

Introducing State English Language Proficiency Standards



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Why English Language Proficiency Standards?

- As a needed resource for our English language learners, their teachers, school personnel, and other stakeholders that complements Illinois Learning Standards
- To establish a common yardstick, across the state, to define and measure how English Language Learners systematically acquire language across the domains of listening, speaking, reading, and writing

Requirements of the “No Child Left Behind Act.”

- Title III requires that each state adopt English Language Proficiency Standards which must be linked to the state’s learning standards.
- Title I requires all LEP students K-12 to be assessed in the domains of Listening, Speaking, Reading , and Writing.
- Each state must set “Annual Measurable Achievement Objectives.”

What is the plan for Illinois?

- Illinois has joined a consortium of eight states. (WIDA)
- Teachers have reviewed and augmented the English Proficiency Standards written by the consortium.



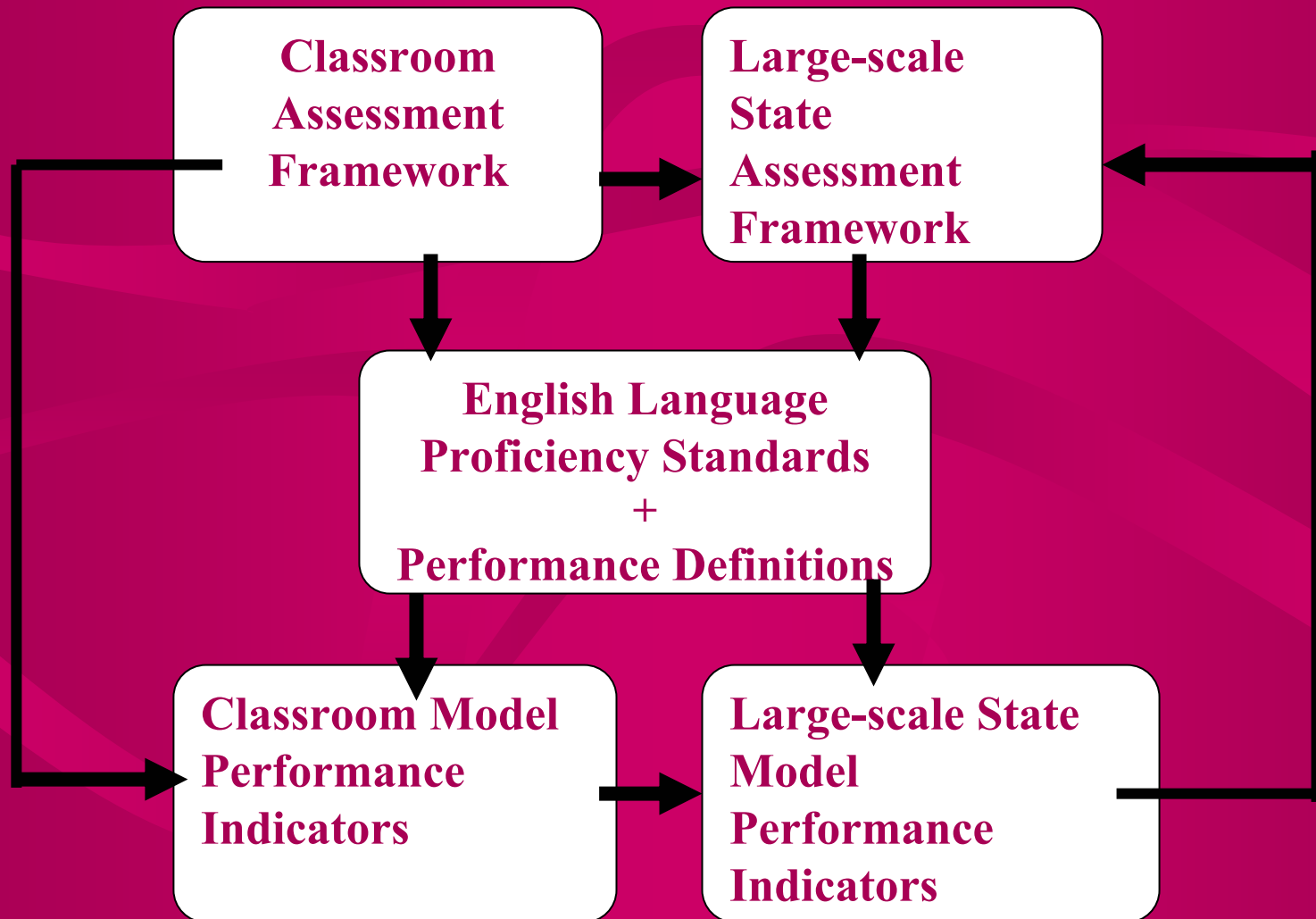
How will LEP children be assessed annually for Language Proficiency?

