

**Part V: Expanding the Scope of the
English Language Proficiency
Standards**

Activity 3: Going from the Large-scale to the Classroom Assessment Framework (or the Reverse)

- From the large-scale assessment framework, select standard 3 (MATH) or 5 (SOCIAL STUDIES) and a language domain (L, R, or W)
- Work with the grade level cluster with which you are most familiar
- Take the strand you selected and modify it for the classroom assessment framework
- Use the example on page 21 of the Overview as a model

How Did You Convert the Model Performance Indicators from the Large-scale Framework to the Classroom Framework?

Did you have the students.....

- Use realia and manipulatives?
- Engage in real life observations?
- Extend the scope of the activity?
- Incorporate technology?
- Rely on multiple resources?
- Integrate fine arts, such as drama?
- Conduct original research?

The Model Performance Indicators Consist of Two Elements:

- The **language function** describes how students use language- the intent of the communication
- The **content stem** specifies the context or topic that is addressed- a curricular kernel

Model Performance Indicator

(Standard 4, Speaking, 6-8, Level 2)

*Describe scientific events or discoveries
based on illustrations*

language function

Describe

content stem

***scientific events
or discoveries***

An Example of a Strand of Model Performance Indicators for Standard 2, English Language Arts, Writing : Grade Level Cluster 9-12

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

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 Strand of Model Performance Indicators with Modified Content Stems, Writing: Grade Level Cluster 9-12

Level 1- copy facts pertaining to _____

Level 2- express opinions or reactions to _____

Level 3- produce editorial comments on _____ based on
personal experiences

Level 4- rewrite stories on _____ in different time frames

Level 5- rewrite stories on _____ from different
perspectives or points of view

An Example of Alignment of English Language Proficiency and State Academic Content Standards: English Language Arts, Writing Grade Level Cluster 9-12

Wisconsin- write a coherent argument that assumes a stance, accurately summarizes an opposing viewpoint, and refutes that view, citing persuasive evidence

Illinois- 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

Activity 4: Changing Content Stems in a Strand of Model Performance Indicators

- Work with a partner
- Select a grade level cluster
- Choose a standard and a language domain
- Read the strand for the grade level cluster
- Convert the topic of the **content stem** to another reflective of the curriculum, as expressed by the standard