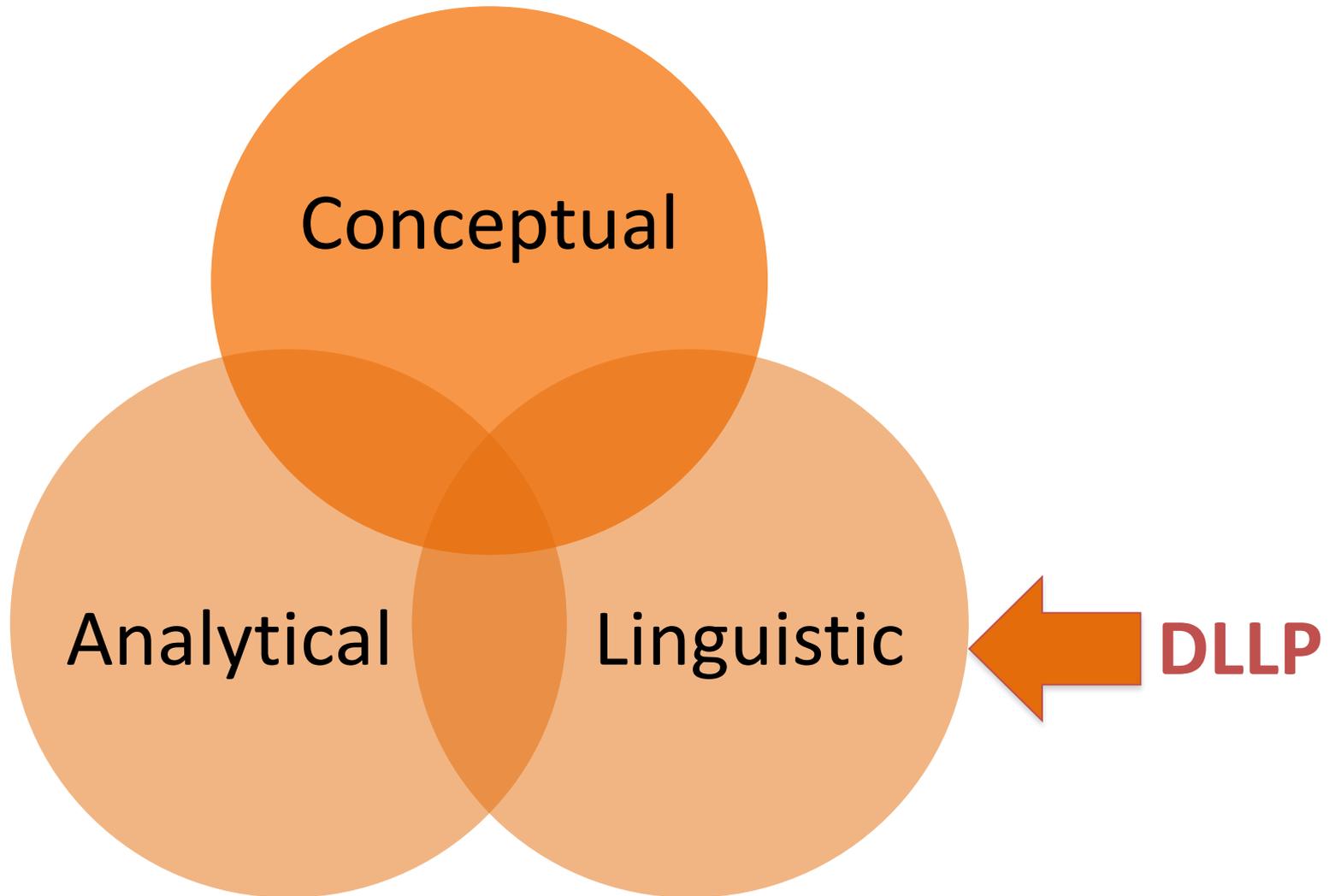
Role of Language

- New content standards do not identify the underlying or language skills needed for meeting the standards
 - Keep track of meaning in text → understand and sequence language
- ELD standards focus on content: useful for articulating the language used in task and routines
 - Does not focus on linguistic features or content

Role of Language Learning Progressions

- “The literature at this point does not provide a full description of the trajectories of English language development in children from language minority homes” (Hoff, 2013, p. 8)
- Lack of specificity needed to describe language learning and development for students to learning language as a goal *and* in service to content learning

Learned Together



Why Explanation?

