

**Part III: Examining the
Superstructures of the English
Language Proficiency Standards**

The English Language Proficiency Performance Definitions

- Overarch the standards
- Provide a global definition of each language proficiency level
- Are based on a set of criteria

Criteria for the English Language Proficiency Performance Definitions

1

ENTERING

2

BEGINNING

3

DEVELOPING

4

EXPANDING

5

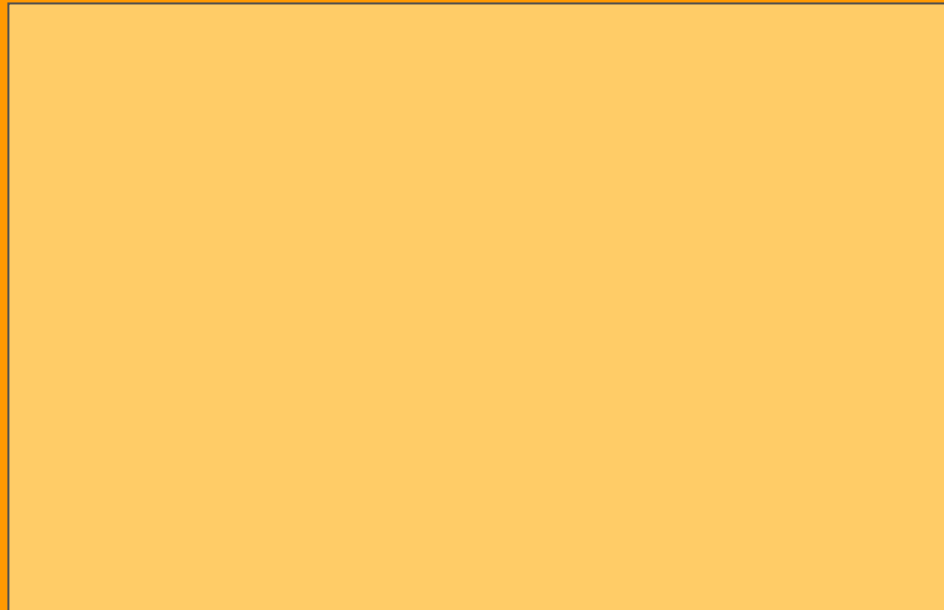
BRIDGING

- Comprehension and use of the technical language of the content areas
- Extent of discourse control
- Development of phonological, syntactic, and semantic understanding or usage

Activity 2: Identifying Levels of Language Proficiency Based on the Performance Definitions

- Read the performance definitions for the 5 levels of English language proficiency
- Read the sample activities for English language learners from the handout
- For each activity, assign a language proficiency level based on the performance definition
- Compare your results with a partner

Classroom and Large-scale State Frameworks



A Quick Peek into the Large-Scale Framework

Find an example of model performance indicators that require English language learners in English language proficiency **levels 1 (Entering) or 2 (Beginning)** to engage in **higher level thinking**.

For example, Standard 2, Reading, 6-8, English Language Proficiency Level 2 for the Large-scale Framework reads:

‘Predict outcomes from visually supported text’

A Quick Peek into the Classroom Framework

- Start with either **Standard 3, 4 or 5 (English language learners communicate in English for MATH, SCIENCE or SOCIAL STUDIES for instructional purposes within the school setting)**.
- Select a language domain (L, S, R, or W).
- Look at the **classroom framework** for a grade level cluster.
- Read the model performance indicators for the five English language proficiency levels.
- Think of an activity for English language learners of varying language proficiency levels reflective of these model performance indicators within the grade level cluster.