An Introduction to the English Language Proficiency Standards

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices
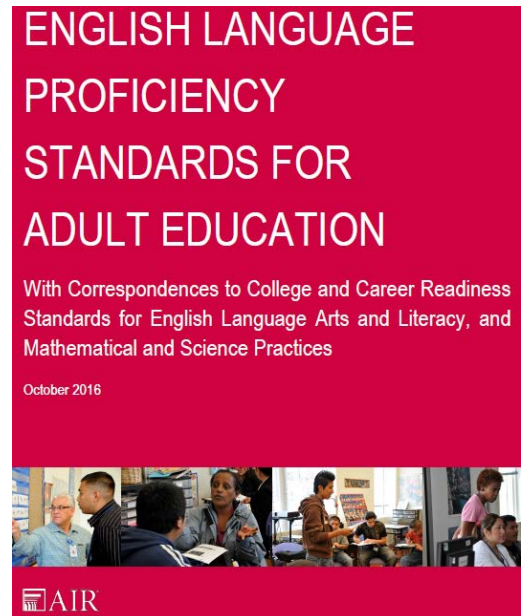
October 2016

AIR
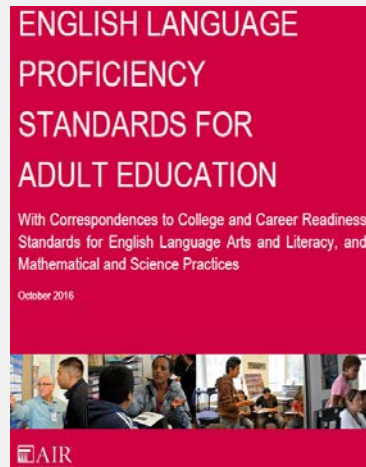
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Objectives for constructivist learning:

1. **Identify** the rationale and themes of the Standards
2. **Analyze & Evaluate** the Guiding Principles & the Standards
3. **Practice** "Big Bang for the Buck" learning activities
4. **Collaborate to create** a shared learning poster
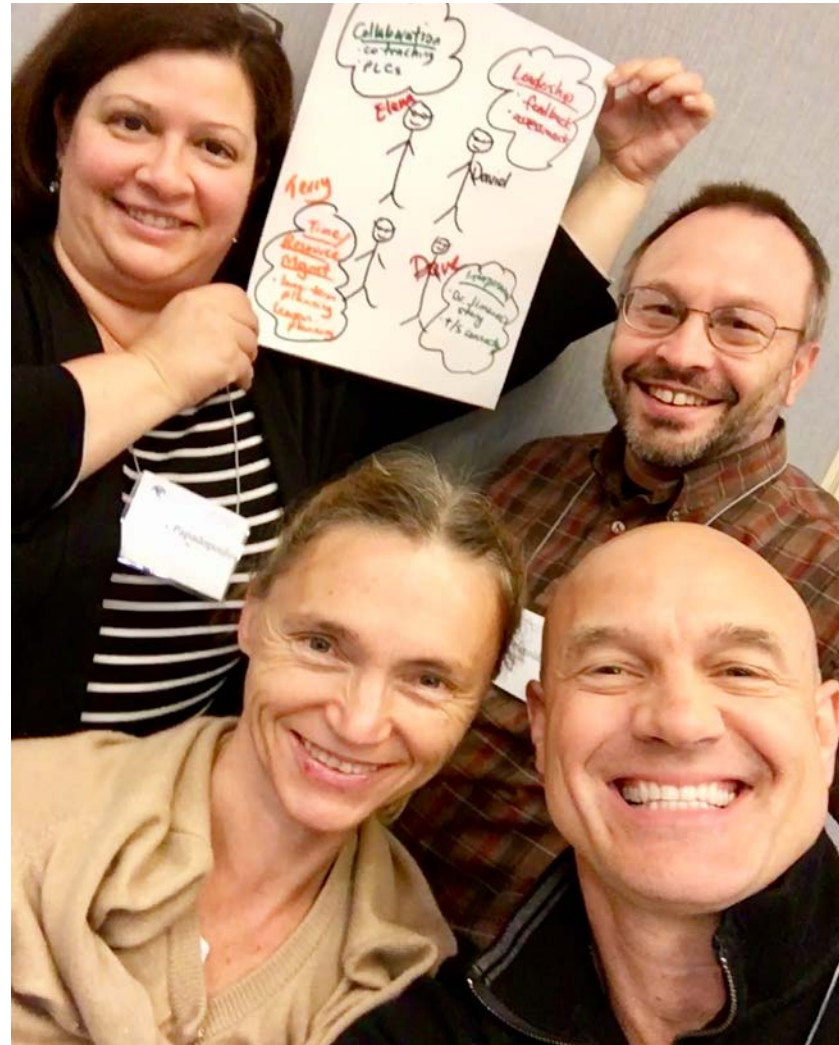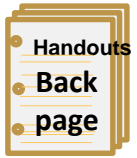5. **Commit** to implementation

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October 2016

AIR

"Deliverables":
1. Team Poster

Create a team poster

Show your learning/
what you will apply
from today's session.

