Dynamic Language Learning Progressions Project[1] at UCLA
In Partnership with the ASSETS Consortium[2]
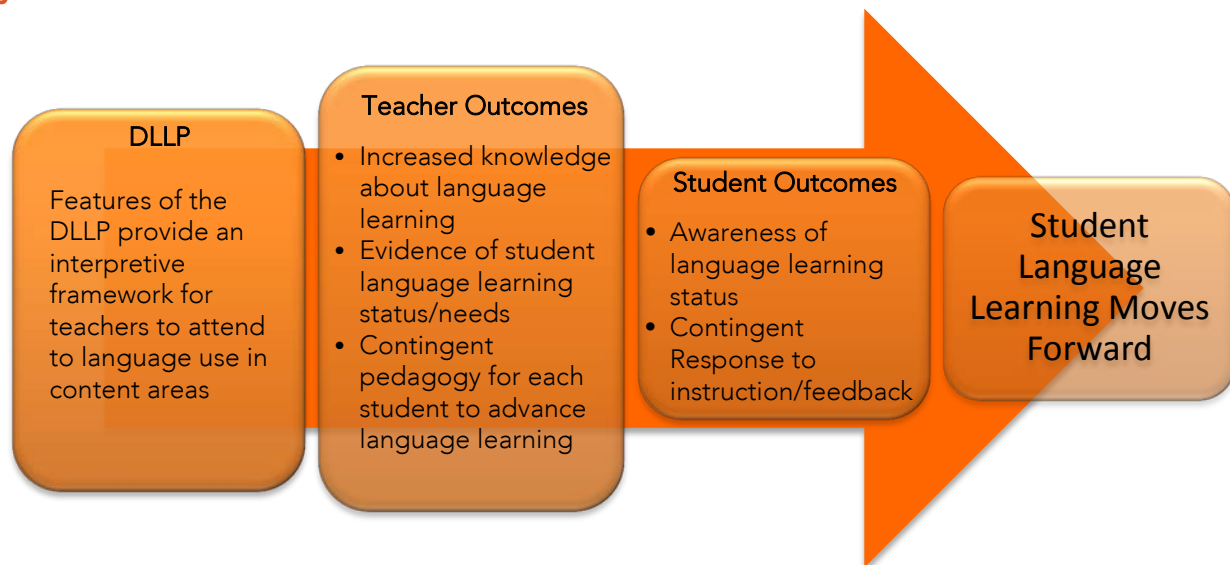www.dllp.org

DLLP Project Personnel

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Project Goals

➡ To develop research conjectured and empirically validated dynamic language learning progressions (DLLPs) encompassing the language development of students, pre-k through grade 12, both English proficient (native and non-native speakers) and English learners, for a range of academic language functions (for example, explanation, description, definition) needed for success in school

➡ To inform, in conjunction with the WiDA standards, the WiDA consortium's development of summative and interim assessments

➡ To develop materials to support the use of the DLLPs by teachers for instruction and formative assessment

Theory of Action

DLLP
Features of the DLLP provide an 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/feedback

Student Language Learning Moves Forward

Developing a DLLP for the Language of Explanations

A Focus on Explanations. We are focusing on the language function "explanation," initially for the K-6 grade range. Early explanatory talk is linked to cognitive development and later discourse and literacy development. The use of explanations is a form of school-relevant language that is critical for academic success, such as demonstrating understanding and an effective metacognitive strategy promoting learning and problem-solving. Explanation is a language function common across content areas in prior empirical studies of classroom discourse and curricular materials, yet distinct from other functions.

DLLP Explanation Tasks. To populate the progression, we are generating data from a collection of oral and written explanations that are used in the service of justification and persuasion. Students provided explanations of a personal daily routine (teeth cleaning) and an academic activity (mathematics task).

DLLP Student Sample Cohorts. K-6 grade students (n=325); 52% girls. English as a new/additional language (EL) (n=130). English-only/proficient students (EO/P) (n=195). Cross-sectional & short-term longitudinal cohorts.

DLLP Linguistic and Discourse Analyses

Ways Language Might Progress. Through our analyses of the student language samples and combining this with existing research, we suggest that language develops by: i) increasing quantity; ii) making advances in quality; iii) expanding in size of repertoires for forms, structures, and functions; iv) becoming increasingly conventionally accurate; v) exhibiting changes in rate; and vi) possibly following an order of acquisition (Bailey & Heritage, 2014).

High-Leverage Language Features. We identified seven key characteristics, or recurring features, in our analysis. These features are related to word, sentence, and discourse features. They are: Sophistication of Topic Vocabulary, Sophistication of Verb Forms, Expansion of Word Groups, Sophistication of Sentence Structure, Stamina, Coherence/Cohesion, and Establishment of Advanced Relationships between Ideas.

Cross-Cutting DLLP Performance Descriptions. The DLLP performance levels range from Not Evident, Emerging, Developing, and Controlled. See the performance descriptions for each performance level below.

DLLP Not Evident	DLLP Emerging	DLLP Developing	DLLP Controlled
• Feature not yet detectable (or not used productively) • Student explanation is in a language other than English	• Feature appears infrequently/ intermittently or largely incomplete • Feature may be used accurately or inaccurately (errors or omissions)*	• 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	• 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)

DLLP Professional Development

Professional development for the DLLPs is currently under way. We are working with our colleagues at WiDA and with a cohort of UCLA Lab School demonstration teachers to produce materials to support teachers' use of the DLLPs for the purposes of instruction, language development, and formative assessment.

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[1] Dynamic Language Learning Progressions (DLLPs) represent the development of the predominant functions or purposes that language serves in instructional settings (e.g., to explain, describe, define, compare). DLLPs are dynamic because 1) the progressions are designed to capture multiple pathways to the development of English language proficiency, and 2) the progressions are designed to take account of multiple facets that influence the pathways of development, for example, contexts of language use and students' backgrounds.

[2] The English Language Proficiency Assessment Consortium: Assessment Services Supporting English Learners Through Technology Systems (ASSETS), funded by the U.S Department of Education Enhanced Assessment Grant to the Wisconsin Department of Public Instruction and WiDA at the Wisconsin Center for Education Research. ASSETS partners include the Center for Applied Linguistics, WestEd, GSE&IS/UCLA, CRESST/UCLA, Data Recognition Corporation and MetriTech. The consortium will develop a next-generation, technology-based language assessment system for students in grades K–12 who are learning English. The system will include a summative assessment, an on-demand diagnostic screener, classroom interim assessments, and formative assessment tools for use in instruction, as well as accompanying professional development materials.

For more information about the DLLP, please contact Alison Bailey at abailey@gseis.ucla.edu.