Importance of Explanation to Content & Language Learning

- A form of school-relevant language critical for academic success (Nippold & Scott, 2010)
- Important for revealing “underlying casual relations and properties” to children (Legare, 2012)
- Used to demonstrate understanding and an effective metacognitive strategy promoting learning and problem-solving (Alevan & Koedinger, 2002)
- A productive language practice common across content area discourse, texts, and tests (Bailey, Butler, Stevens, & Lord, 2007)
- A broad practice important in children’s acquisition and demonstration of new content knowledge (Alevan & Koedinger, 2002)

Explanation Types

Main Purposes

Procedural/process *How you/I do something*

Justification *Why you/I do something*

Embedded/Additional Purposes

Cause and effect *Why something happened*

Description/definition *What something is like/means*

Evidence *How I know something*

Intention *Why I am saying/doing/asking*

Internal state *Why I want/feel...*

Explanation in the Disciplines

Students should be able to use explanations to demonstrate:

- **English language arts** – conceptual knowledge and their English language proficiency skills
- **Math** – mathematical concepts, procedures, and reasoning
- **Science** – scientific inquiry, procedures, and causal forces of a phenomenon
- **Social studies** – causes of an event or movement and analysis and interpretation of sources

Creating DLLPs

DLLP Explanation Tasks

- 324 students; 52% Girls (K-6)
- 44% Latino/21% Caucasian
- 37% Spanish speaking; 32% English language learners
- 2-4 time points (6 mo. intervals; 2 yrs); 4-6 tasks (ca. 4000 oral & written explanations)

Example Math Task:

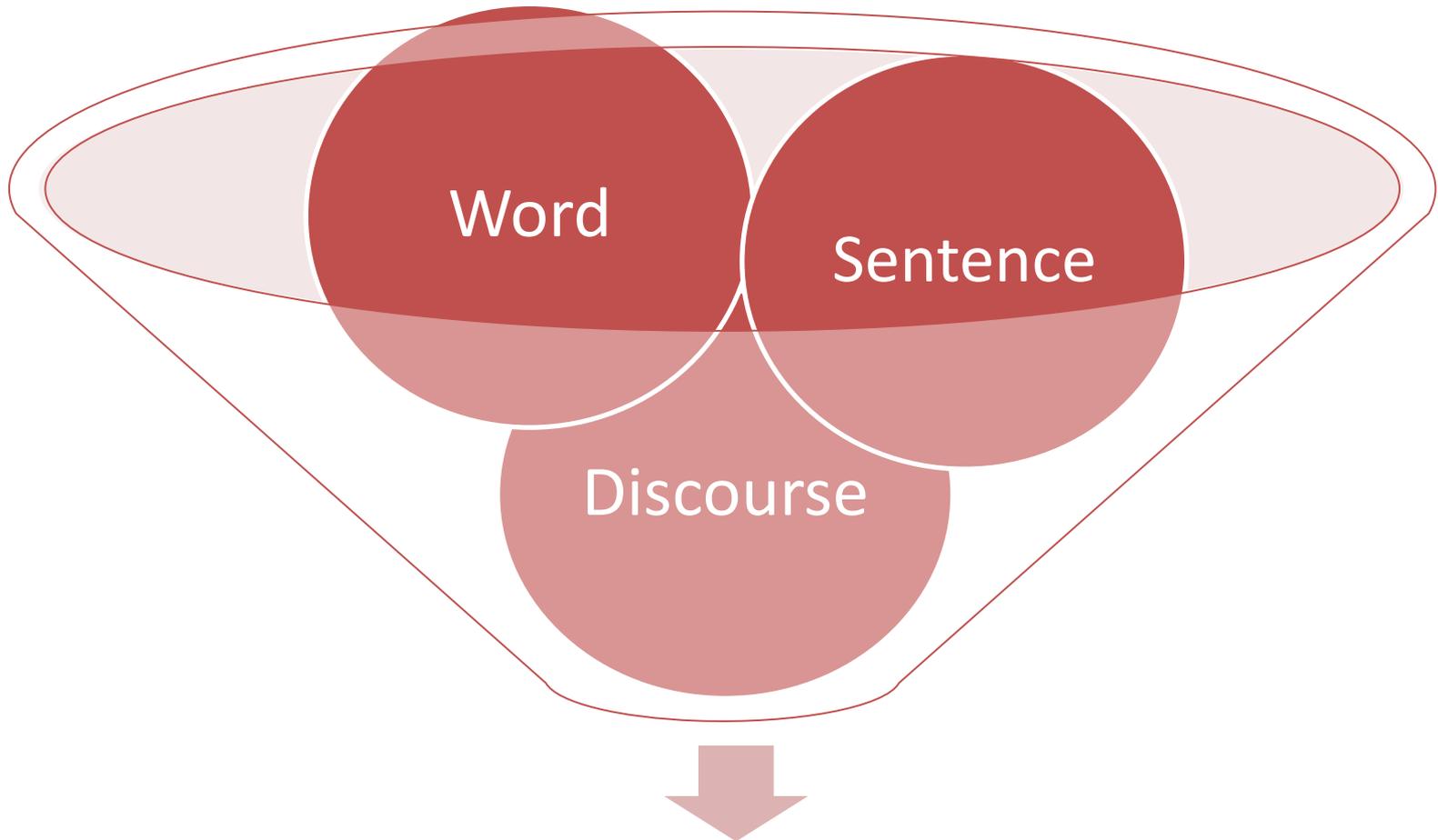
- Find number of cubes
- Followed by prompt for procedural information and justifications to generate explanation discourse:

“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.”