Handouts
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# "Deliverables":
2: Personal Application Vow

- What one thing will you take back to your class/school?
- Write it on the last page of your handout and/or post it by your desk.

Background: complexity, information and technology

The increased skills needed for the competitive, family sustaining jobs are addressed by the increased rigor of the CCRS.

However, the CCRS weren't created for adult English Language Learners (AELLs).
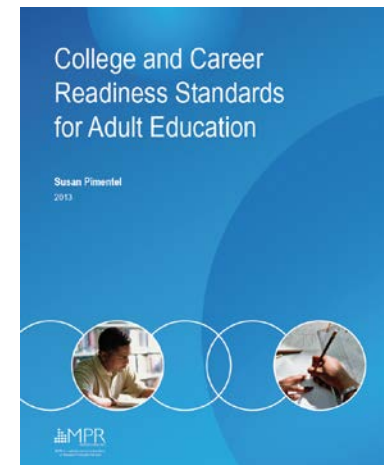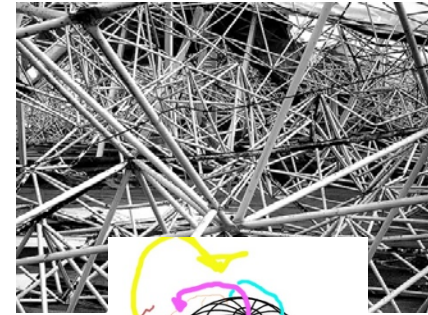
Enter the ELP Standards in fall 2016

- ELP Standards don't Replace the CCRS

- They are a **language "lift"** to help students reach and engage successfully in the CCRS.

(This means they help students acquire the language they need to meet the CCRS.)

CCRS

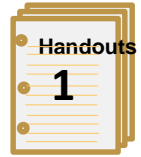**ELPS**

Three themes of the standards

- **Supporting ELLs** amidst rigorous instruction

- **Differentiating** instruction

- **Learning through**

DIFFERENTIATING:
## All classes have multi-level, diverse learners

- ELPS acknowledge that.

- **ELP Standards (and AEBG!) direct us to deal with these to accelerate learning and skill/goal attainment.**

Guiding Principles

▶ Partner Read, alternating

▶ Rate top 3 for your students

▶ Compare with your partner

RATING the 10 Guiding Principles	Ranking Top 3	
	You	Partner
1 Adult ELLs have the potential to meet state-adopted challenging academic standards.	X	
2. Adult ELLs represent a diverse population of learners.		
3. Adult ELLs' funds of knowledge are a resource for their learning.		
4. Social language has an important role in ELLs' English language acquisition process.		X
5. Three key instructional advances (complexity, evidence, knowledge building) form the basis of state-adopted content standards for English language arts in AE that ELLs must access.		
6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.		
7. Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.		
8. ELLs with disabilities have specific instructional needs.		
9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.		
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.		
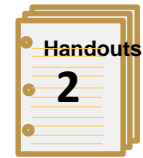
Standards

- Partner Read, alternating
- Rate top 3 for your students
- Compare with your partner

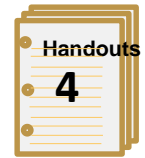| Standards	Top 3 for my students	Top 3 for my partner's students
1. **Construct meaning** from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.		
2. **Participate in level-appropriate oral and written exchanges** of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.		
3. **Speak and write about level-appropriate complex literary and informational texts** and topics.		
4. **Construct level-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 level-appropriate speech and text.**		
10. **Demonstrate command of the conventions of standard English** to communicate in level-appropriate speech and writing.		

