

Welcome to the Webinar!

*The English Language Proficiency (ELP)
Standards for Adult Education
Hmm? What's this now??*

We will begin at 3pm EST.



NEW ENGLAND
Literacy Resource Center

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

Your hosts

Patsy Egan, PhD
ATLAS Director,
Hamline University, St. Paul MN
pegan02@hamline.edu



Astrid Liden, ABE PD Specialist,
MN Dept of Education, St. Paul MN



ATLAS

www.atlasABE.org

ATLAS is funded by the MN Dept of Education to provide professional development to the MN ABE workforce.

- Conferences & Workshops
- Study Circles (ESL, EBRI)
- Online resource libraries
- Cohorts for job-embedded learning
- PD Calendar & weekly newsletter



The screenshot shows the ATLAS website homepage. The header features the ATLAS logo and the tagline "ABE Teaching & Learning Advancement System". The navigation menu includes links for HOME, PROFESSIONAL Development (PD), PD SYSTEM Minnesota ABE, RESOURCES ATLAS & General ABE, NEWS Newsletters & Updates, and CONTACT For More Information. A search bar is located below the navigation menu. The main content area is titled "HOME | RESOURCES" and features a photograph of a group of people in a meeting. Below the photo, the text reads "ATLAS and General ABE Resources" and "In accordance with our mission, ATLAS provides a multitude of helpful resources for ABE practitioners, administrators and support staff. Just click on a category below to find what you're looking for". A list of resource categories is provided, including ACES / TIF Resources, Adult Career Pathways, Adult Diploma, Content Standards, EBRI / STAR Resources, ESL Resources, Events Archive, OED Resources, Numeracy Resources, Presenter Resources, Project-Based Learning, Science Resources, Social Studies Resources, STAR Resources, Support Services Resources, and Writing Resources.

Survey: What is your comfort level/ expertise with the ELPS document?

- A. This is really my first exposure to it.
- B. I have a copy, and I have read parts or all of it.
- C. I have studied it. I have specific questions about implementation for you!
- D. I am already implementing it.



Chat your
response in
the chat box!



Objectives

- Navigate the new ELP Standards report
- Become familiar with the 10 ELP anchor standards
- Connect the ELPs to CCRS implementation
- Begin to consider how the ELPs may enhance your instruction to English language learners

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

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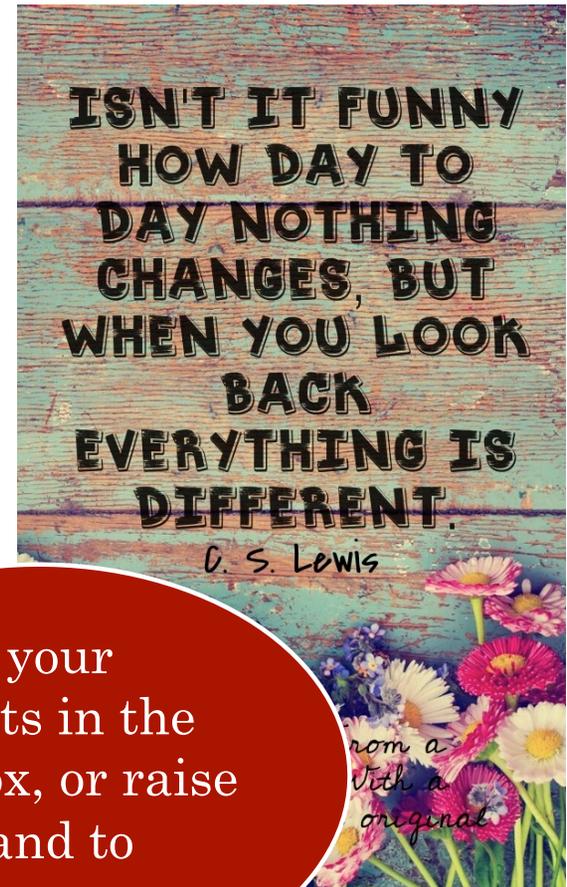
 AIR
Alabama Institute for Research in Education