- The WIDA consortium is working with Center For Applied Linguistics and the University of Illinois to develop a K-12 test.
- The assessment will be piloted in Spring 04 and will be operational in 2005.

Aligning the WIDA Standards and Assessment to Illinois Learning Standards

- Teachers from Chicago and around the state have made additions to the standards.
- Teachers from large districts have reviewed them. The Bilingual Advisory Council is also working with the standards.
- The State Board of Education will be asked to approve the ELP standards this month.

The Organization of the Standards



The Organization Includes:

- **Two Frameworks-** Large-scale state and classroom
- **Five English Language Proficiency Standards**
- **Four Language Domains-** Listening, Speaking, Reading, and Writing
- **Four Grade Level Clusters-** K-2, 3-5, 6-8, 9-12
- **Five Levels of Language Proficiency-** Entering, Beginning, Developing, Expanding, Bridging
- **More than 800 Unique Model Performance Indicators**

Performance Definitions Overlay the Standards :

Criteria that Delineate the Language Proficiency Levels


5- Bridging

4- Expanding

3- Developing

2- Beginning

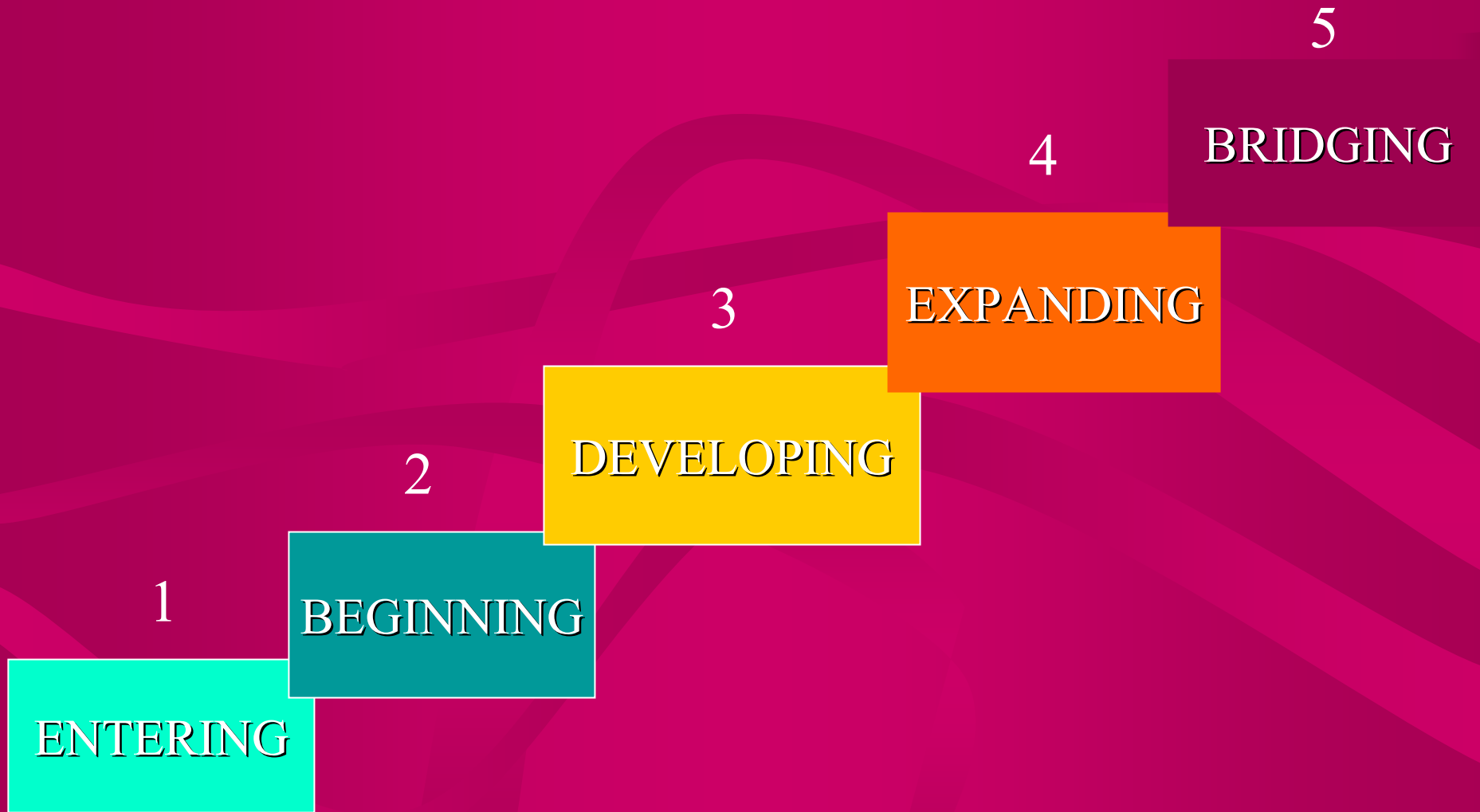
1- Entering

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- the comprehension and use of the technical language of the content areas
 - the linguistic complexity of oral interaction or writing
 - the occurrence and extent of phonological, syntactic, or semantic errors

The WIDA English Language Proficiency Standards

STANDARD	LISTENING	SPEAKING	READING	WRITING
1- SOCIAL & INSTRUCTIONAL				
2- ENGLISH LANGUAGE ARTS				
3- MATH				
4- SCIENCE				
5- SOCIAL STUDIES				

The Levels of English Language Proficiency



The WIDA English Language Proficiency Standards

Standard 1:

*English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.*

Standard 2: *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.*

Standard 3: *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.*

Standard 4: *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.*

