ACS VENTURES
BRIDGING THEORY & PRACTICE

Correspondence of Nebraska Academic Content Standards to the Nebraska English Language Proficiency Standards

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Introduction

The implementation of the Every Student Succeeds Act (ESSA, 2015) by the U.S. Department of Education (USDE) reauthorized the Elementary and Secondary Education Act (ESEA) and began requiring developed English Language Proficiency (ELP) standards to correspond (align) to the state academic content standards (ESSA, 2015). The Council of Chief State School Officers (CCSSO) designed an English Language Proficiency Development (ELPD) Framework to assist states with implementing the new requirement (CCSSO, 2012). This CCSSO Framework provides a protocol for states to follow as a process to assess how their specific academic content standards correspond to the ELP standards, the same ELP standards chosen by Nebraska.

ACS worked directly with Nebraska Department of Education (NDE) to design this correspondence study to ensure it provided the direct data and evidence necessary for the State to evaluate the connection between their ELP and academic content standards. This report provides a summary of the participants involved in the study, the approach used, the specific procedures followed during the workshop, and the results from the workshop.

Nebraska Standards and Correspondence Approach

The focus of this study was to identify the correspondence between the Nebraska ELP standards and the Nebraska academic content standards in English Language Arts (ELA), Mathematics, and Science. The content and structure of each set of standards is outlined below.

English Language Proficiency Standards

The ten ELP standards describe a set of language functions and language forms. The language functions describe what students *do* with language to accomplish content-specific tasks and language forms describe the grammar, vocabulary, and discourse specific to an academic content area. Students who are English learners (ELs) need to use both language functions and form to develop competencies in the academic practices (CCSSO, 2012). Table 1 displays the ELP standards organized in their relation to the academic content standards. Specifically, standards 1-7 encompass the necessary language required for ELLs to engage with the content-specific practices. Standards 8-10 are separated from the first seven standards because they focus on more of the micro-level linguistic features that are used to support the first set of standards.

Table 1. ELP21 Standards Organized in Relation to Participation in Content-Area Practices

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, 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.
8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
9	Create clear and coherent grade-appropriate speech and text.
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing.

The ELP standards can also be organized by modalities related to how English learners engage with their peers during academic content instruction. The three modalities used to group the ELA standards in an alternate organization are receptive, productive, and interactive. (see Appendix B)

Content Area Standards

English Language Arts

The Nebraska ELA Standards were redeveloped in 2014 and are organized within four domains: Reading, Writing, Speaking and Listening, and Multiple Literacies. Within each domain there are standards (total of 14) that represent the expectations for knowledge and skills. Furthermore, the expectations at each grade (or grade level) are detailed as indicators within each standard (K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12).

Mathematics

The Nebraska Mathematics Standards were redeveloped in 2015 and are organized within four categories: Number, Algebra, Geometry, and Data. Within each category, there are standards (total of 11) that are delineated at each grade (K, 1, 2, 3, 4, 5, 6, 7, 8, 9-11, 12-Advanced Topics). These expectations are further detailed with subsumed indicators under each standard. In addition, there are four overarching mathematics processes that represent the "interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts" (NDE 2015, p. 2).

Science

The Nebraska Science Standards were redeveloped in 2017 and are organized into 15 topic areas with specific standards delineated by grade (K, 1, 2, 3, 4, 5, 6, 7, 8, HS) noting that the number of standards at each grade ranges from 3 (K, 1, 2) to 15 (HS). Each standard is further delineated by subsumed indicators which "reflect the three-dimensions of science learning" (NDE 2017, p. 1) including:

- Science and engineering practices (8)
- Disciplinary core ideas (12)
- Crosscutting concepts (7)

Correspondence Study Components

The overall process for determining correspondence was designed through a collaborative effort between ACS and NDE and followed the English Language Proficiency Development (ELPD) Framework suggested by CCSSO. In this framework, the CCSSO recommended the term "correspond" be used to define the standards to standards relationship because the term had fewer technical connotations when compared the use of "alignment". For example, the ELP standards would *align* to the ELPD Framework, and *correspond* to the Nebraska academic content standards.

The framework provides four major components (CCSSO, 2012):

1. Foundations
2. Progression
3. Standards Match
4. Classroom Match

For this proposed study (i.e., evaluating correspondences), ACS focused on the third component of the framework; evaluating how well the ELP standards prepare students for engagement with the academic content standards. The Foundations and Progression components of this framework consist of verifying the ELP standards are grounded in theory that is appropriate to the specific developmental needs of English Learners. These components are fulfilled with the creation of sound, fully documented ELP standards (NDE & CCSSO,

2014). The fourth component, Classroom Match, is intended to be used in informing best practice of decision making at the classroom level.

The goal of this study was to identify the correspondence between the ELP Standards and each set of the Nebraska academic content area standards. This correspondence was documented by first identifying the practices within each set of academic content standards. Practices represent "behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content-area maturity and expertise throughout their elementary, middle, and high school years" (CCSSO, 2012, p.31). These practices represent the skills students use to engage with the content area standards and therefore provide a point to which the ELP Standards can be connected to the content area standards (see Figure 1). Therefore, the first step in this study process was to identify the practices within each subject area. In addition, the panelists had the opportunity to identify the connection among the practices across subject areas. The second step of this study was to identify the correspondence between the ELP standards and the practices. Finally, the ELA panel also directly identified the correspondence between the ELP Standards and the ELA Standards (indicated by dashed line in Figure 1).

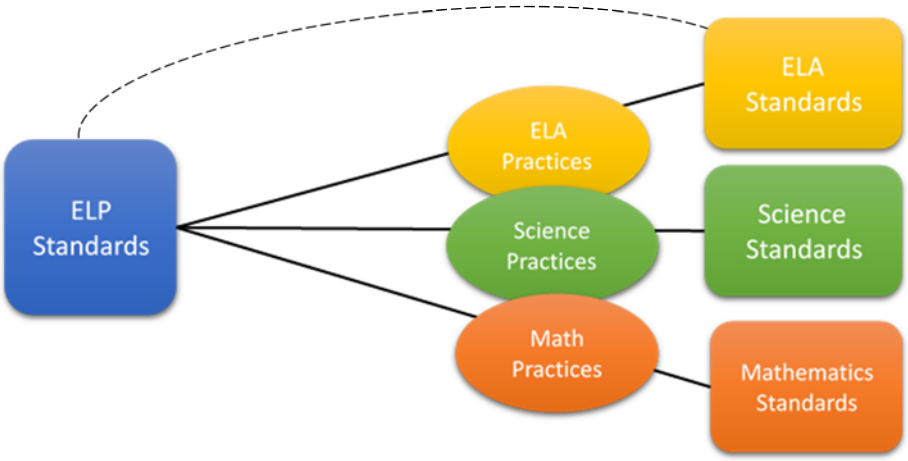


Figure 1. Conceptual Representation of Correspondence Identification

Workshop Design

Panelists

NDE recruited subject matter experts (SMEs) to serve as panelists for the study. Three panels were formed to provide the expert judgments that served as the foundation for this study. The selected panelists had experience working with the Nebraska content area standards, the English Language Proficiency standards, and/or with EL students. Each panel focused on one subject area (ELA, Math, or Science) and made judgements about the correspondence between their assigned content area standards and the ELP standards.