AGENDA

- **Setting the Stage:** Where are we as a field?
- **FAQs:** Answering a few questions upfront
- **WHY:** Overview of the Rationale and Background:
Equity and Acceleration of U.S. Workforce
Development
- **WHAT:** The Components of the ELPs Document
 - The 10 Guiding Principles
 - The 10 Standards & their Organization
 - 1-5 Level Descriptors

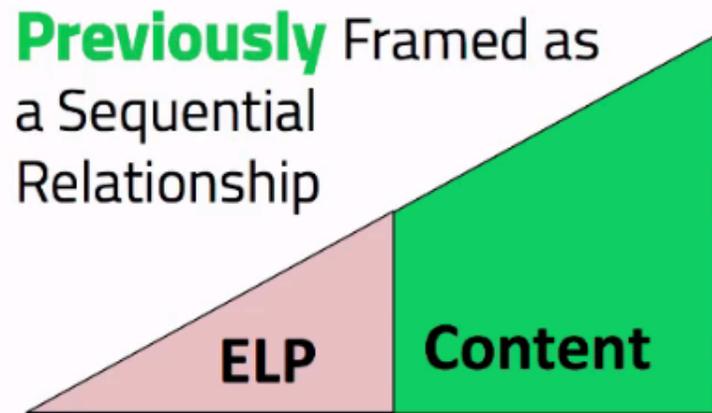
How is the field of adult
ESL different now than
10-15 years ago?
Than just 5 years ago?

What accounts for these
changes, do you think?



Chat your
thoughts in the
chat box, or raise
your hand to
speak!

Shift in Understanding of Language Proficiency & Content Learning



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

Now Framed as a Parallel Relationship



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

Source: WestEd

Recent Instructional Shifts in ABE

- **Integration of content areas** (civics, workplace readiness, career training, academic subjects like science/social studies)



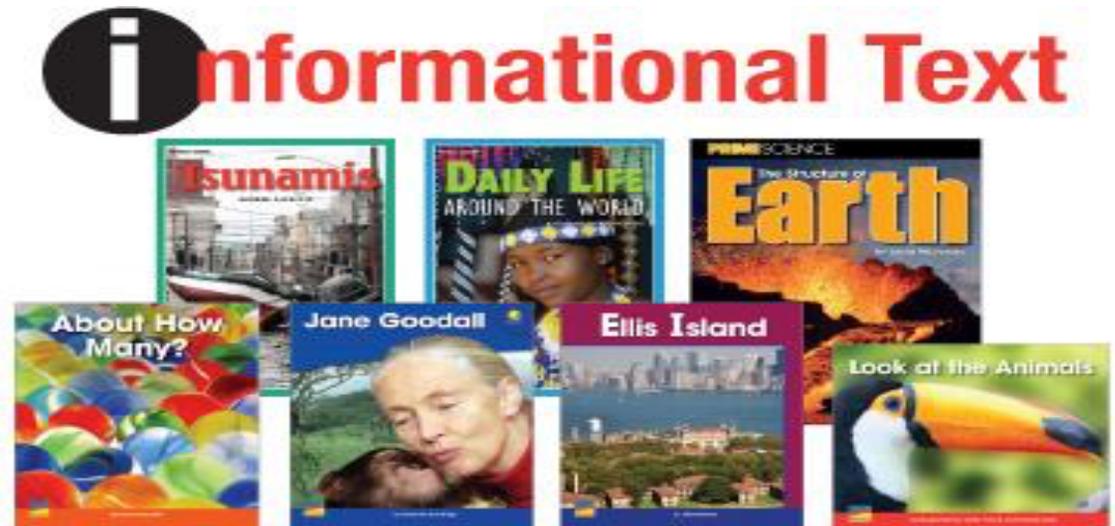
Recent Instructional Shifts in ABE

- Integration of **transitions skills** (“soft skills”) at all levels



Recent Instructional Shifts in ABE

- Prioritizing content-rich **informational texts** (more non-fiction than fiction emphasized lately)