DLLP Language Features

Components of a Language Progression



Learning to use language for a purpose

High-Leverage Language Features

1. Sophistication of sentence structure
2. Sophistication of verb forms
3. Establishment of relationships between ideas
4. Sophistication of topic vocabulary
5. Stamina
6. Coherence/cohesion
7. Expansion of word groups

Cross-cutting DLLP Performance Descriptions

DLLP Not Evident

- Feature not yet detectable (or not used productively)
- 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)*

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

* Language may be “flawed” production during these acquisition stages (Valdés, 2005)

High-Leverage Language Features

1. Sophistication of sentence structure
2. Sophistication of verb forms
3. Establishment of relationships between ideas
4. Sophistication of topic vocabulary
5. Stamina
6. Coherence/cohesion
7. Expansion of word groups

Performance Descriptors & Examples

Quick Tools – Guiding Questions

What did you notice?

What stands out to you?

Sophistication of Topic Vocabulary

DLLP Not Evident

- No use of topic (essential or otherwise) vocabulary in English or only repeating vocabulary from prompt

DLLP Emerging

- Use of some essential topic vocabulary not from prompt*

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

DLLP Developing

- 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)
- Use of sufficient topic vocabulary (including words from prompt) to make the context clear
- 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

DLLP Controlled

- 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 basic, including at least one technical word)
- Possible use of low-frequency words that enliven the explanation or evoke an image (aka., vivid vocab)

Sophistication of Sentence Structure

DLLP Not Evident

- One word responses
- 2 or more word phrases not in English word order
- Response in a language other than English
- Sentence fragments placed in English word order

DLLP Emerging

- Simple sentences
- Compound sentences
- May or may not be accurate
- No use of embedding (dependent clauses)

DLLP Developing

- Must attempt sentences with complex clause structures (i.e., an independent clause and at least one dependent clause)
- May have repetitive use of one dependent structure, such as relative, adverbial, or noun clauses
- May or may not be accurate
- Simple and compound sentences mostly accurate/ grammatically correct

DLLP Controlled

- Use of a variety of complex clause structures, including relative, adverbial, or noun clauses
- Simple and compound sentences are accurate and grammatically correct
- Complex clause structures mostly accurate/grammatically correct.

Advanced Relationships btwn Ideas

DLLP Not Evident

- No discourse connectors between phrases and clauses to link advanced relationships between propositions, such as causal/conditional/comparative/contrastive (counterfactual), etc.
- No clarity in relationships between ideas

DLLP Emerging

- Singular or repetitive use of 1 discourse connector to establish an advanced relationship
- Possible use of inaccurate or illogical discourse connector within context of establishing distinct relationships between ideas

DLLP Developing

- Minimum of 2 different discourse connectors to establish an advanced relationship
- Most often displays clarity in relationships between ideas.

DLLP Controlled

- At least 3 different discourse connectors to establish an advanced relationship **AND**
- A minimum of 2 different connector words for the same type of relationship (e.g. causal, conditional, etc.)
- Maintains clarity in relationships between ideas

Coherence

DLLP Not Evident

- Lack of coherence in sequencing *any* propositions
- No mental schema for explaining in a way that makes sense to the naïve listener
- Steps or process being explained are largely incomprehensible to the listener

DLLP Emerging

- Some coherence by logically sequencing of a few propositions using at least 1 conjunction (and, but, in addition, etc.) or 1 transitional word (then, next, first, finally, etc.) to make the linkage
- Some evidence of a mental schema but may include several incomplete thoughts/sentences
- Explanations may require a lot of effort from a listener to understand the steps or process being explained

DLLP Developing

- Logical sequencing of **most** propositions
- Repertoire includes some different discourse connectors (should include both conjunctions and transitional words)
- Evidence of a mental schema but may include 1-2 incomplete thoughts/sentences
- Explanations may require some effort from a listener to understand the steps or process being explained