The demographic characteristics and qualifications of each panel are summarized in Table 2. The panelists had extensive experience in Nebraska academic content areas as well experience working with English learners. In addition to classroom teachers, the panels were representative of English Learner Specialists and curriculum and instruction experts. Additional details about the demographic information of the panelists can be found in Appendix A.

Table 2. Summary of Panelist Expertise and Experience

	ELA	Math	Science
Panelists	10	8	8
Nebraska School Districts Represented	9	6	4
Years of Experience (average)			
In Content Area	15	17	13
With EL students	13	12	12
Current Position			
Teacher	7	5	3
Curriculum / Instruction	1	0	1
English Learner Specialist	2	3	4

Study Process

The correspondence study was conduct via a series of virtual meetings and independent homework activities over three days. ACS was responsible for preparing all materials and facilitating the meeting (see Appendix C). ACS provided the SMEs with materials to review prior to the start of the meeting that included the following:

- Meeting agenda including an overview of the study and specifics about the activities included in each phase
- Online form to collect demographic information from each panelist
- ELP standards with grade-level detail
- Content Area Standards for subject area

The agenda for the workshop is included in Table 3. On the first day, all panelists were welcomed by ACS staff (Dr. Susan Davis-Becker, Russell Keglovits, and Kelley Wheeler) who explained the purpose of the meeting, reviewed the preparatory materials, the rules regarding security, and provided panelists with an orientation to the overall process and training on the specific judgements they were to make. ACS then reviewed the ELP standards and provided the panelists the opportunity to ask questions. The standards were presented in both the sequential organization (shown in Table 1) and as regrouped by modalities (shown in Appendix B).

Table 3. Agenda for the Correspondence Workshop

ELA Panel	Mathematics Panel	Science Panel
DAY 1 Meeting 1		
Welcome, Orientation, and Training		
Review ELP Standards		
Identify practices within ELA Standards	Review processes within Math standards, identify practices	Review practices within Science standards
DAY 1 Meeting 2		
Review identified practices and determine connection across subject areas Training on Identifying correspondence – including examples		
Homework #1		
Independently Identify correspondence between ELA practices and ELP standards	Independently Identify correspondence between Math practices (processes) and ELP standards	Independently Identify correspondence between Science practices and ELP standards
DAY 2 Meeting 3		
Review homework and consolidate to identify correspondences Training on identifying correspondence between standards	Review homework and come to consensus on correspondences Wrap up, complete eval survey	Review homework and come to consensus on correspondences Wrap up, complete eval survey
Homework #2 [ELA Only]		
Independently identify correspondences between ELP standards and Nebraska ELA Standards		
DAY 3 Meeting 4 [ELA Only]		
Review homework and consolidate to identify correspondences Wrap up, complete eval survey		

After reviewing the ELP standards, the panelists then split by academic content area and reviewed the Nebraska content area standards (K-12) specific to their group. After review, each group was asked to collaboratively identify the practices found throughout their academic content standards. Due to the variation in the academic content standards, each group had a different starting place:

- For the Nebraska Science standards, the practices (Science and Engineering Practices) had been identified within the design of the standards (NDE, 2017). The Science panel was asked to review each practice across the grade levels (as detailed in associated resources) and discussed how each practice integrates language knowledge and skills across years.

- For the Nebraska Mathematics standards, there are four processes that "reflect overarching processes that students should master as they work towards college and career readiness" (NDE, 2015, p. 2). The Mathematics panel was asked to review the language requirements inherent in each and how these

evolve year over year. From the processes, they collaborated to identify the underlying components (behaviors like the practices). During the panelist training, the Common Core State Standards (CCSS) for Mathematics mathematical practices were presented as an example of practices. The definitions of practices and processes as presented by the National Research Council and the Nebraska mathematics standards document respectively, were displayed, discussed, and summarized. Similarities and differences between the definitions were noted. Nebraska's definition of mathematical processes was judged to be distinct from practices with respect to notions of "clarifying expectations"; otherwise, these definitions express similar ideas.

- For the English Language Arts standards, the panel began with the four overarching standards from the Nebraska ELA academic content area, representing the themes of Reading, Writing, Speaking and Listening, and Multiple Literacies as well as the practices identified from the CCSS ELA during a previous close analysis of these standards (CCSSO, 2014). Although the Nebraska ELA standards are different than the CCSS ELA standards, these practices provided an additional resource for consideration as there are similar expectations in each set of standards. The panel reviewed the overarching standards along with the subsumed standards at each grade to detail and collaborate to define practices from the standards that that reflected the behaviors required for students to engage with the content.

After each panel identified the practices within their subject area and documented the detail as to what was included, the first meeting was concluded.

After a break, the full panel reconvened for Meeting 2. This meeting began with each panel sharing their practices, elaborating on the descriptions, and highlighting the differences within and between their practices. The ACS team then lead the panel in a discussion to identify the connections across the content areas (either by identifying similar practices between sets or where practices from one subject area connect to another content area) indicating where the language demands are similar or overlapping.

Once consensus on the overlap among practices was determined, the panelists were trained on making correspondence judgements for each of their identified practices. Specifically, for each practice in their content area they were first asked to identify the primary modality using the following definitions:

- **Receptive modalities**: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content to develop a personal reaction.
- **Productive modalities**: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.
- **Analytical modalities**: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops.

In addition, panelists were asked to identify which ELP Standards exemplify the language, knowledge, and skills required of an ELL to engage in that practice. After this meeting, each panelist received specific instructions to complete these two sets of ratings as a homework assignment before the next meeting the following day.