Standard 5: *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.*

The Language Domains

Listening- process and understand spoken language in a variety of situations

Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Writing- engage in written communication in a variety of forms for a variety of purposes and audiences

The Model Performance Indicators

- Form developmental strands (across the 5 levels of language proficiency) that reflect the second language acquisition process
- Describe how students can use the language associated with a given standard and language proficiency level
- Consist of a language function and content stem
- Provide the anchors for curriculum, instruction, and assessment

AN EXAMPLE OF A STRAND OF MODEL
PERFORMANCE INDICATORS WITHIN THE CONTENT
AREA OF ENGLISH LANGUAGE ARTS:
GRADE LEVEL CLUSTER 9-12, LANGUAGE DOMAIN,
WRITING

- Level 1-** copy facts pertaining to current events or issues
- Level 2-** express opinions or reactions to current events or issues
- Level 3-** produce editorial comments on current events or issues based on personal experiences
- Level 4-** rewrite stories on current events or issues in different time frames
- Level 5-** rewrite stories on current events or issues from different perspectives or points of view

AN EXAMPLE OF A LEARNING BENCHMARK
(PERFORMANCE INDICATOR) FROM
ENGLISH LANGUAGE ARTS ILLINOIS LEARNING
STANDARD:
GRADE LEVEL CLUSTER 9-12, WRITING

...Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms...adapt content, vocabulary, voice, and tone to audience, purpose and situation

Potential Uses for the English Language Proficiency Standards

- Create an integrated and aligned system of curriculum, instruction, and assessment crafted specifically for English Language Learners
- Stimulate collaboration among teachers and coordination of effort in educating English language learners
- Provide a universal, comprehensive description of the second language acquisition process as the pathway to the attainment of Illinois Learning Standards and school success