Handouts
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Big Bang for the Buck Activity #1

▶ Ranking and Prioritizing

▶ Categorizing

--DOREEN EWERT, University of San Francisco

Tasks for Content Learning, LINCS Webinar, Feb. 2017

Summer Institute 2018

Differentiate with level ELPS descriptor

Handouts
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ELP Standard 5	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can… conduct research and evaluate and communicate findings to answer questions or solve problems.	**By the end of English language proficiency level 1, an ELL can…** with support, • carry out short, shared research projects • gather information from a few provided print and digital sources • label collected information, experiences, or events • recall information from experience or from a provided source.	**By the end of English language proficiency level 2, an ELL can…** with support, • carry out short individual or shared research projects • gather information from provided print and digital sources • record information in simple notes • summarize data and information.	**By the end of English language proficiency level 3, an ELL can…** with support, • carry out short research projects to answer a question • gather information from multiple provided print and digital sources • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics as appropriate • provide a list of sources.	**By the end of English language proficiency level 4, an ELL can…** • carry out both short and more sustained research projects to answer a question • gather information from multiple print and digital sources • evaluate the reliability of each source • use search terms effectively • synthesize information from multiple print and digital sources • integrate information into an organized oral or written report • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.	**By the end of English language proficiency level 5, an ELL can…** • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.

Categorizing the Standards

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National Reporting System's *Three Categories:*
- Productive
- Interpretive
- Interactive

Categorizing the Supports and Scaffolds for Learners

Table C–1. Supports and Scaffolding Recommendations by Level[13]

	ELP Levels 1–2	ELP Levels 3–4	ELP Level 5
Teacher Language and Teacher–Student Exchanges	• Give wait time • Use contextualized language about concrete topics • Repeat, paraphrase, model, and gesture • Use think alouds to model processes and language • Give one-step directions • Use native language as appropriate • Have students demonstrate understanding by pointing or gesturing • Concentrate on meaning rather than correctness	• Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness	• Model complex grammatical language about both concrete and abstract topics
Materials and Activities	• Build background • Use visuals • Use total physical response (TPR) • Use graphic organizers • Use illustrations and photos to show student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide sentence starters and frames • Draw and label or write words/short sentences • Complete vocabulary log with images	• Build background • Use visuals • Use TPR • Use graphic organizers • Use acting or role plays to demonstrate student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames	• Build background • Use visuals • Use graphic organizers • Purposefully teach vocabulary • Provide bilingual glossaries • Provide audio books (in English) to support content learning • Analyze complex grammatical language about both concrete and abstract topics
Student Groupings	• Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds)	• Partner work (with additional scaffolds) • Small groups (with additional scaffolds)	• Partner work • Small groups

- Ranking and Prioritizing
- Categorizing

Why might you think these are
"Big Bang for the Buck" activities?

Your turn, A & B: Categorize the Standards by the old Model Standards (1992)

Handouts

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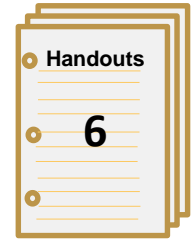
Listening	Speaking	Reading	Writing
1		**1**	
2			

After categorizing, answer questions at bottom of page 6.

Your turn, C & D : Check to see if a Standards-based class truly is

Handouts

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Read:

"What it Looks Like" descriptions.

Before categorizing, **answer questions at bottom of page 6 or 7.**

Standards	Person C and D: Carlos, Part
1. **Construct meaning**	X
2	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

*

Big Bang for the Buck Activity #2

- Jigsaw Reading or Viewing

How might this support student learning of language and content?

Big Bang for the Buck Activity #3

- Poster Projects with Gallery Tours

How might this support student learning of language and content?

Team Integration Posters
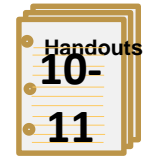
A & B join C & D at a poster.

Your task:

▪Create a poster to help you present your learning about the Standards to colleagues

▪Include elements of both A & B and C & D teams.

▪Evaluate yours and another poster with this rubric:

Handouts 10-11

Question	Got it!	Next time!
Does the poster tell **3-6 learnings about the Standards**?		
Is the poster **clear and coherent**?		
Are there **helpful visuals**?		

Output 2: Personal Application Vow
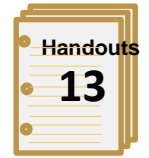
Handouts
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- Master the implementation of the Standards with CALPRO training in the fall at your school.
- What one thing will you take back to your class?
- Write it on the last page of your handout and/or post it by your desk.

Comments and Reflection/Evaluation

- Thank you!

- To schedule *Mastering the ELP Standards* Community of Practice contact

  Mary Louise Baez, CALPRO

  mlbaez@air.org

- For questions and concerns, contact Dave Coleman

Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org

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