

English Language Proficiency Standards: Rationale, History & Goals

The New ELP Standards

- Developed for grades K-12
- Highlight a strategic set of language functions and language forms
- Guide both English language development and content teachers to fuel ELLs' academic and language development
- Support ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science



English Language Proficiency (ELP) Standards

*with Correspondences to K-12 English Language Arts (ELA), Mathematics,
and Science Practices, K-12 ELA Standards, and 6-12 Literacy Standards*

Shift in Standards Landscape



English Language Arts Common Core State Standards

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood.

*Common Core State Standards for English Language Arts & Literacy in History/
Social Studies, Science, and Technical Subjects, p. 7*

CCSS Standards for Mathematical Practice

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments....They justify their conclusions, communicate them to others, and respond to the arguments of others.

Relationships and Convergences

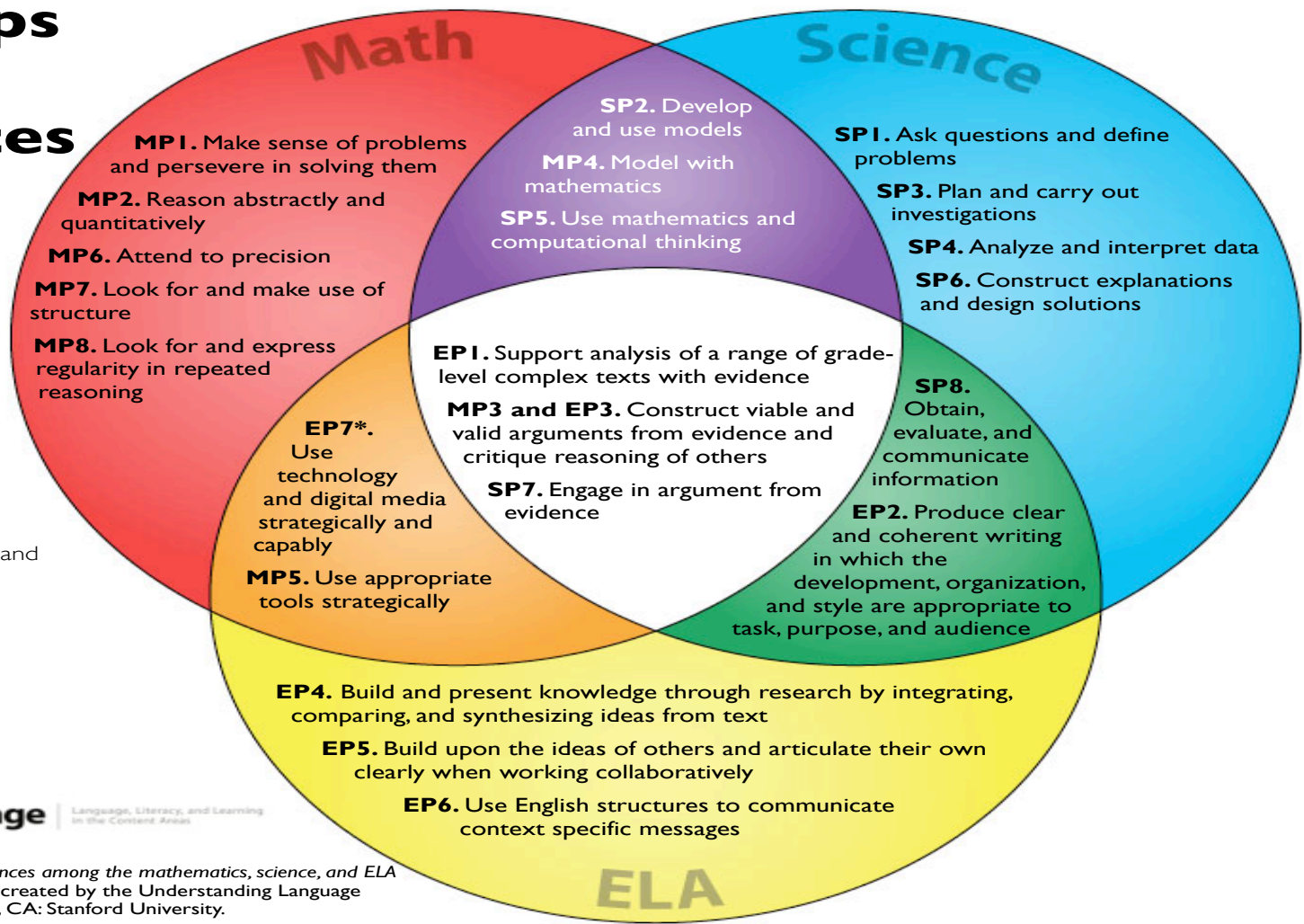
- Found in:
1. CCSS for Mathematics (practices)
 - 2a. CCSS for ELA & Literacy (student capacity)
 - 2b. ELPD Framework (ELA “practices”)
 3. NGSS (science and engineering practices)