Recent Instructional Shifts in ABE

- Emphasis on **academic language**
 - Teach explicitly
 - Encourage production
 - Choose texts with rich academic language



Recent Instructional Shifts in ABE

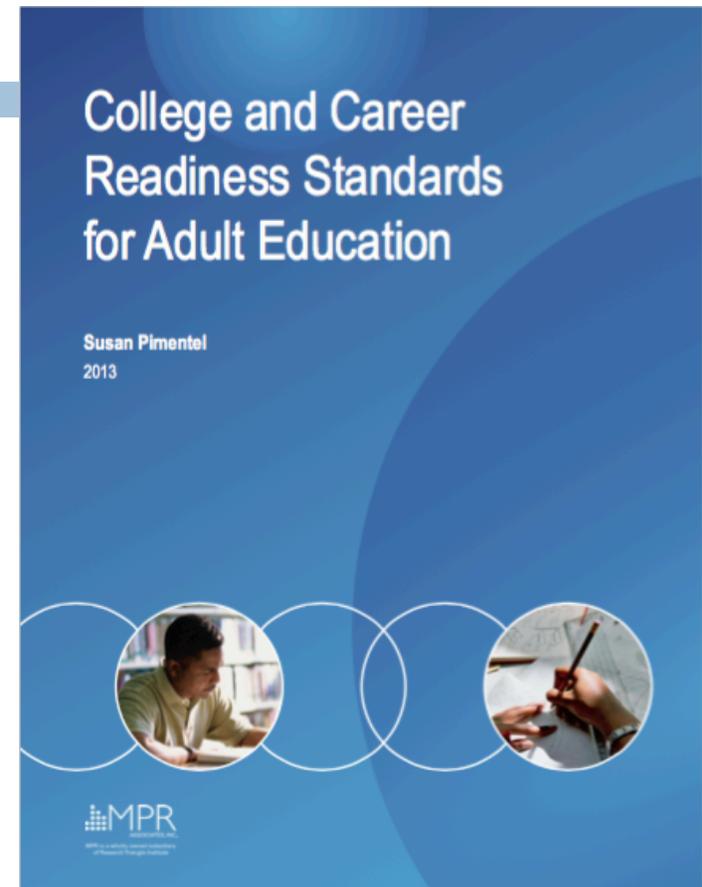
- Focus on **textual evidence**
 - Require use of texts to support claims, conclusions, etc.



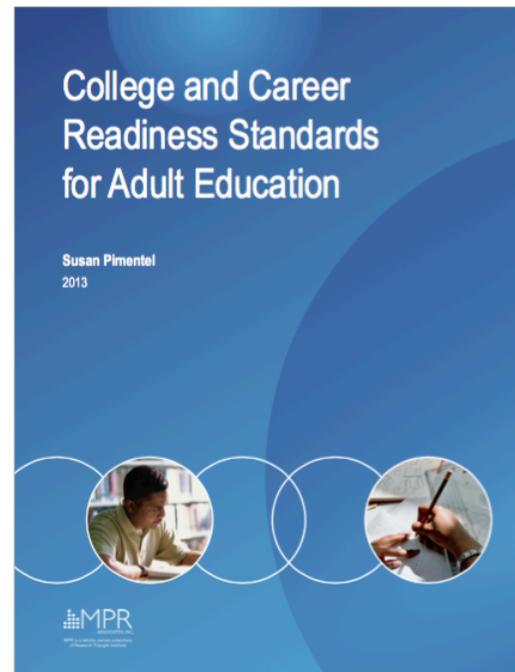
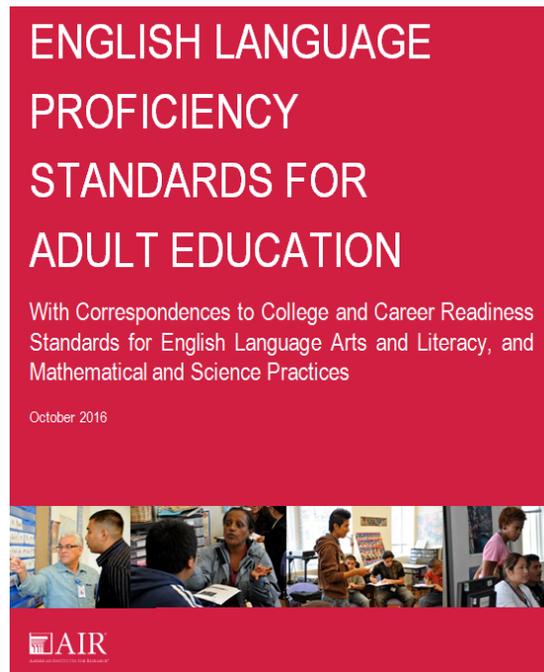
CCRS

