

Symposium Sponsored by Hispanic Issues SIG at



Challenges and Opportunities for Language Learning in the Context of the Common Core State Standards and the Next Generation Science Standards

Wednesday, May 1, 2013

12:25 pm - 1:55 pm

Hilton Union Square, Yosemite A



Phil Daro, *Discussant*



Kenji Hakuta, *Chair*



Catherine Snow, *Discussant*

Realizing Opportunities for English Language Learners in Common Core English Language Arts and Disciplinary Literacy Standards

George C. Bunch (University of California - Santa Cruz), Amanda Kibler (University of Virginia), Susan Pimentel (Student Achievement Partners)

Fostering Success for English Language Learners with Common Core State Standards (CCSS) in Mathematics

Judit N. Moschkovich (University of California - Santa Cruz)

Science and Language for English Language Learners in Relation to the Next Generation Science Standards

Helen R. Quinn (Stanford University), Okhee Lee (New York University), Guadalupe Valdés (Stanford University)

Formative Assessment As Contingent Communication: Perspectives on Assessment As and For Language Learning in the Content Areas

Margaret Heritage (University of California - Los Angeles), Aida Walqui (WestEd), Robert T. Linquanti (WestEd)

ABSTRACT

The Common Core State Standards and the Next Generation Science Standards represent a sea change in standards-based reform in education. Not only do they represent clearer, more rigorous expectations for 21st century knowledge and skills that students need to succeed in college and careers, but they also call for an unprecedented degree the critical role of language in gaining and demonstrating such knowledge and skills. A key educational equity challenge that lies ahead is to ensure that the nation's 6 million English Language Learners (ELLs) are amply supported to master these discipline-specific language practices and uses while learning academic content. This symposium highlights the approaches and lessons learned to date of a major national initiative to build the capacity of educators and educational systems to address this critical challenge.