DLLP Controlled

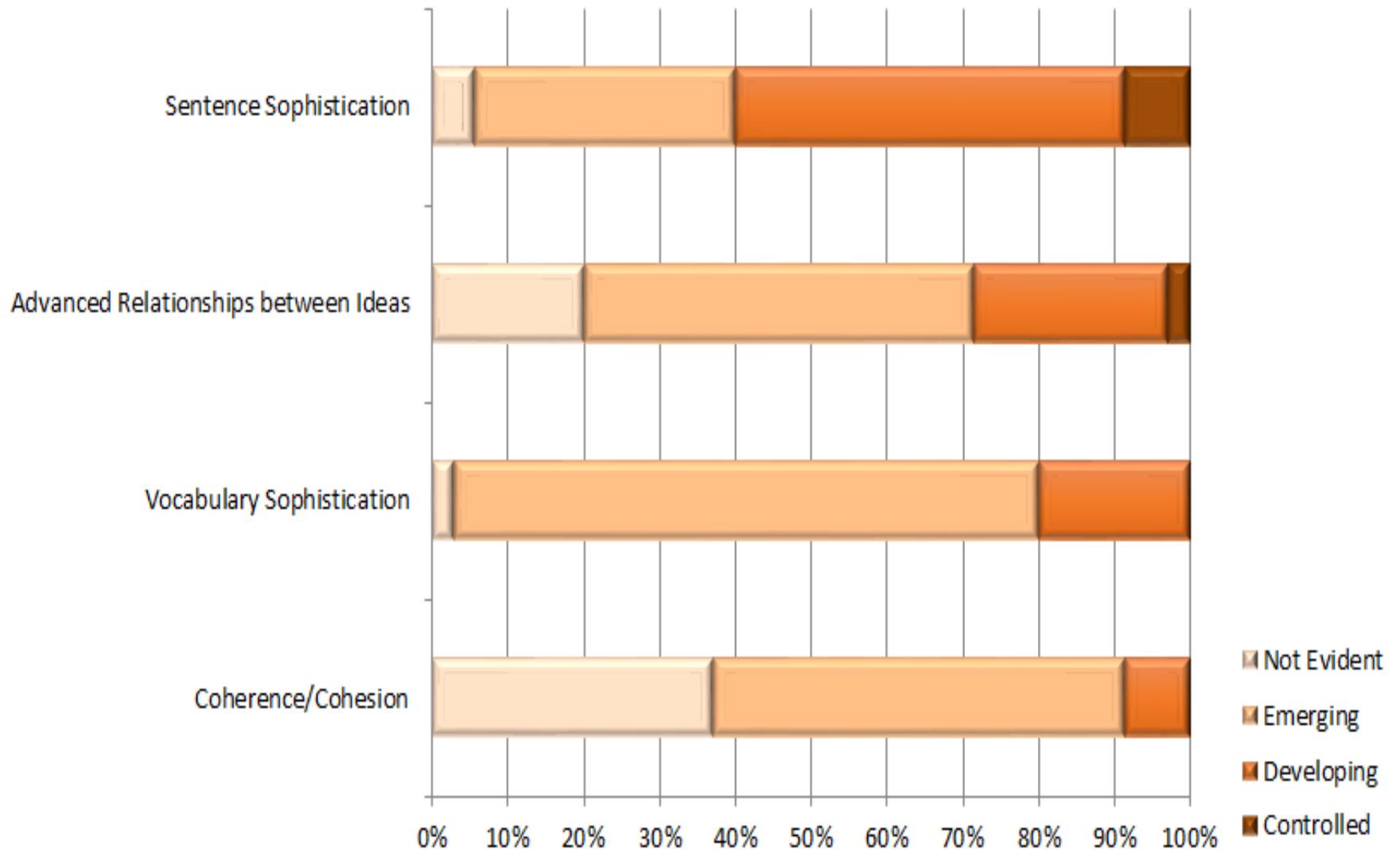
- Logical sequencing of **all** propositions
- Repertoire includes many different discourse connectors (should include both conjunctions and transitional words)
- Evidence of a clear schema from which the explanation is crafted
- Explanations require very little or no effort from a listener to understand the steps or process being explained

Key Findings & Order of Control of DLLP Language Features (Oral)