College & Career Readiness Standards for Adult Education

- Drawn from Common Core
- Not written specifically for ESL,
but for *all* adult basic learners



ELP Standards = Language “lift” to CCRS



FAQs:

- ELPS don't replace CCRS; they are a **language “lift”** to help students reach and engage successfully in the CCRS.
- **There is not a one-to-one alignment** between the ELPS, CCRS and NRS levels.
- Newly aligned NRS levels are being developed
- Level descriptors for each ELP Standard are not aligned to ESL levels to acknowledge the fact that **teachers need to apply one or a few levels within a standard to differentiate instruction** in classes because students have different levels of skills within the same class.



Alignment, Correlation, and Correspondences (Oh my!)

- In general, *Correspondences* are comparisons between “nonequivalent artifacts” that help educators to understand the relationship between sets of standards; these comparisons do not result in full alignment (CCSSO, 2012, p. 92).
- Until we get--and after we have--specific alignments, our work will remain the same: **find ways to enable our students to learn the language they need to succeed in college, career, and civic tasks.**
- Let’s keep our eyes on the ball.
It’s about facilitating our students’ learning and scaffolding instruction.



OK, let's take a look!



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Overview: The “What” Components of the ELPs

- **10 Guiding Principles** used to ground decision-making (p. 8)
- **10 Standards** (p. 15)
- **1-5 Level Descriptors** for student performance of each standard to help differentiate and scaffold instruction (p.17)



Overview: Components of the ELPs

- **2 “Views” or format styles of the Standards to show correspondences** to math, science, engineering and CCRS (pp. 18 (View 1), 33 (View 2), 75 (Correspondence charts))
- **Supports and scaffolding** recommendations by level (Appendix C, very last page)
- **Vignettes of classroom implementation**, "What it Looks Like in Practice" (pp. 31, 32, 73, 78)

What are the Guiding Principles?

1. Adult ELLs have the potential to **meet state-adopted challenging academic standards**.
2. Adult ELLs represent a **diverse population** of learners.
3. Adult ELLs' **funds of knowledge** are a resource for their learning.
4. **Social language** has an important role in ELLs' English language acquisition process.
5. Three key **instructional advances** form the basis of state-adopted content standards for English language arts in AE that ELLs must access.
6. Adult ELLs must be able to **successfully engage** with a wide variety of **informational texts**.
7. **Scaffolding** is an essential tool to facilitate ELLs' acquisition of language and content.
8. **ELLs with disabilities** have specific instructional needs.
9. **Multimedia technology** aligned to the ELP Standards for AE should be integrated into instruction.
10. **Academic language instruction** should be incorporated into all content lessons, including mathematics and science.

What are the Standards exactly?

1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. 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.
3. Speak and write about level-appropriate complex literary and informational texts and topics.
4. Construct level-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.

What are the Standards exactly?

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 level-appropriate speech and text.
10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Getting to know you... Sorting tasks!

1. Sort the 10 standards into three groups, those that emphasize:

- a. *productive language*
- b. *receptive language*
(“interpretive”)
- c. *interactive language*



Which # anchor standards emphasize language production, do you think?

See page 15 of the report for the authors' 'take' on these categories Comments?

(Accuracy of sorting is not the point, of course, but getting to know these anchors and how this report is organized!)