ACS consolidated the homework results for each subject area. On the second day, ACS hosted a third meeting where the panelists reconvened in their subject area panels to review their independent ratings of the (1) modality/modalities for each practice and (2) the correspondence between each practice and the ELP standards. Each ELP standard was categorized as having a strong, moderate, or weak/no connection using the following guidelines:

- **Strong connection**: The student needs this language knowledge or skill to engage with the practice in this content area
- **Moderate connection**: The student may be able to use this language knowledge or skill to engage with the practice in this content area (e.g., help but not required, can find examples but not common)
- **Weak/No connection**: The student will not likely use this language knowledge or skill to engage with the practice in this content area

The panelists were asked to engage in this discussion to come to consensus on each correspondence. After this, the Science and ELA panelists were given the opportunity to review the results from the CCSSO (2014) correspondence study that focused on the same ELP standards and similar practices (the same in Science, similar in ELA). Although there were differences in the practices (and/or how they are operationalized), this review allowed for an additional source of external information to be considered.

After completing the consensus discussions for the ELP Standard to Practice correspondence discussion, the Mathematics and Science panels concluded their work and completed an evaluation of the process. The ELA panel was provided training on their final task which was to identify the correspondence between the ELP standards and the Nebraska ELA standards. Specifically, they were to identify, for each Nebraska ELA standard, which ELP standards represented the knowledge and skills that students needed to engage with each ELA standard. Panelists were provided instructions to complete these ratings as a homework activity. The panelists were asked to begin with the grade-level they have the most experience with and indicate whether they believed there is correspondence between each ELA and ELP standard as applied in that grade-level. During the meeting following the homework, the panelists discussed the correspondence across grades. Some grade-specific notes are included in Appendix F, but there were no grade-specific findings that differed in "strong" correspondence. ACS consolidated the results of the homework ratings and presented them at the fourth virtual meeting. The panel discussed their ratings during this meeting an came to consensus on the correspondence between the two sets of standards. After this discussion, the ELA panel concluded their work and completed an evaluation of the process.

Results

The results are summarized by task within this section of the report. The tables within this section provide a summary of the results from which the major findings and conclusions are drawn. Details on each task, including the consensus ratings, can be found in Appendices D, E, and F.

Subject Area Practices

Each content area panel reviewed the standards in their area and identified the practices that represented behaviors developing students should increasingly use when they engage within the content. Then the panelists created descriptions of the language demands included in each identified practice. The identified practices are displayed in Table 4 and are detailed with their descriptions in Appendix D.

For ELA, the panelists began the process by reviewing the Nebraska ELA academic content standards. They analyzed the four overarching standards representing the themes of Reading, Writing, Speaking and Listening, and Multiple Literacies. In addition, the panelists decided to also include "Reasoning" and "Research" to the original themes to fully represent the practices expected from developing students. After the panelists added the two practices, they collaborated to write descriptions of the language demands found within the practices.

For Math, the panelists started by reviewing the four processes found in the Nebraska math academic content standards that "reflect overarching processes that students should master as they work towards college and career readiness." (NDE, 2015, p. 2). During their review, the panelists unpacked the processes and discussed whether they could also be represented as practices defined by the CCSSO (2012) document. The panel decided to use the provided processes as practices. They intentionally included specific pieces of evidence in the description of language demands that highlighted how the chosen practices represented the behaviors of developing students. These behaviors should mature and demonstrate an increase in expertise along the development continuum.

For Science, the panelists reviewed practices that had already been identified within the standards, due to their similarity to the NGSS Science and Engineering Practices. The panelists agreed that the provided practices are appropriate in reflecting the behaviors developing students should be increasingly engaging in. After discussion of how each practice is integrated across grade levels, the panelists wrote descriptions of the language demands required for a student to be successful in engaging with each practice.

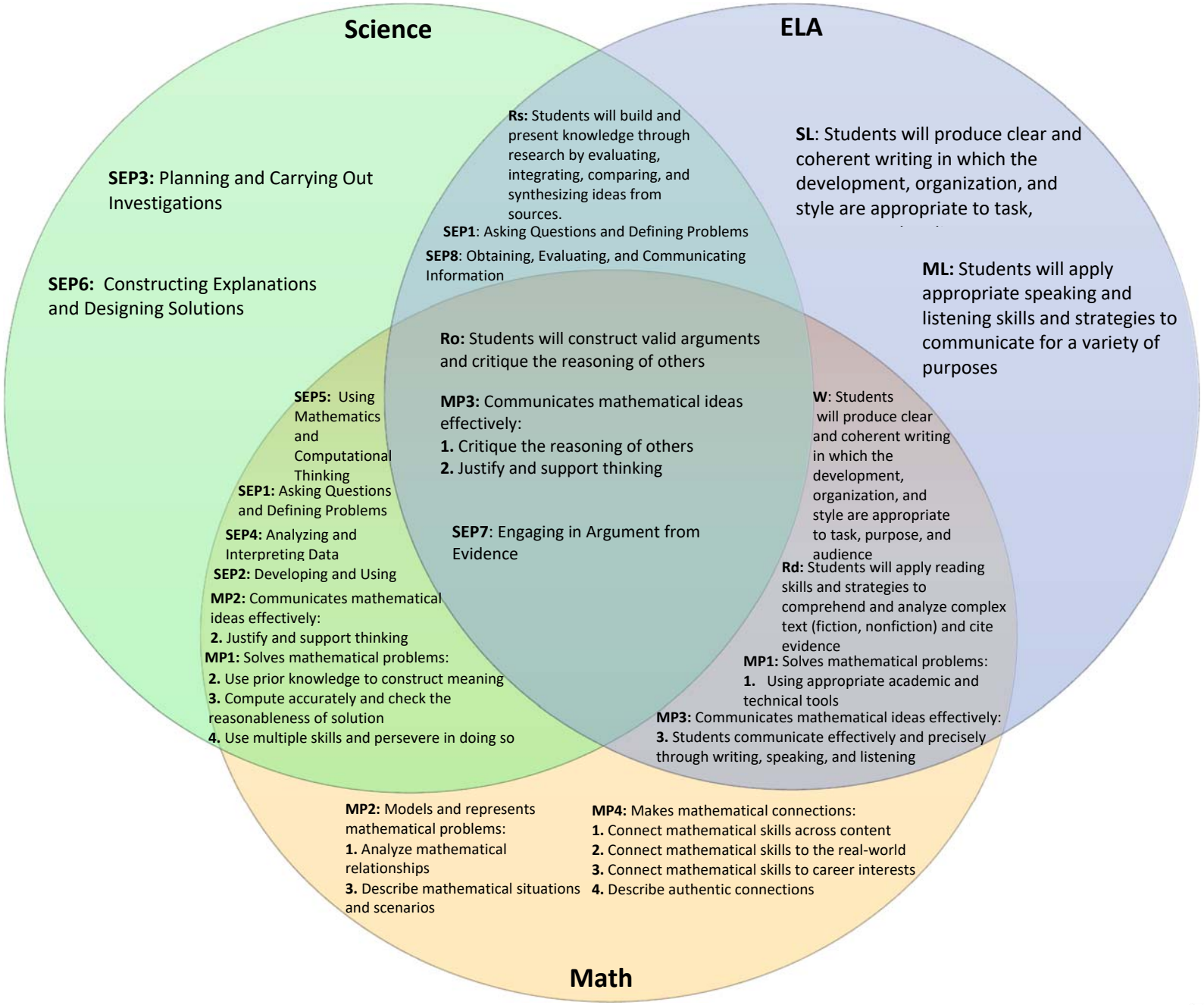
The full panel identified several ways in which the practices connected across content areas. These are detailed in Figure 2. Within the Figure, each practice is listed either within the independent part of the circle (indicating it does not have a strong connection to the other content areas) or within the area of overlap among the circles (indicating a connection to the knowledge and skills within one or two other content areas). The unpacking of the Mathematics processes is reflected in Figure 2 as subcategories of mathematical practices. The correspondence to other practices was determined based on these subcategories. For example, the third mathematical process describes critiquing the reasoning of others and justifying and supporting thinking. These concepts were judged to be common with ELA and Science; however, the process also expresses expectations regarding communicating effectively. This concept was judged to be common with ELA only.