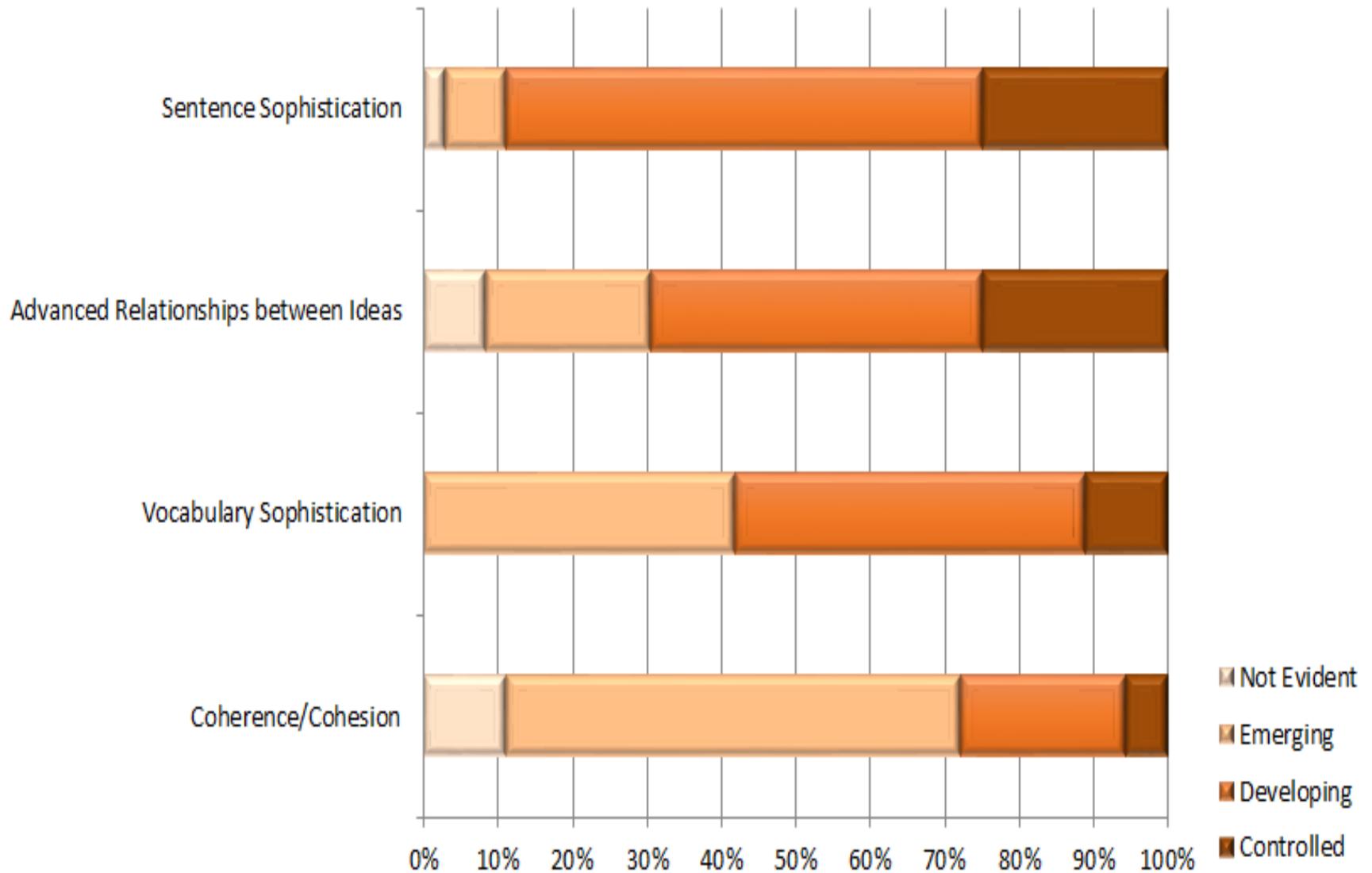
Key Findings with DLLPs

- Sig. correlations between DLLP features and Years in U.S. Schools; Standardized assessments:
 - CELDT
 - CST/SAT10 ELA (& Math for English Learners)
- Placement of the DLLP features on progressions were treated as "partial credit items" (0-3 scale) using Item Response Theory:
 - Reveal a sequence in which DLLP features are more likely to be **controlled** by students at higher levels of performance on all the features combined

