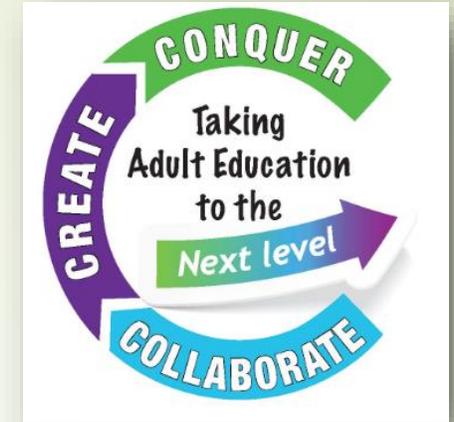


---

# A Focus on Academic Success: ELP Standards Unlocked

English Language Proficiency Standards for Adult Learners (ELPS)



Veronica Pavon-Baker

FL State and National CASAS Certified Trainer



CASAS News and Updates Webinar, December 6, 2023

## Focus on Academic Success

- Research has shown that the future workforce will be facing many critical challenges. This demands that adult education practitioners provide the most effective education to prepare students with the necessary skills to improve their overall quality of life.

## Focus on Academic Success

- ▶ In accordance with the changes of the NRS Educational Functioning Level Descriptors, the new CASAS test series for ESL, STEPS will focus on measuring higher-order skills including academic language.

## Focus on Academic Success

- In preparation for the upcoming CASAS STEPS series, teachers need to acquire knowledge of the changes in the new tests and be ready to apply effective instructional strategies to ensure student academic success.



5

# 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  
Arizona Instructional Resources

English Language Proficiency Standards (ELPS) for Adult Education.

The ELP Standards address the skills of the four areas of language acquisition (listening, speaking, reading, and writing) as well as the linguistic features of the English language.

---

- ▶ **Interpretive** refers to the learner's ability to process, understand, interpret, or engage with level-appropriate literary and informational written and spoken text to construct meaning
- ▶ **Productive** refers to the learner's ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning.
- ▶ **Interactive** refers to the learner's ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning.

# 10 ELP Standards/Anchors - Covering:

Reading

Listening

Speaking

Writing

Language

**Table 4: English Language Proficiency Standards for Adult Education**

<b>ELP Anchor Standard 1</b>	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.
<b>ELP Anchor Standard 2</b>	An ELL can 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.
<b>ELP Anchor Standard 3</b>	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
<b>ELP Anchor Standard 4</b>	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
<b>ELP Anchor Standard 5</b>	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

**Table 4: English Language Proficiency Standards for Adult Education**

<b>ELP Anchor Standard 6</b>	An ELL can analyze and critique the arguments of others orally and in writing.
<b>ELP Anchor Standard 7</b>	An ELL can adapt language choices to purpose, task and audience when speaking and writing.
<b>ELP Anchor Standard 8</b>	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
<b>ELP Anchor Standard 9</b>	An ELL can create clear and coherent level-appropriate speech and text.
<b>ELP Anchor Standard 10</b>	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

# English Language Proficiency Standards

---

- ▶ Eight of the 10 Standards are either productive or interactive
- ▶ Five Level Descriptors for Different ESL Levels

# English Language Proficiency Standards

12

Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p><b>By the end of English language proficiency level 1, an ELL can...</b> use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b> use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b> use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine central ideas or themes in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>

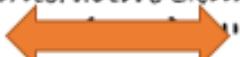
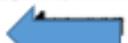
# English Language Proficiency Standards

ELP Standard 5	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>carry out short, shared research projects</li> <li>gather information from a few provided print and digital sources</li> <li>label collected information, experiences, or events</li> <li>recall information from experience or from a provided source.</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>carry out short individual or shared research projects</li> <li>gather information from provided print and digital sources</li> <li>record information in simple notes</li> <li>summarize data and information.</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>carry out short research projects to answer a question</li> <li>gather information from multiple provided print and digital sources</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics as appropriate</li> <li>provide a list of sources.</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>carry out both short and more sustained research projects to answer a question</li> <li>gather information from multiple print and digital sources</li> <li>evaluate the reliability of each source</li> <li>use search terms effectively</li> <li>synthesize information from multiple print and digital sources</li> <li>integrate information into an organized oral or written report</li> <li>include illustrations, diagrams, or other graphics as appropriate</li> <li>cite sources appropriately.</li> </ul>	<p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>gather information from multiple print and digital sources</li> <li>evaluate the reliability of each source</li> <li>use advanced search terms effectively</li> <li>synthesize information from multiple print and digital sources</li> <li>analyze and integrate information into clearly organized spoken and written texts</li> <li>include illustrations, diagrams, or other graphics as appropriate</li> <li>cite sources appropriately.</li> </ul>

# English Language Proficiency Standards (ELPs) Explained

by Kathryn Powell,  
Harper College

## ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS: *Explained*

receptive skills 	productive skills 	interactive skills 	linguistic structures 
<i>An ELL can...</i>			
ELP 1  understand main ideas	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.		
ELP 2  ask/answer questions	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.		
ELP 3  talk/write about information	speak and write about level-appropriate complex literary and informational texts and topics.		
ELP 4  support ideas	construct level-appropriate oral and written claims and support them with reasoning and evidence.		
ELP 5  find information	conduct research and evaluate and communicate findings to answer questions or solve problems.		
ELP 6  evaluate information	analyze and critique the arguments of others orally and in writing.		
ELP 7  adapt language	adapt language choices to purpose, task, and audience when speaking and writing.		
ELP 8  understand vocabulary	determine the meaning of words and phrases in oral presentations and literary and informational text.		