The purpose of establishing and documenting these connections are to show the interrelatedness of some of the behaviors (see definition of 'practices' above) that students use when engaging in the content-area standards.

Table 4. Panelists Identified Nebraska Academic Content Area Practices

Subject Area/Practice
English Language Arts
Reading: Students will apply reading skills and strategies to comprehend and analyze complex text and cite evidence
Writing: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Speaking & Listening: Students will apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes
Multiple Literacies: Students will practice the norms of appropriate and responsible technology use
Reasoning: Students will construct valid arguments and critique the reasoning of others using evidence
Research: Students will build and present knowledge through research by evaluating, integrating, comparing, and synthesizing ideas from sources.
Mathematics
Solves mathematical problems: Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.
Models and represents mathematical problems: Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.
Communicates mathematical ideas effectively: Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.
Makes mathematical connections: Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.
Science
Asking Questions and Defining Problems
Developing and Using Models
Planning and Carrying Out Investigations
Analyzing and Interpreting Data
Using Mathematics and Computational Thinking
Constructing Explanations and Designing Solutions
Engaging in Argument from Evidence
Obtaining, Evaluating, and Communicating Information

Figure 2. Connections among Nebraska Academic Content Area Practices



Correspondence Between ELP Standards and Practices

Table 5 shows the consensus decisions as to which modality/modalities were relevant for each Practice. Specifically, an "x" in the table indicates the panel thought the modality was relevant to the specific practice with a strong connection. As noted from these results, each content area included engagement with each modality (receptive, productive, analytical/interactive). The full set of judgments for each panel are included in within Appendix D.

Table 5. Practices to Modalities Correspondence

	Modalities		
Practices	**Receptive**	**Productive**	**Analytical / Interactive**
ELA Practices			
R: Reading			x
W: Writing		x	
SL: Speaking & Listening	x	x	x
ML: Multiple Literacies	x	x	x
Ro: Reasoning	x		
Rs: Research	x		
Mathematical Practices			
MP1: Solves mathematical problems			x
MP2: Models and represents mathematical problems		x	x
MP3: Communicates mathematical ideas effectively	x		
MP4: Makes mathematical connections			x
Science and Engineering Practices			
SEP1: Asking Questions and Defining Problems	x	x	x
SEP2: Developing and Using Models		x	
SEP3: Planning and Carrying Out Investigations	x	x	
SEP4: Analyzing and Interpreting Data		x	x
SEP5: Using Mathematics and Computational Thinking		x	x
SEP6: Constructing Explanations and Designing Solutions		x	x
SEP7: Engaging in Argument from Evidence	x	x	x
SEP8: Obtaining, Evaluating, and Communicating Information	x	x	x

Table 6 indicates the consensus decisions as to which practices have a strong correspondence to the ELP standards. Standards 8, 9, and 10 are shaded to indicate their distinction from standards 1 – 7 because of their focus on the micro-level linguistic features that are used to support the first seven standards. As is shown from the results, each ELP standard corresponded to two or more practices within each subject area and each practice was conducted to two or more ELP standards. The full set of decisions for each panel are included in within Appendix E.

Table 6. Practices to ELP Standards Correspondence

Practices	1	2	3	4	5	6	7	8	9	10
ELA Practices										
R: Reading	X							X		
W: Writing		X	X	X		X	X		X	X
SL: Speaking & Listening	X	X	X	X		X	X	X	X	X
ML: Multiple Literacies	X				X					
Ro: Reasoning		X		X		X	X		X	X
Rs: Research	X		X		X		X	X	X	X
Mathematics Practices										
MP1: Solves mathematical problems	X							X		
MP2: Models and represents mathematical problems	X		X	X	X					
MP3: Communicates mathematical ideas effectively	X	X	X	X	X	X	X	X	X	X
MP4: Makes mathematical connections	X		X		X					
Science Practices										
SEP1: Asking Questions and Defining Problems	X	X	X				X	X	X	X
SEP2: Developing and Using Models		X	X	X			X	X	X	X
SEP3: Planning and Carrying Out Investigations		X			X		X		X	X
SEP4: Analyzing and Interpreting Data	X	X	X	X			X	X	X	X
SEP5: Using Mathematics and Computational Thinking	X						X	X	X	X
SEP6: Constructing Explanations and Designing Solutions	X		X	X	X		X	X	X	X
SEP7: Engaging in Argument from Evidence	X	X		X		X	X	X	X	X
SEP8: Obtaining, Evaluating, and Communicating Information	X	X	X	X	X		X	X	X	X

ELA Standards to ELP Standards

Table 7 shows the correspondence identified as strong between the Nebraska ELA Standards and the ELP Standards. Those connections mark with an "X" indicate a strong correspondence across the grade levels. Similar to Table 6, standards 8, 9, and 10 are shaded to indicate their distinction from standards 1 – 7 because of their focus on the micro-level linguistic features that are used to support the first seven standards. As shown from these results, each ELA standard corresponded to one or more of the ELP standards and each ELP standard corresponded to five or more of the ELA standards. In addition, the panel identified some moderate connections and some that would be task dependent. These detailed findings (e.g., specifics at some grade levels, moderate connections) are included in Appendix F.