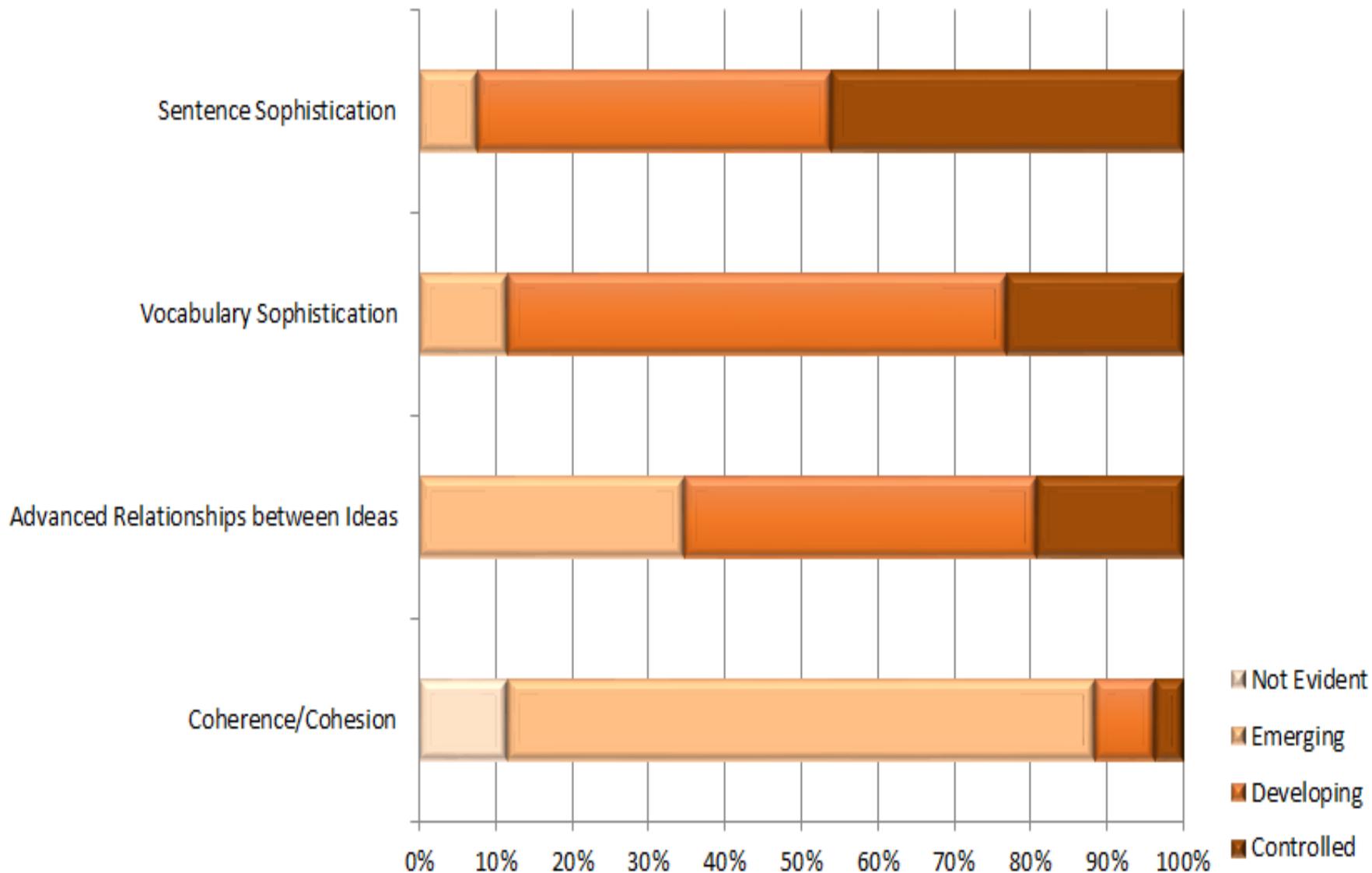
Breakdown of Kindergarten English learner LFAP Ratings for Math Prompt Time Point 1



Breakdown of 3rd grade English learner LFAP Ratings for Math Prompt Time Point 1



Breakdown of 5th grade English learner LFAP Ratings for Math Prompt Time Point 1



Matching Student Language Samples to the DLLP

Finding the Best Fit

- In teams:
 - Read sample explanations
 - Find the best fit for this student on the language feature progression
- Based on the best fit:
 - In what ways does this student need to grow in this language feature to show more sophisticated levels?
 - Bonus: What instructional activities could you do to advance this student's explanation?

Student A (Math Task)

OK, well, I think it could help him because by putting them in like a row, it will be more easier to count. 'Cause if I put them like that, I'll be like, I won't know. Like I'll say like oh um five and then I'll get my answer wrong. So like I'll mostly put them in a row. And I think he should do this way. There's other ways he could do it but I think this way is more easier and it could help you find the answer faster.

310_M3_O_T1

Student A (Math Task)

OK, well, I think it could help him **because** by putting them in like a row, it will be **more easier** to count. '**Cause if** I put them like that, **[then]** I'll be like, I won't know. Like I'll say like oh um five **and** **then** I'll get my answer wrong. **So** like I'll mostly put them in a row. And I think he should do this way. There's other ways he could do it but I think this way is **more easier** and it could help you find the answer **faster**.

Student B (Personal Routine)

OK, so get your toothbrush and toothpaste and put the toothpaste on the toothbrush. And then, well, I put it under the water before, and then get the toothbrush and brush your teeth side-to-side, and then rinse your mouth. And then she should do it because so you don't have any problems with your teeth, and you don't have to go to the dentist that much.

Student B (Personal Routine)

OK, so get your toothbrush **and** toothpaste **and** put the toothpaste on the toothbrush. And **then**, well, I put it under the water **before**, and **then** get the toothbrush **and** brush your teeth side-to-side, and **then** rinse your mouth. And **then** she should do it because so you don't have any problems with your teeth, **and** you don't have to go to the dentist that much.

Student C (Math Task)

OK. Mmmm. (long pause)

[Can you tell her how to do it?]