- Notes:**
1. MPI–MP8 represent CCSS Mathematical Practices (p. 6–8).
 2. SPI–SP8 represent NGSS Science and Engineering Practices.
 3. EP1–EP6 represent CCSS for ELA “Practices” as defined by the ELPD Framework (p. 11).
 4. EP7* represents CCSS for ELA student “capacity” (p. 7).

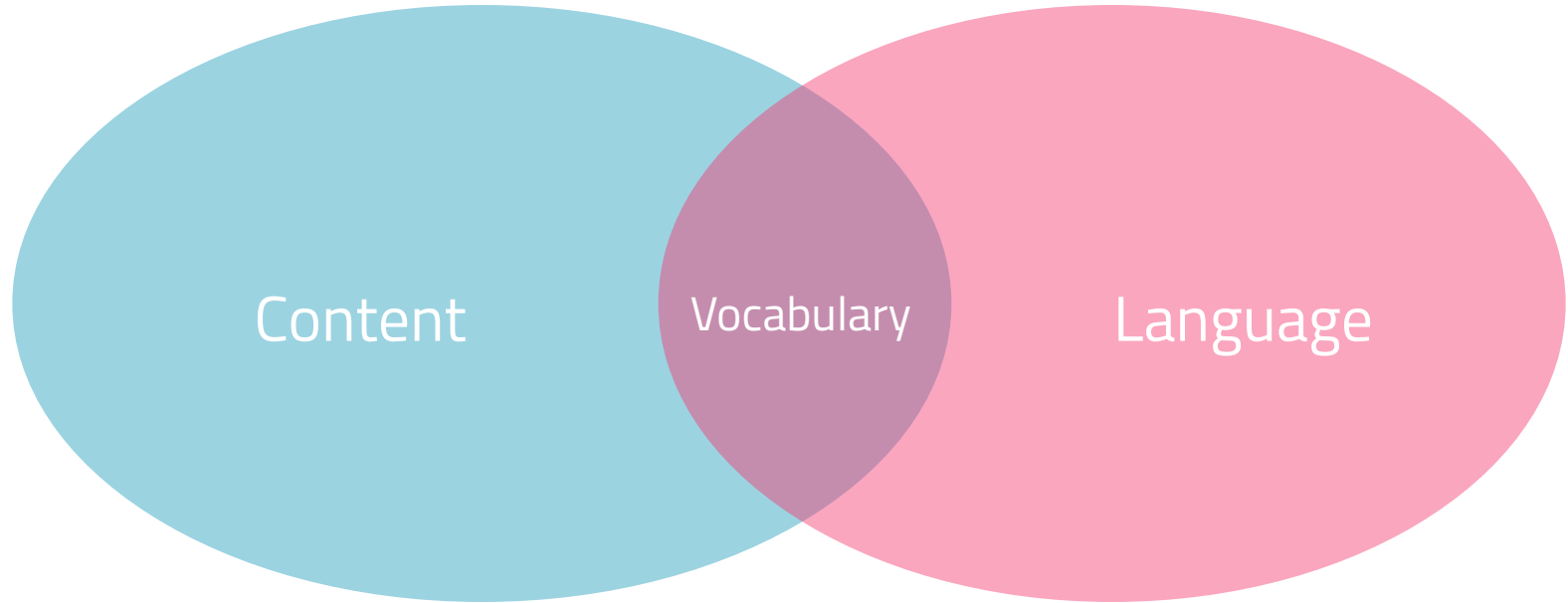


Understanding Language | Language, Literacy, and Learning in the Content Areas

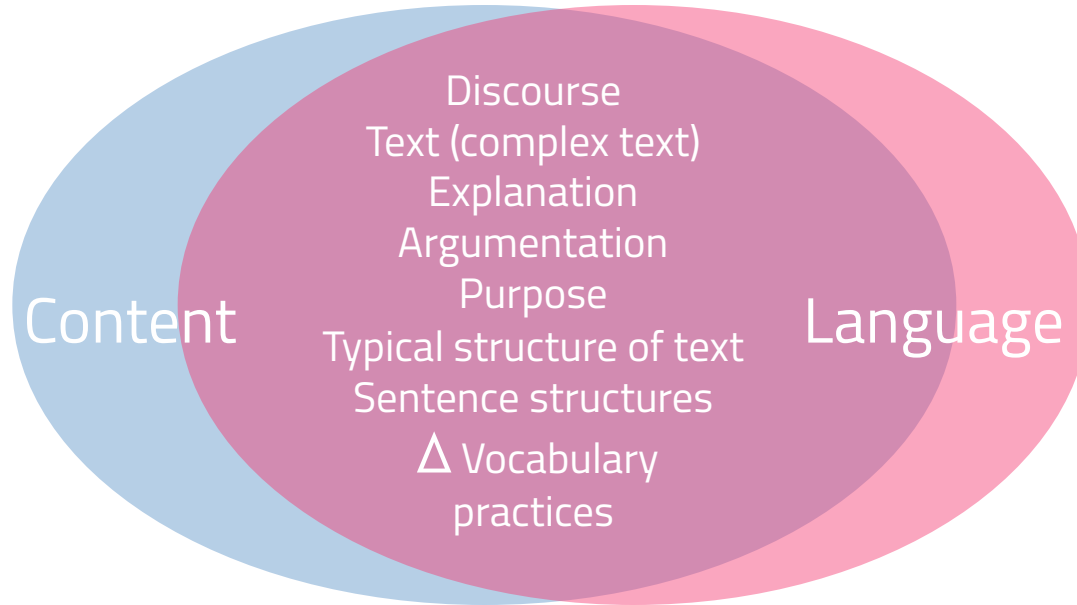
Suggested citation:
 Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University.