Table 7. ELA Standards to ELP Standards Correspondence

	1	2	3	4	5	6	7	8	9	10
LA X.1.1 Concepts of Print	X									
LA X.1.2 Phonological Awareness	X									
LA X.1.3 Word Analysis	X							X		
LA X.1.4 Fluency	X							X		
LA X.1.5 Vocabulary	X	X	X	X				X		
LA X.1.6 Comprehension	X							X		
LA X.2.1 Writing Process		X	X	X	X		X		X	X
LA X.2.2 Writing Modes		X	X	X	X	X	X		X	X
LA X 3.1 Speaking		X	X	X	X	X	X		X	X
LA X 3.2 Listening	X	X				X		X		
LA X 3.3 Reciprocal Communication		X				X	X		X	X
LA X 4.1 Information Fluency	X	X	X	X	X	X	X	X	X	X
LA X 4.2 Digital Citizenship	X	X			X		X			X

Panelist Evaluations

The panelist evaluation results are shown in Table 8. Overall, each subject area panel thought the meeting was successful (drafting and reviewing practices, identifying correspondence between the ELP Standards and Practices) and the right amount of time was generally allocated to each task. Several ELA panelists noted that more time could be allocated to the final meeting. Additionally, panelists could provide comments which are included in Appendix G.

Table 8. Evaluation Questions and Responses by Panel

Questions	Response Counts by Panel		
1. How well do you feel the pre-meeting work (review of standards) prepared you for the tasks in the workshop?			
	Very well	*Somewhat*	*Not very well*
Math	7	0	0
Science	4	4	0
ELA	8	3	0
2a. Success of Meeting 1: Drafting practices			
	Very successful	*Somewhat successful*	*Not very successful*
Math	7	1	0
Science	6	2	0
ELA	11	0	0
2b. Success of Meeting 2: Reviewing practices to identify the connections across content areas			
	Very successful	*Somewhat successful*	*Not very successful*
Math	8	0	0
Science	5	3	0
ELA	11	0	0
2c. Success of Homework: Identifying correspondence between the ELP Standards and the Practices			
	Very successful	*Somewhat successful*	*Not very successful*
Math	5	0	0
Science	6	2	0
ELA	8	3	0
2d. Success of Meeting 3: Consensus on the correspondence between the ELP Standards and the Practices			
	Very successful	*Somewhat successful*	*Not very successful*
Math	8	0	0
Science	5	3	0
ELA	11	0	0
2e. Success of Homework 2: Identifying the correspondence between the ELP Standards and the Nebraska ELA Standards			
	Very successful	*Somewhat successful*	*Not very successful*
ELA	6	5	0

Questions	Response Counts by Panel		
2f. Success of Meeting 4: Reviewing the homework results to come to consensus on the correspondence between the ELP Standards and the Nebraska ELA Standards			
	Very successful	*Somewhat successful*	*Not very successful*
ELA	10	1	0
3a. Time Allocated to Meeting 1: Drafting practices			
	More than enough time	*Right amount of time*	*Not enough time*
Math	0	8	0
Science	3	5	0
ELA	3	8	0
3b. Time Allocated to Meeting 2: Reviewing practices to identify the connections across content areas			
	More than enough time	*Right amount of time*	*Not enough time*
Math	0	8	0
Science	2	6	0
ELA	0	11	0
3c. Time Allocated to Homework: Identifying correspondence between the ELP Standards and the Practices			
	More than enough time	*Right amount of time*	*Not enough time*
Math	2	6	0
Science	2	6	0
ELA	0	11	0
3d. Time Allocated to Meeting 3: Coming to consensus on the correspondence between the ELP Standards and the Practices			
	More than enough time	*Right amount of time*	*Not enough time*
Math	0	7	1
Science	2	6	0
ELA	0	11	0
3e. Time Allocated to Homework 2: Identifying the correspondence between the ELP Standards and the Nebraska ELA Standards			
	More than enough time	*Right amount of time*	*Not enough time*
ELA	0	10	1
3f. Time Allocated to Meeting 4: Reviewing the homework results to come to consensus on the correspondence between the ELP Standards and the Nebraska ELA Standards			
	More than enough time	*Right amount of time*	*Not enough time*
ELA	0	7	4

Study Evaluation and Validity Evaluation

To evaluate this study, we applied the validation framework suggested by Davis-Becker and Buckendahl (2013). This framework was designed for alignment activities but is relevant to the correspondence tasks in this study. Within this framework, the authors suggested four sources of evidence that should be considered in the validation process: procedural, internal, external, and utility. Threats to validity observed in these areas should mitigate policymakers' judgments regarding the usefulness of the results and the validity of the interpretation. Evidence within each of these areas from this study is discussed here.

Procedural

Procedural evidence for the Nebraska Correspondence study can be drawn from the process for panelist selection and qualifications, methodology, application of the methodology, and panelists' perspectives about the implementation of the methodology. For this study, the recruited panel included experienced educators working with EL students and in the identified subject areas from across the state. The correspondence judgmental process was designed to gather the information outlined by CCSSO (2012) which reports out on the correspondence between the ELP standards and similar academic content standards (CCSS in ELA and Mathematics, NGSS in Science). The results of the evaluation indicate the panelists though the process was executed well and they were able to apply their subject matter expertise to the task.

Internal

The internal evidence for correspondence studies can be evaluated by examining the consistency of panelists' ratings and the convergence of the recommendations. For this study, the rating tasks and decision rules were based on agreement/consensus judgments and each of the panels were consistently able to reach consensus judgments for each of the tasks assigned to them. Although the results should not be interpreted as unanimous support for every judgment by the panelists, the panelists worked well together in evaluating differences of opinion to calibrate amongst themselves on each judgmental task and to determine the most appropriate consensus judgment. In addition, their evaluation ratings suggested they were confident in the results and for the consensus activities this includes the known final judgments on correspondence.

External

External evidence is often the most difficult to obtain as it requires examining the results across multiple sources either within the study or outside of the study. In this instance, the external evidence can be drawn from incorporating the design and relevant results from the previous correspondence study. The previous study conducted using this framework for evaluation (CCSSO, 2014) was conducted with the same ELP standards and similar content area standards. The panelists had not seen these results prior to the study but were shown the relevant results after the consensus discussions. Therefore, these were incorporated for consideration, but panelists were not required to match these results.

Utility

Evidence of utility is based largely on the extent to which these results can be used to meet the peer review requirements for showing the correspondence between the ELP and content area standards. The evidence documented in this report shows extensive correspondence between the ELP standards and practices within the ELA, Mathematics, and Science content area standards. We believe that the summative results from the study provide the evidence necessary for Nebraska to move forward with the use of the ELP standards to help prepare English Learners for engagement with these content area standards.

Summary

This report detailed the methods and criteria used to identify the correspondence between the Nebraska ELP standards and the Nebraska content area standards in English Language Arts, Mathematics, and Science. This was accomplished by having Nebraska subject matter experts (1) identify the practices within each content area and (2) determine which ELP standards represented the language functions necessary to engage in these

practices (behaviors) underlying the content area standards. In addition, a further review was conducted by the ELA panel who detailed the specific correspondence between the ELP standards and each of the overarching ELA standards.