# CASAS Reading STEPS Blueprints Level A

<i>NRS Educational Functioning Levels</i> Levels 1 and 2		<i>English Language Proficiency Standards</i> Level 1	
<b>Content Areas</b>	<b>ELP Standard</b>	<b>% of test items</b>	
<b>High-frequency Vocabulary (Pictures)</b> Photos Symbols	8	43%	
<b>High-frequency Vocabulary (Texts)</b> Words on forms Abbreviations	8	15%	
<b>Numbers</b> Time Number words Money and prices Number formatting	8	15%	
<b>Details</b> Retell key details	1	27%	

# CASAS Reading STEPS Blueprints Level B

*NRS Educational Functioning Levels*  
Levels 2 and 3

*English Language Proficiency Standards*  
Levels 1 and 2

Content Areas	ELP Standard	% of test items
<b>Vocabulary</b> Understand high-frequency words	8	17%
<b>Details</b> Retell key details	1	66%
<b>Main Idea</b> Identify the main topic Identify an author's purpose	1	17%

# CASAS Reading STEPS Blueprints Level C

*NRS Educational Functioning Levels*  
Levels 3 and 4

*English Language Proficiency Standards*  
Levels 2 and 3

Content Areas	ELP Standard	% of test items
<b>Vocabulary</b> Understand high-frequency words Understand academic vocabulary	8	17%
<b>Details</b> Retell key details	1	58%
<b>Main Idea</b> Identify the main topic Identify an author's purpose	1	14%
<b>Inference</b> Infer/Draw conclusions	1	11%

# CASAS Reading STEPS Blueprints Level D

*NRS Educational Functioning Levels*  
Levels 4 and 5

*English Language Proficiency Standards*  
Levels 3 and 4

Content Areas	ELP Standard	% of test items
<b>Vocabulary</b> Understand academic vocabulary Understand words with multiple meanings	8	22%
<b>Details</b> Retell key details Locate/Compare details	1	30%
<b>Main Idea</b> Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	30%
<b>Inference</b> Infer/Draw conclusions	1	18%

# CASAS Reading STEPS Blueprints Level E

<i>NRS Educational Functioning Levels</i> Levels 5 and 6		<i>English Language Proficiency Standards</i> Levels 4 and 5	
<b>Content Areas</b>	<b>ELP Standard</b>	<b>% of test items</b>	
<b>Vocabulary</b> Understand academic vocabulary Understand words with multiple meanings	8	22%	
<b>Details</b> Retell key details Locate/Compare details	1	19%	
<b>Main Idea</b> Identify the main topic Identify an author's purpose	1	17%	
<b>Inference</b> Infer/Draw conclusions	1	20%	
<b>Point of View and Supporting Evidence</b> Identify an author's point of view Identify supporting evidence	6	22%	

# Reading Task Areas



Forms



Charts



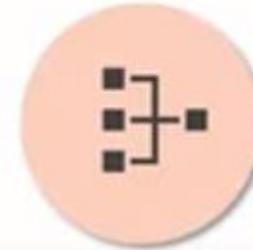
Articles



Signs



Product  
labels

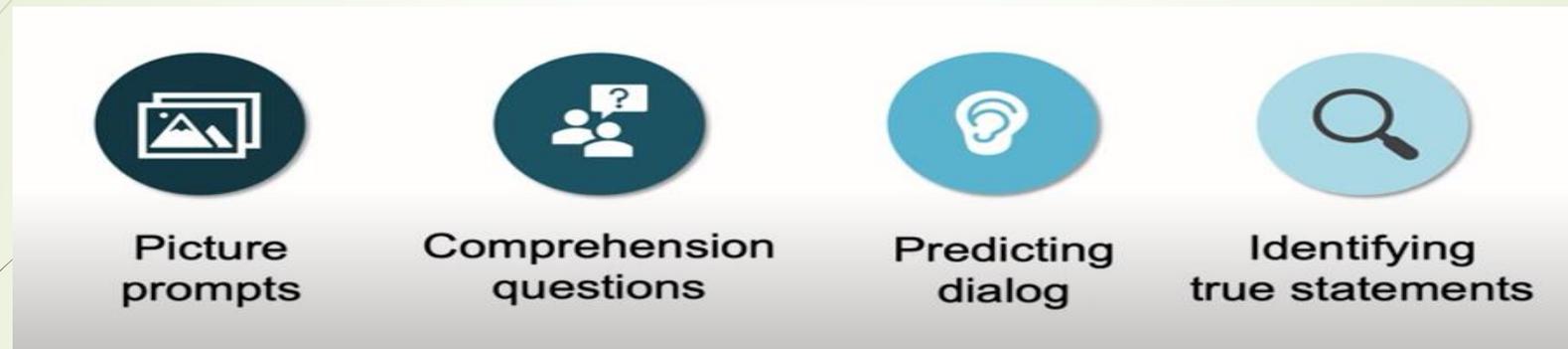


Diagrams

# Listening Test Items Types

21

## Before



## Now

-Next-Response question



# QUESTIONS?



Thank you for venturing with  
me.

Veronica Pavon-Baker  
[doramarg@bellsouth.net](mailto:doramarg@bellsouth.net)