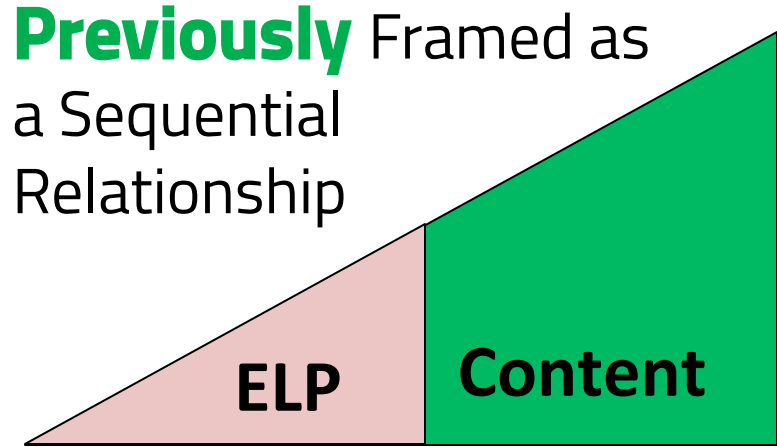
Old Paradigm



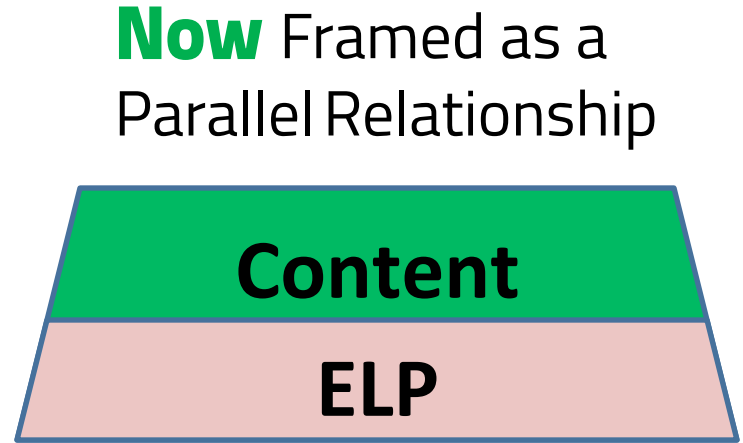
New Paradigm



Shift in Understanding of Language Proficiency & Content Learning



ELP standards and instruction provided a foundation from which to approach content standards



ELP standards and instruction reflect the language expectations contained in content standards

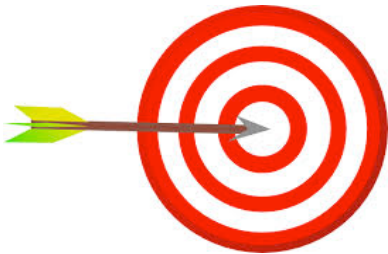
Why New ELP Standards?



1. College- and career-ready standards carry rigorous language demands and identify necessary linguistic practices, but they do not provide clear expectations of student language use, progressions, or competencies.

Why New ELP Standards?

2. Poor predictive validity of the previous ELP assessments for student performance in ELA and mathematics. *(Butler, Stevens, & Castellon, 2007; Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003)*



3. Interest in using ELP standards and linked assessments to measure the academic language proficiency needed for the content areas. *(Bailey & Kelley, 2013; Bailey & Kim Wolf, 2012)*

Goals for the New ELP Standards

Create fewer, clearer standards with **strategic correspondences** to:

- CCSS ELA & Literacy
- CCSS for Mathematics
- NGSS

Specify key language functions that students must be able to carry out in discipline-appropriate ways

Express target language uses in clear and meaningful *progressions*

Enable collaborative use by both ELD/ESL and content-area teachers

Influenced by the Understanding Language video of Aída Walqui: Language and the Common Core State Standards: <http://www.youtube.com/watch?v=T3Ylx8ujoto>

ELP Standards

- 1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
 - 2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
 - 3 speak and write about grade-appropriate complex literary and informational texts and topics
 - 4 construct grade-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 grade-appropriate speech and text**