The results of this work include a series of each practices for each subject area that cover the receptive, productive, and analytical/interactive modalities. There was overlap among the practices across subject areas highlighting the connections in the key behaviors that students use to engage with each set of content area standards. Each of the ELP standards was connected to one (or more) of the practices within each subject area and each practice corresponded to one or more of the ELP standards. This correspondence was further detailed when looking at the ELA standards and how the ELP standards prepared students to engage with the language standards.

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Appendix A: Demographic Information of Panelists

Name	Panel	Current Position	School / District
Tracy Garvey	ELA	Newcomer/EL Middle School Teacher	South Sioux City Community Schools
Mandy Bowen	ELA	ELA teacher 6-8th grades	HTRS
Anne M. Hubbell	ELA	English Learner Specialist	Nebraska Department of Education (in August)
Peggy Tramontina	ELA	High School ELL Teacher	South Sioux City Community School District
Megan Legenza	ELA	9th grade English, 7-12 EL	Lakeview Community Schools
Becky Nielsen	ELA	Teacher - 1st Grade Dual Language	Fremont Public Schools
Barbara Chantry	ELA	EL Teacher	Omaha Public Schools
Stephanie Frankforter	ELA	K-5 EL Curriculum & Instruction Specialist	Grand Island Public Schools
Lisa Schonhoff	ELA	EL Teacher/Coordinator	Bennington Public Schools
Kelly Kalkwarf	Math	K-12 English Learners	Wilber-Clatonia
Michelle Tinant	Math	6th math teacher	Valentine Community Schools
Alisa Grim	Math	6-12 EL Curriculum & Instructional Specialist	Grand Island Public Schools
Miranda LaBrie	Math	4th grade classroom teacher	Fremont Public Schools
Jen Wickard	Math	Secondary EL Teacher Leader	Lincoln Public Schools
Michelle Meyer	Math	Elementary EL teacher	Omaha Public Schools
		4th grade classroom teacher	Fremont Public Schools
Cheryl Sparks	Math	EL Lead teacher	OPS
Virginia Yuhas	Math	Lead Math Teacher	OPS
Suzy Foley	Science	High School Science Teacher	Madison Public Schools
Heather Dreibus	Science	science instructional coach	Omaha Public Schools
Pam Erixon	Science	District ELL Support Specialist	Millard Public Schools
Barbara Brimmerman	Science	EL Department Chair	Omaha Public Schools
Heather Traxler	Science	teacher	Omaha Public Schools
Alexis McClure	Science	K-12 EL	Wisner-Pilger Public Schools
Kelli Sheets	Science	EL Coordinator/Teacher	North Platte Public School District
Carrie Cunningham	Science	EL Teacher Leader	Omaha Public Schools

Appendix B: Nebraska ELP Standards Organized by Modality

Table B.1 ELP Standards Organized in Relation to the Modalities

Modalities	Corresponding ELP Standards
Receptive modalities: This mode refers to the learner as a reader or listener / viewer working with 'text' whose author or deliver is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction.	**1.** construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
	8. determine the meaning of words and phrases in oral presentations and literary and informational text
Productive modalities: The mode places the learner as a speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.	**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
	7. adapt language choices to purpose, task, and audience when speaking and writing
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as a language proficiency develops**.**	**2.** participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions **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

(Standards 9 and 10 convey the linguistic structures of English and are depicted in relation to the CCSS for ELA Language domain)

Appendix C: Study Materials

Advance Materials


Panelist Advance Instructions


NE ELP Standards.pdf


NE ELA Standards.pdf


NE Math Standards.pdf


NE Science Standards.pdf

Virtual Meeting Materials


Training Presentation.pdf


ELA Homework #1.pdf


Math Homework #1.pdf


Science Homework #1.pdf


ELA Homework #2 .pdf

Appendix D: Practices by Subject Area

Tables D.1, D.2, and D.3 include the practices identified by subject area along with detail as to what is included in each.

Table D.1 ELA Practices and Descriptions

Practice	Description
Reading: Students will apply reading skills and strategies to comprehend and analyze complex text and cite evidence	Develop foundational literacy skills including vocabulary, phonemic awareness, fluency, orthography (orthographic mapping, study of spelling) to construct meaning from text. Examples of reading strategies: synthesis, inference, prediction, questioning, context clues, visualizing, annotating, close reading
Writing: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Develop foundational writing skills (may use supports) using sentence fluency, modes of writing, text structure, audience, graphic organizers Writing process: brainstorming, organizing, writing, revising Grammar: punctuation, conventions, word choice, structure
Speaking & Listening: Students will apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes	Foundational listening – following basic directions Clarifying (paraphrasing) and questioning Building on an idea Wait time, polite conversation, respectfully agree and disagree, appropriate tone Often taught through modeling for the students, social cues
Multiple Literacies: Students will practice the norms of appropriate and responsible technology use	Aware of digital footprint Responsible use of technology to engage with society Digital tools
Students will construct valid arguments and critique the reasoning of others using evidence	May be in writing or speaking Work with peer feedback
Students will build and present knowledge through research by evaluating, integrating, comparing, and synthesizing ideas from sources.	Source examples: data, texts, media, databases, and interviews, text features (graphs, graphical representations of data). May create/communicate through various formats: speech, text, web-based format

Table D.2 Mathematics Practices and Descriptions

Practice	Description

Solves mathematical problems: Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.	• Using appropriate academic and technical tools
	  o Academic tools: Read and understand the problem (key terms, interpret)
	  o Determine strategy for solving problem
	  o Technical tools: calculator, ruler, compass, reference sheet, manipulative tools, number lines, for example
	• Use prior knowledge to construct meaning
	• Compute accurately and check the reasonableness of solution
	• Use multiple skills and persevere in doing so
	  o critical thinking
	  o reasoning
	  o creativity
	  o innovation

Models and represents mathematical problems: Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.	• Analyze mathematical relationships • Create a mathematical model • Describe mathematical situations and scenarios
Communicates mathematical ideas effectively: Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.	• Critique the reasoning of others • Justify and support thinking • Students communicate effectively and precisely through writing, speaking, and listening
Makes mathematical connections: Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.	• Connect mathematical skills across content areas • Connect mathematical skills to the real-world • Connect mathematical skills to career interests • Describe authentic connections