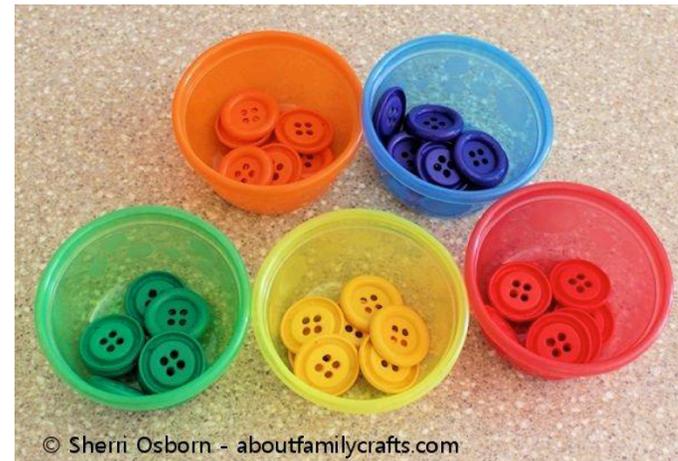


Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards

| <p style="text-align: center;">ELP Standards for AE An ELL can...</p> | <p style="text-align: center;">Functions of standards</p> |
|---|--|
| <ol style="list-style-type: none"> 1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. 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. 3. speak and write about level-appropriate complex literary and informational texts and topics. 4. construct level-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. | <p>Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p> |
| <ol style="list-style-type: none"> 8. determine the meaning of words and phrases in oral presentations and literary and informational text. 9. create clear and coherent level-appropriate speech and text. 10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | <p>ELP Standards 8–10 support ELP Standards 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p> |

Another way to think about the standards... See page 15.

1-7: language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science

8-10: micro-level linguistic features (those necessary to perform other tasks)

Accessing
CONTENT

#8-10
SUPPORT
#1-7. They are more accuracy focused.

1-5 Level Descriptors (p. 17):

- 5 levels are included with each of the 10 standards.
- They describe a range of student proficiency in English for each standard.
- They inform instruction by providing a granular description of learner knowledge and skills at each level.
- They direct teachers to differentiate and scaffold instruction.

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

Two views - View ONE

View One is helpful for planning language lessons that foster adult ELLs' acquisition of discipline-specific language and skills needed to access CCRS

- Identifies the language demands associated with mathematics, science and English language arts and literacy practices
- Highlights the relationship between the ELP standards and the language demands found in the CCRS

View One may be most useful when the main focus of instruction is English language acquisition connected to academic subject matter.

ELP Standard **Level 1–5 descriptors**

| ELP Standard 1 | By the end of each English language proficiency level, an ELL can... | | | | |
|---|---|--|---|---|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. | use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. | use a developing set of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text. | use an increasing range of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. | use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. |
| Correspondences to Mathematical Practices | | | Correspondences to Science and Engineering Practices | | |
| when engaging in one or more of the following content-specific practices: | | | | | |
| MP1. Make sense of problems and persevere in solving them. | | | SP1. Ask questions and define problems. | | |
| when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE: | | | | | |
| Reading CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | | |
| Speaking and Listening CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | |

Correspondences to the CCR English Language Arts and Literacy Standards for AE

View ONE

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



View TWO

View Two is useful when instruction is framed around the CCR Standards for AE in a class with adult ELLs who are in need of language skills development.

View Two presents the CCR Standards for English Language Arts and Literacy first, indicating that those standards will be consulted first as the basis for instruction.

CCR English Language Arts and Literacy Anchor Standard for AE

CCR Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR English Language Arts and Literacy Standard for AE Level E

CCR Reading 1 Level E

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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

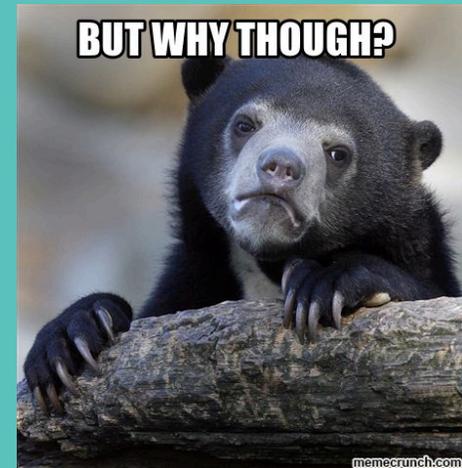
ELP
Standard
for AE

Level 1–5 descriptors

What all is in the report?