 - 10 make accurate use of standard English to communicate in grade-appropriate speech and writing**
-

New ELP Standards Shift the Focus

What language does a student have?

What is a student able to do with language within content areas?

ELP Standards: Developing Language to Communicate Content

Old standards*



Simplified texts and activities



Language development focused on accuracy, vocabulary, and correct grammar



ELP Standards as “junior,” or a precursor, to ELA/literacy standards



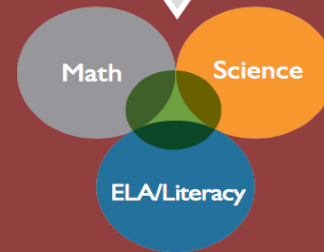
ELP Standards



Intellectually challenging activities that promote access to grade-level texts with language scaffolds for deeper learning



Language development focused on comprehension, production, and interaction



ELP Standards that correspond with college- and career-ready standards to support ELLs’ academic language development and participation in content-area activities

*The old ELP standards of some states

Who developed the New ELP Standards?

In Spring 2013, the CCSSO (Council of Chief State School Officers), the same group that managed the development of the Common Core State Standards (CCSS), commissioned the standards work to be done by WestEd and the ELPA21 Consortium.



ELP Standards Development Process

Standards
Development
Started

Summer 2013

Final
Standards
Released

Fall 2013

- Used 2012 California English Language Development (ELD) Standards as a launching point
- Specification requirements:
 - Apply correspondence methods found in 2012 CCSSO "ELPD Framework" (guidance document for states to use when they are creating ELP standards to correspond with CCSS/NGSS)
 - Created with input and guidance from Understanding Language
 - Internal alignment embedded within ELP Standards with language forms used by other ELP Consortia to ensure Common ELL Definition

ELPA21 wins IMS Learning Impact Award - Silver Medal!