Table D.3 Science Practices and Descriptions

Practice	Description
Asking Questions and Defining Problems	Knowledge of vocabulary required to ask a question (Who, what, when, why, where) General knowledge of question sentence structure Ability to use prompt to know which questions should be asked Engaging in conversation to help find answers / elicit more questions
Developing and Using Models	Understanding what is considered a "model" and how to interpret the data presented by the model Ability to understand what they are being asked to model and how to discuss findings from model Ability to evolve understanding / make revisions of model
Planning and Carrying Out Investigations	Ability to understand directions and procedures Ability to sequence steps for investigation Can construct explanations using data (graphing, writing, speech) Can make predictions based on background knowledge
Analyzing and Interpreting Data	Ability to analyze different sets of data and describe what information is being given Understand multiple ways data can be represented and be able to present he data in multiple ways (qualitative / quantitative), Can identify / describe patterns in data Ability to understand number sense with data
Using Mathematics and Computational Thinking	Ability to understand what is being represented by a formula Ability to explain (writing, speaking, proofs) what they are computing and why Ability to understand a graphic / model as presented to them Uses number sense to understand a problem
Constructing Explanations and Designing Solutions	Ability to summarize findings (written, speaking, in graphics) Ability to justify chosen solutions (use research, data, evidence, the why) Ability to create and justify chosen solution using evidence
Engaging in Argument from Evidence	Can gather data and discern reputable sources Ability to understand academic knowledge needed to support claim Ability to present oral or written argument using appropriate evidence
Obtaining, Evaluating, and Communicating Information	Ability to gather appropriate resources during research. Can communicate data with the appropriate method (speech, written, model, graphics) Ability to combine "like" information from multiple resources Compare / contrast various sources for "better" information Can connect information to real-world problems Ability to read grade-level, complex text, and content specific material that is appropriate for data collection

Appendix E: Correspondence Between Practices and ELP Standards – Detailed Results

Within each table below, strong correspondences are identified by Green cells whereas moderate correspondences are identified by Yellow.

English Language Arts

	Reading: Students will apply reading skills and strategies to comprehend and analyze complex text and cite evidence	Writing: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Speaking & Listening: Students will apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes	Multiple Literacies: Students will practice the norms of appropriate and responsible technology use	Students will construct valid arguments and critique the reasoning of others using evidence	Students will build and present knowledge through research by evaluating, integrating, comparing, and synthesizing ideas from sources.
Modalities						
Interactive / Analytical task	Moderate - to show understanding	Various modes of writing (e.g., chat), revising via feedback, writing process	Strong - Using S&L together, interactive communication	Chat, interactive communication online	Strong	Strong
Productive Language Function	Moderate - to show understanding	Strong	Depends on the task (e.g., delivering a speech) - Speaking	Digital footprint, posting	Construct valid arguments	Generate and present research
Receptive Language Function	Strong	Moderate	Depends on the task (e.g., listening) - Listening	Evaluate what one reads online	Critique the reasoning of others	Build knowledge by Evaluate, integrate, compare
ELP Standards						
1. construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Strong		Strong	Strong	Moderate - may construct meaning to engage in arguments and critique (but may not)	Strong
2. participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions		Strong	Strong	Moderate - chat, post/comment communication	Strong	Moderate - depends on the task

	3. speak and write about grade-appropriate complex literary and informational texts and topics		Strong	Strong		Moderate - may be about a complex target	Strong
	4. construct grade-appropriate oral and written claims and support them with reasoning and evidence		Strong	Strong		Strong	Moderate - depends on the task (e.g., Informational does not require claims)
	5. conduct research and evaluate and communicate findings to answer questions or solve problems	Moderate	Moderate	Moderate	Strong	Moderate - some arguments do not come from research but some are based on research	Strong
	6. analyze and critique the arguments of others orally and in writing		Strong	Strong		Strong	Moderate - depends on the task (e.g., some research does not require analysis)
	7. adapt language choices to purpose, task, and audience when speaking and writing		Strong	Strong	Moderate - posting on social media, appropriate wording/tone for emails	Strong	Strong
	8.determine the meaning of words and phrases in oral presentations and literary and informational text	Strong		Strong		Moderate - May depend on task (e.g., topic of argument or language acquisition levels,)	Strong
	9. create clear and coherent grade-appropriate speech and text		Strong	Strong		Strong	Strong
	10. make accurate use of standard English to communicate in grade-appropriate speech and writing		Strong	Strong		Strong	Strong

		Solves mathematical problems: Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.	**Models and represents mathematical problems**: Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.	**Communicates mathematical ideas effectively**: Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.	**Makes mathematical connections**: Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.
Modalities					
	Interactive/Analytical		Describe mathematical situations and scenarios - Moderate (not a two-way communication)	7 - Strong (students must first receive and produce before they interact)	5 - Describe authentic connections (may include two-way communication) - Moderate
	Productive	Compute accurately and check the reasonableness of solution - Moderate	Create a mathematical model - Strong	6 - Moderate	5 - Describe authentic connections; Connect mathematical skills to career interests - Moderate
	Receptive	Strong	Describe mathematical situations and scenario - Strong	5 - Moderate	5 - Connect mathematical skills across content areas; Connect mathematical skills to the real-world; Connect mathematical skills to career interests - Strong
ELP Standards					
	1. construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	8 - Use prior knowledge to construct meaning - Strong	8 - Create a mathematical model - Strong	7 - Strong	7 - Describe authentic connections - Strong

	2. participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			7 - Strong	
	3. speak and write about grade-appropriate complex literary and informational texts and topics	4 - Use prior knowledge to construct meaning - Moderate	6 - Describe mathematical situations and scenarios - Strong	7 - Strong	7 - Strong
	4. construct grade-appropriate oral and written claims and support them with reasoning and evidence		6 - Describe mathematical situations and scenarios - Strong	8 - Justify and support thinking - Strong	
	5. conduct research and evaluate and communicate findings to answer questions or solve problems	4 - Use prior knowledge to construct meaning - Moderate	6 - Analyze mathematical relationships; Create a mathematical model - Strong	7 - Justify and support thinking - Strong	6 - Describe authentic connections; Connect mathematical skills to career interests - Strong
	6. analyze and critique the arguments of others orally and in writing			8 - Critique the reasoning of others - Strong	
	8.determine the meaning of words and phrases in oral presentations and literary and informational text	6 - Using appropriate academic and technical tools: Academic tools: Read and understand the problem (key terms, interpret) - Strong	6 - Analyze mathematical relationships - Moderate	7 - Students communicate effectively and precisely through writing, speaking, and listening - Strong	6 - Describe authentic connections - Moderate
	9. create clear and coherent grade-appropriate speech and text		6 - Describe mathematical situations and scenarios - Moderate	7 - Students communicate effectively and precisely through writing, speaking, and listening - Strong	7 - Describe authentic connections - Moderate
	10. make accurate use of standard English to communicate in grade-appropriate speech and writing		7 - Describe mathematical situations and scenarios - Moderate	8 - Students communicate effectively and precisely through writing, speaking, and listening - Strong	8 - Describe authentic connections - Moderate