Yeah I could I could tell her that that why don't you put to find out put them how you think you can **multiply** them, like by **twos** or **fives** or **tens** or **six** or however you think. And if there's little um they're **equal**, if each group has the same **amount** of of cubes then then you just **count** them. You don't count them but you **multiply** them or just **add** them however you want. And then when you're done **counting** them um **counting** them, after that you that's your **answer** about how many cubes um you got. So it is important to have it this way, so then it's easier instead of you **counting** instead of you going **one by one** and **counting** them **one by one**.

361_M3_O_T1

Student C (Math Task)

OK. Mmmm. (long pause)

[Can you tell her how to do it?]

Yeah I could I could tell her that that why don't you put, to find out, put them how you think you can multiply them, like by twos or fives or tens or six or however you think. And if there's little um they're equal, if each group has the same amount of of cubes then then you just count them. You don't count them but you multiply them or just add them however you want. And then when you're done counting them um counting them, after that you that's your answer about how many cubes um you got. So it is important to have it this way. So then it's easier instead of you counting, instead of you going one by one and counting them one by one.

361_M3_O_T1

Student D (Personal Routine)

First, so if you want to have nice teeth that look white and don't look brownish and have food stuck to your teeth, you have to get toothpaste, mouthwash and tooth- a toothbrush. And so when you have a toothbrush, you put toothpaste on it and you start washing your teeth like in circles. Then um after that, you spit the water out. When you put water, you spit it out. After, you get the mouthwash and scrub and then spit it out. And that's how you wash brush your teeth. Hopefully you brush your teeth.

[Okay and can you tell your friend um why she should do it?]

You should do this because you don't wanna have nasty teeth or you don't want your breath to stink. And you don't want your teeth to be ugly and look like you you don't have a house or anything like that.

603_B3_O_T2

Student D (Personal Routine)

First, so if you want to have nice teeth that look white and don't look brownish and have food stuck to your teeth, [then] you have to get toothpaste, mouthwash and tooth- a toothbrush. And so when you have a toothbrush, you put toothpaste on it and you start washing your teeth like in circles. Then um after that, you spit the water out. When you put water, you spit it out. After, you get the mouthwash and scrub and then spit it out. And that's how you wash brush your teeth. Hopefully you brush your teeth.

[Okay and can you tell your friend um why she should do it?]
You should do this because you don't wanna have nasty teeth or you don't want your breath to stink. And you don't want your teeth to be ugly and look like you you don't have a house or anything like that.

Key Learnings

Language Learning: 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.

Language Learning: DLLP Approach

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.3	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...

Nature & Purpose of the DLLP

DLLP.1	The DLLP is an interpretive framework that currently provides a language progression for explanations...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.

Nature & Purpose of the DLLP

DLLP.4	The DLLP is based on research and is empirically validated... Emphasis is on production of language for DLLP (oral and written production.)
DLLP.5	Progressions...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...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.

Theory of Action

DLLP

- High-leverage features of the DLLP
- Interpretive framework for teachers to attend to language use in content areas

Teacher Outcomes

- Increased knowledge about language learning
- Evidence of student language learning status/needs
- Contingent pedagogy for each student to advance language learning