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What is ELPA21?

ELPA21 is a group of states designing and developing an assessment system for English language learners. The system is based on the new English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness.

[Learn More](#)

Get the Right Information, Relevant to You



Apply What You Learned

OLD Standards

Michigan English Language Proficiency Standards

Domain	ELP Standard #	English Language Proficiency Standards	TESOL Pre-K-12 ESL Standards	Michigan ELA Standards
Listening	L.1	Follow simple and complex directions	2.1; 3.1; 3.3	3
	L.2	Understand spoken English to participate in social contexts	1.1; 1.2	10
	L.3	Identify main ideas and supporting details from spoken English	2.1; 2.2; 2.3	9
	L.4	Identify the meaning of vocabulary in the content areas	2.2; 2.3	3
	L.5	Identify speaker attitude and point of view	2.2; 3.3	3, 6
	L.6	Make inferences and predictions	2.2	9
Speaking	S.1	Use spoken language for daily activities within and beyond the school setting	1.1; 1.2	3, 10, 11
	S.2	Engage in conversations for personal expression and enjoyment	1.1; 1.2	6, 10
	S.3	Use spoken English and nonverbal communication in socially and culturally appropriate ways	3.1; 3.2; 3.3	3, 4, 12
	S.4	Use English to interact in the classroom	2.1	3
	S.5	Provide and obtain information; express and exchange opinions	1.1; 1.2; 2.1; 2.2	3, 5, 6
	S.6	Demonstrate comprehensible pronunciation and intonation for clarity in oral communication	1.1; 1.2	3
	S.7	Present information, concepts, and ideas to an audience of listeners on a variety of topics	2.2	3, 6, 11
	S.8	Use strategies to extend communicative competence	1.3; 2.3	3
	S.9			
Reading	R.1	Recognize concepts of print literacy	2.2	1
	R.2	Demonstrate phonological awareness and the relationship of listening/speaking to decoding	2.2	1, 7
	R.3	Build vocabulary to develop concepts	2.2	1, 4
	R.4	Understand and use grammatical rules of English to improve comprehension	2.2	2
	R.5	Read and demonstrate comprehension of main ideas and supporting details	2.2	5, 9
	R.6	Apply reading skills in social and academic contexts	1.2.2.2.3	3, 4, 10, 12
	R.7	Read for research purposes	2.2; 2.3	11
	R.8	Make inferences, predictions, and conclusions from reading	2.2; 2.3	7, 9
	R.9	Analyze style and form of various genre	2.2	5, 8
	R.10	Identify author's voice, attitude, and point of view	2.2; 3.1	3, 6
Writing	W.1	Use conventions and formats of written English	1.2.2.2	2
	W.2	Use grammatical conventions of English	1.2.2.2	2
	W.3	Write using appropriate vocabulary choice and variation	2.2; 3.1	3, 6, 8, 12
	W.4	Construct sentences and develop paragraphs to organize writing supporting a central idea	1.1.2.2	2
	W.5	Use the writing process to produce written products	2.2; 2.3	2, 7, 11, 12
	W.6	Use various types of writing for specific purposes	1.2; 2.2; 3.1	2, 4, 8, 12
	W.7	Use multiple sources to extend writing	2.2; 2.3	2, 3, 8, 11
	W.8	Use tone and voice to engage specific audiences	3.1	2, 6

7

MI-ELPS 4/04

NEW Standards

Organization of the Standards



The 10 ELP Standards are organized according to a schema that represents each standard's importance to ELLs' participation in the practices called for by college- and career-ready ELA & Literacy, mathematics, and science standards. (C. Burch, personal communication, August 15, 2013; Burch, Kibler, & Pimental, 2013).

Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
3	speak and write about grade-appropriate complex literary and informational texts and topics	
4	construct grade-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	Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.
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 grade-appropriate speech and text	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing	

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each ELP Standard and descriptor should be reached and what additional topics should be addressed.

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Download the Worksheet for Comparison