Science

	Asking Questions and Defining Problems	Developing and Using Models	Planning and Carrying Out Investigations	Analyzing and Interpreting Data	Using Mathematics and Computational Thinking	Constructing Explanations and Designing Solutions	Engaging in Argument from Evidence	Obtaining, Evaluating, and Communicating Information
Modalities								
Interactive/Analytical	Strong	Moderate	Strong	Moderate	Moderate	Moderate	Strong	Strong
Productive	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong
Receptive	Strong	Moderate	Moderate	Strong	Strong	Strong	Strong	Strong
ELP Standards								
1. construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Strong	Moderate	Moderate	Strong	Strong	Strong	Strong	Strong
2. participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Strong	Strong	Strong	Strong		Moderate	Strong	Strong
3. speak and write about grade-appropriate complex literary and informational texts and topics	Strong	Strong		Strong		Strong	Moderate	Strong
4. construct grade-appropriate oral and written claims and support them with reasoning and evidence		Strong		Strong	Moderate	Strong	Strong	Strong
5. conduct research and evaluate and communicate findings to answer questions or solve problems			Strong		Moderate	Strong		Strong
6. analyze and critique the arguments of others orally and in writing	Moderate				Moderate		Strong	Moderate
7. adapt language choices to purpose, task, and audience when speaking and writing	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong

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

Appendix F: Correspondence between ELP and ELA Standards – Detailed Results

The table below show the full results of the correspondence between the ELP Standards and ELA standards. The designation of "(td)" indicates the panel felt the connection was task dependent.

	1	2	3	4	5	6	7	8	9	10
LA X.1.1 Concepts of Print	Strong							Moderate		
LA X.1.2 Phonological Awareness	Strong (based language acquisition)							Moderate		
LA X.1.3 Word Analysis	Strong							Strong	Moderate (td)	Moderate (td)
LA X.1.4 Fluency	Strong							Strong		
LA X.1.5 Vocabulary	Strong	Strong	Strong	Strong		Moderate		Strong	Moderate	Moderate
LA X.1.6 Comprehension	Strong	Moderate (td)	Moderate (td)		Moderate (td)		Moderate (td)	Strong	Moderate (td)	Moderate (td)
LA X.2.1 Writing Process	Moderate (td)	Strong	Strong	Strong	Strong	Moderate (td)	Strong		Strong	Strong
LA X.2.2 Writing Modes	Moderate (td)	Strong	Strong	Strong	Strong	Strong	Strong	Moderate (td)	Strong	Strong
LA X 3.1 Speaking		Strong	Strong	Strong	Strong	Strong	Strong		Strong	Strong
LA X 3.2 Listening	Strong	Strong	Moderate (K & 1)	Moderate (K & 1)	Moderate (K & 1)	Strong		Strong		
LA X 3.3 Reciprocal Communication	Moderate (td)	Strong	Moderate (td)	Moderate (td)	Moderate	Strong	Strong		Strong	Strong
LA X 4.1 Information Fluency	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong
LA X 4.2 Digital Citizenship	Strong	Strong			Strong	Moderate (td)	Strong		Moderate (td)	Strong

Appendix G: Panelist Evaluation Comments

	Panelist Comments
1.	My only constructive feedback would be that maybe the presenters could go over each of the modalities a little bit more before the homework. It seemed there was a little bit of confusion on the modalities themselves, but once we talked it over as a panel today it made more sense. Otherwise it was a very productive and worthwhile experience. Thank you for the opportunity!
2.	Everything was very organized and well presented. Russ did a great job of engaging participants in discussion. Technology worked great! Thanks for showing us what online learning and participation can look like! Thanks Allyson for this opportunity!
3.	I really enjoyed our collaboration and time together. Thank you for allowing me to participate!
4.	I really enjoyed this process and am grateful for the opportunity. I thought everyone worked well together and maintained a high level of professionalism.
5.	It was great PD. Russ did a great job keeping us on track, giving wait time with questions as well as good open questions to lead the team and discussion.
6.	My only constructive feedback would be that maybe the presenters could go over each of the modalities a little bit more before the homework. It seemed there was a little bit of confusion on the modalities themselves, but once we talked it over as a panel today it made more sense. Otherwise it was a very productive and worthwhile experience. Thank you for the opportunity!
7.	My only constructive feedback would be that maybe the presenters could go over each of the modalities a little bit more before the homework. It seemed there was a little bit of confusion on the modalities themselves, but once we talked it over as a panel today it made more sense. Otherwise it was a very productive and worthwhile experience. Thank you for the opportunity!
8.	A nicely organized and prepared process for the alignment project
9.	I thought that it was well organized. Each session seemed to be just the right amount of time. Kelley was knowledgeable leader and she explained the expectations well.
10.	It was well-prepared. Kelley allowed us to share our expertise and at the same time kept the process on track. I felt like my time was put to good use.
11.	Thank you Susan for all your work with putting the data together and for keeping the conversation on track and going. I enjoyed working with you!
12.	I was very impressed with the structure and organization of this workshop. Susan was a great facilitator and the work was manageable. I think this is because of the behind the scenes organization! It was a very pleasant and rewarding experience. I think we will have a great product from our work together. Thank you - Anne Hubbell
13.	Thank you Susan for being so organized and helpful. You did a wonderful job of keeping us moving and on task without swaying us to think a certain way. You stayed neutral and unbiased while we discussed the standards and topics. The last part of ELA was very difficult. Maybe a little practice with one standard, prior to assigning the homework would have helped. I think I confused myself as I started the homework, even though I thought I knew what to do. Even trying one on a break then discussing it before turing us loose might have helped. Overall the study was fantastic. I cannot wait for the results. Your team really made the process stress free and manageable. We did accomplish so much!
14.	Thank you to all! I really enjoyed myself. I came to the panel with probably the least amount of ELP knowledge, but I gained so much.
15.	This was a very enjoyable and knowledgeable group to work with. It was good for me to review and deepen my understanding of the connection between the Standards. Thanks!
16.	1. I thought it was fascinating how you worked with the information and coming to consensus. 2. As already stated in the discussion, I felt the ELA Homework #2 question was not the basis on which people were making their actual judgements so that got a bit muddy for me. Still not sure if it was me or the question. 3. So interesting and helpful to hear and learn from everyone on the panel. I really appreciated the experience and the skillful leadership. Thank you and good luck!
17.	I learned so much! It was my first time really diving into the standards with others. After working in Kansas City and then being a stay at home mom for six years, this is exactly what I needed!