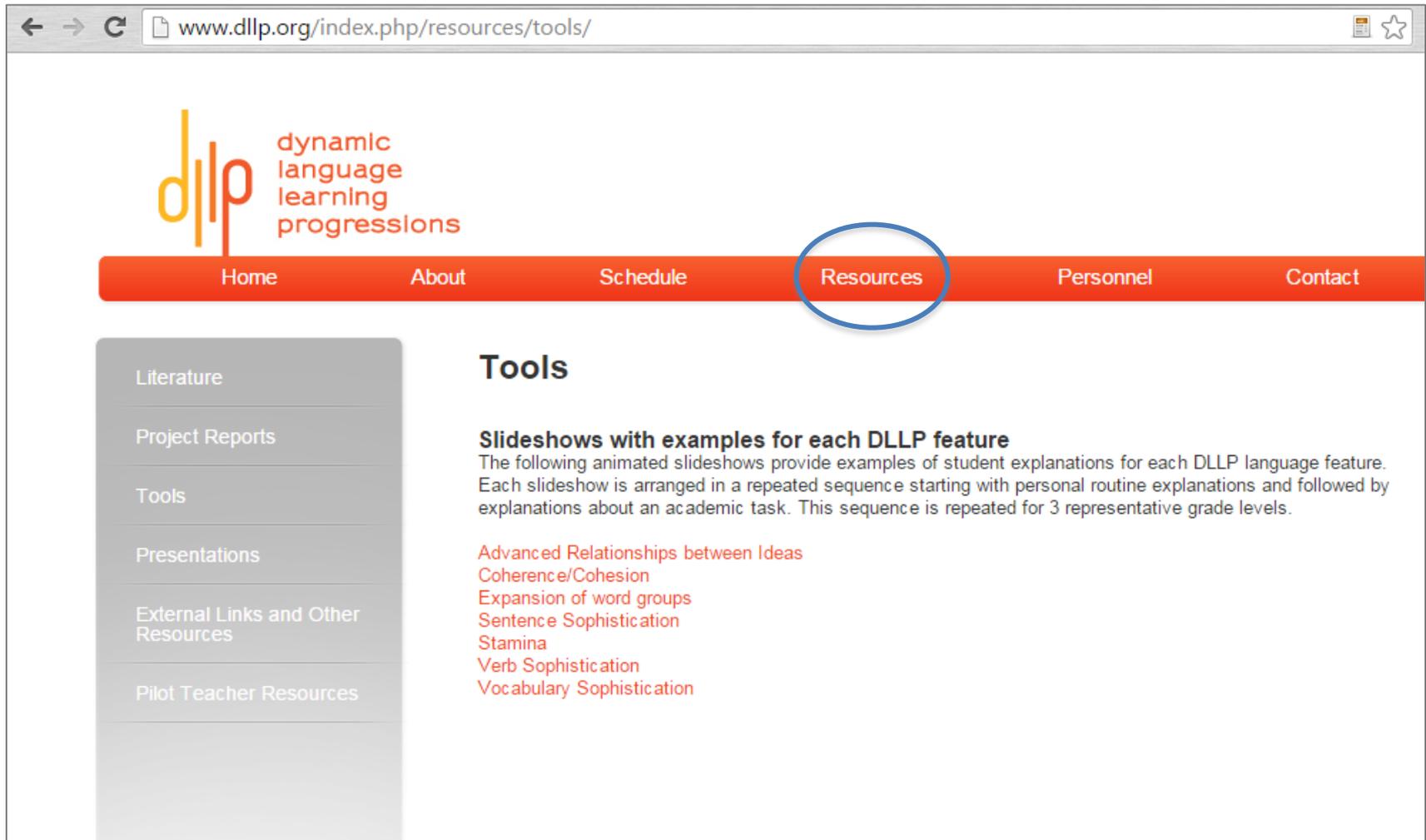
Student Outcomes

- Awareness of language learning status
- Contingent response to instruction/feed back

**Student
Language
Learning
Moves
Forward**

Resources

Visit DLLP.org



The screenshot shows a web browser window with the address bar displaying www.dllp.org/index.php/resources/tools/. The website header features the DLLP logo (dynamic language learning progressions) and a navigation menu with links for Home, About, Schedule, Resources, Personnel, and Contact. The 'Resources' link is circled in blue. On the left side, there is a vertical menu with options: Literature, Project Reports, Tools, Presentations, External Links and Other Resources, and Pilot Teacher Resources. The main content area is titled 'Tools' and contains a section for 'Slideshows with examples for each DLLP feature'. This section describes that the slideshows provide student explanations for each DLLP language feature in a repeated sequence. Below this, a list of features is provided: Advanced Relationships between Ideas, Coherence/Cohesion, Expansion of word groups, Sentence Sophistication, Stamina, Verb Sophistication, and Vocabulary Sophistication.

← → ↻ www.dllp.org/index.php/resources/tools/ ☆

dynamic language learning progressions

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Literature
Project Reports
Tools
Presentations
External Links and Other Resources
Pilot Teacher Resources

Tools

Slideshows with examples for each DLLP feature

The following animated slideshows provide examples of student explanations for each DLLP language feature. Each slideshow is arranged in a repeated sequence starting with personal routine explanations and followed by explanations about an academic task. This sequence is repeated for 3 representative grade levels.

- Advanced Relationships between Ideas
- Coherence/Cohesion
- Expansion of word groups
- Sentence Sophistication
- Stamina
- Verb Sophistication
- Vocabulary Sophistication

DLLP Resources

5 Sophistication of Topic Vocabulary

6 Sophistication of Topic Vocabulary

7 Sophistication of Topic Vocabulary

8 Sophistication of Topic Vocabulary

9 Sophistication of Topic Vocabulary

10 Sophistication of Topic Vocabulary

11 Sophistication of Topic Vocabulary

Sophistication of Topic Vocabulary

Academic task
EL
EO/P

Controlled Vocabulary Sophistication (EO/P):

*It's because it's less than the other **number**. **Two plus two plus two equals six. Three plus three equals six.***
[Can you tell him what to do to find out how many there are?]
Count them.

- Use of topic vocabulary **beyond the essential**, including one technical word

Not (yet) evident Emerging Developing **Controlled**

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EL K: Boy
EO/P K: Boy

Technical vocabulary = add; equals

Questions & Comments



For more information,
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