

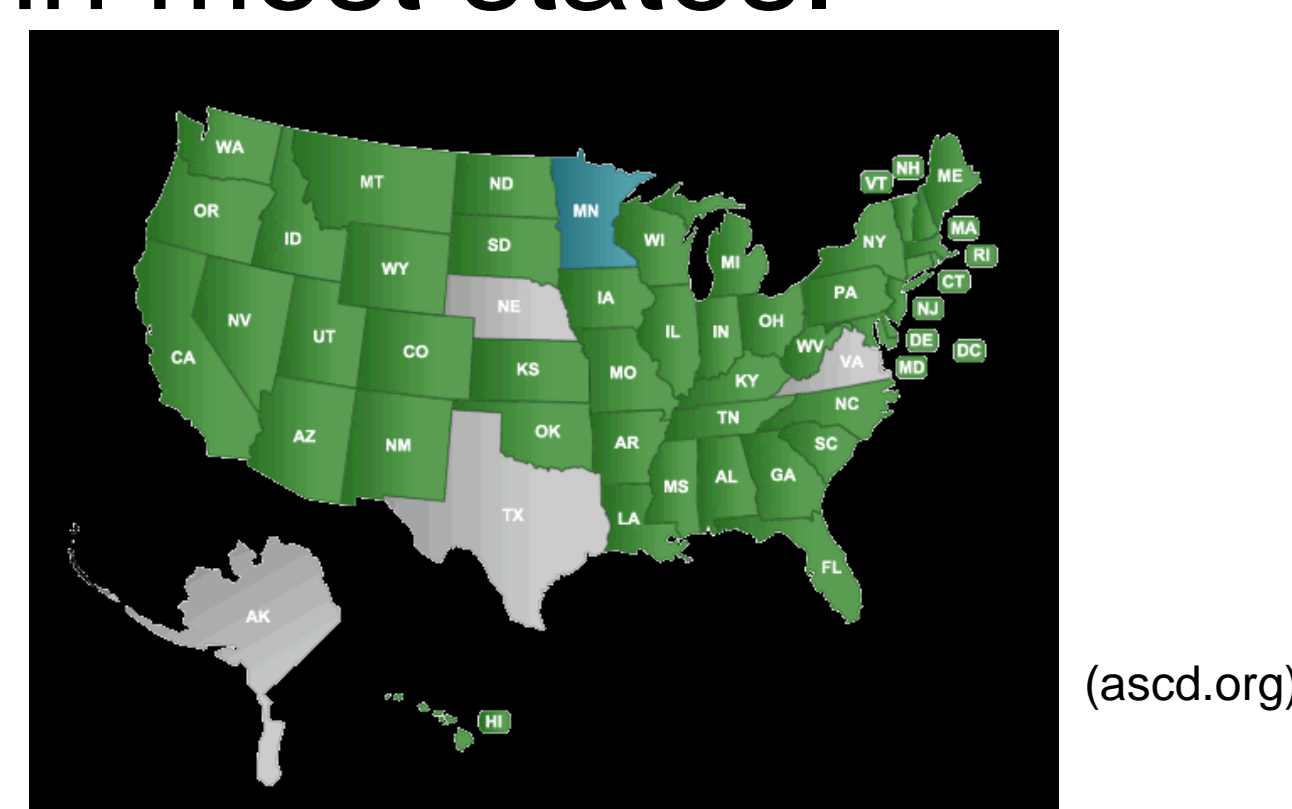
Common Core State Standards and English Learners: Changes in Content, Assessments, and Strategies

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Content

The CCSS attempt to raise the expectations for all students in America in Mathematics and English/Language Arts, and was made to raise the bar for the nation so that students are able to compete on a universal level. It is being implemented in most states.



English/ Language Arts:

- Reading as much nonfiction as fiction
- More complex material
- Emphasis on academic language

Mathematics:

- Spend more time on less content
- Understand how and why the math works
- Apply it to real life situations

Academic Language

Academic language is the type of language that is used in an academic setting rather than a social setting. This should be taught for all students, especially ELs, in order to help them succeed in:

- Understanding lecture and text meaning
- Being able to recognize affixes
- Restating or summarizing texts
- Comprehending higher levels of content

By **2025**, it is predicted that **25%** of the student population in the US will **not speak English** as their native language.

Effective Strategies

There are a number of strategies that teachers can implement in addition to their instruction to help their EL students to achieve.

- Promote knowledge in both content and the language at the same time
- Use the native language to make content accessible and its use in the classroom and at home.
- Use multisensory techniques (auditory, pictures, or tangible items)
- Provide students with comprehensible yet increasingly difficult input
- Give individual help outside of class and encourage parent collaboration
- Research and understand the language(s) and the culture(s) of your students
- Encourage academic language use by prompting them with questions and providing them with the necessary vocabulary
- Give more time and provide accommodations for assessments in order to measure what they know regardless of the language barrier

Assessment

In 2010, the U.S. Department of Education awarded grants to two consortia, the **Partnership for Assessment and Readiness for College and Careers (PARCC)** and **Smarter Balanced Assessment Consortium (SBAC)** to develop new assessments that include ELs and students with disabilities.



These new tests, which will be implemented in the 2014-2015 school year, include:

- More use of technology
- Assessments that can be given in a multitude of ways in order to measure progress without physical, visual, auditory or language barriers
- Providing dictionaries and/or translators
- Allowing more time

Resources

- Alexandria. (April, 2013a) TESOL International Association. *Implementing the Common Core State Standards for ELs: The Changing Role of the ESL Teacher*. Retrieved March 30, 2014 from http://www.tesol.org/docs/default-source/advocacy/ccss_convening_final-5-3-13.pdf?sfvrsn=4
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- Coleman, R., Goldenburg, C., (2012) The Common Core Challenge for ELLs. *National Association of Secondary School Principals*. Retrieved March 30, 2014, from http://www.nassp.org/tabid/3788/default.aspx?topic=The_Common_Core_Challenge_for_ELLs
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- Kuehn, Phyllis. (2003) What Is Academic Language? *What Is Academic Language*. Retrieved 30 Mar. 2014, from <http://www.tesol.org/docs/advocacy/overview-of-common-core-state-standards-initiatives-for-ells-a-tesol-issue-brief-march-2013.pdf?sfvrsn=4>