- Introduction & Overview
- Guiding Principles
- View ONE of standards
- View TWO of standards
- Correspondences grids (how ELPs connect with CCRS ELA standards, the Math Practices, and the Science Practices)
- Four classroom vignettes of teachers using the standards
- References, Glossary
- Brief examples of supports & scaffolds

“So the language of these standards sound a lot like CCRS. What’s different? How’s it helpful, if most of it is in CCRS anyway?”



**Let's take a look at just one
element of CCRS --
CLOSE READING**

**(Close reading is mostly
defined in Reading Anchor 1)**

Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.

Close reading is a key requirement of the CCRS for Adult Education and directs the reader's attention to the text itself.

Let's take a look at just one element of CCRS -- CLOSE READING

CCRS Reading Anchor 1:

Read closely to determine what the text says explicitly and to make logical inferences from it **[RECEPTIVE]**; cite specific textual evidence when writing or speaking to support conclusions drawn from the text **[PRODUCTIVE]**.

Level A: (gr K-1)

Ask and answer questions about key details in a text.

Level B: (gr 2-3)

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

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Close reading is a key requirement of the CCRS for Adult Education and directs the reader's attention to the text itself.

CLOSE READING

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Ask and answer questions about key details in a text.

Level B: (gr 2-3)

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

ELP Standard 1:

Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

ELP Level 1:

Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.

ELP Level 2:

Use an emerging set of strategies to

- identify the main topic in oral presentations and simple spoken and written texts
- retell a few key details

ELP Level 3:

Use a developing set of strategies to

- Determine a central idea or theme in oral presentations and spoken and written texts
- Retell key details
- Answer questions about key details
- Explain how the theme is developed by specific details in texts
- Summarize part of a text

CLOSE READING

Describes achievable language tasks for even VERY low-level learners

| |
|--|
| ELP Standard 1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. |
| ELP Level 1: Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts. |
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| ELP Level 3: Use a developing set of strategies to <ul style="list-style-type: none">• Determine a central idea or theme in oral presentations and spoken and written texts• Retell key details• Answer questions about key details• Explain how the theme is developed by specific details in texts• Summarize part of a text |

Text can be oral, print, or visual

Variations in Language development process are recognized - repertoire of strategies expand as proficiency level increases

Specific language functions are named

Four Classroom Vignettes

1. Low-intermediate English Language Acquisition Class (p. 31)
2. IEL Civics Class [Integrated English Language & Civics] (p. 32)
3. IET Class [Integrated Educational Training] (p.73)
4. ABE Math Class (p.78)

With a partner, choose one classroom vignette to read and think about.

- Describe the class.
- Which View (1 or 2) did the teacher use and why?
- What resonates? What connections can you make with your teaching context?

| | ELP Levels 1–2 | ELP Levels 3–4 | ELP Level 5 |
|---|---|---|--|
| Teacher Language and Teacher–Student Exchanges | <ul style="list-style-type: none"> · Give wait time · Use contextualized language about concrete topics · Repeat, paraphrase, model, and gesture · Use think alouds to model processes and language · Give one-step directions · Use native language as appropriate · Have students demonstrate understanding by pointing or gesturing · Concentrate on meaning rather than correctness | <ul style="list-style-type: none"> · Give wait time · Use contextualized language about concrete and abstract topics · Repeat, paraphrase, and model · Use think alouds to model process and language · Concentrate on meaning rather than correctness | <ul style="list-style-type: none"> · Model complex grammatical language about both concrete and abstract topics |
| Materials and Activities | <ul style="list-style-type: none"> · Build background · Use visuals · Use total physical response (TPR) · Use graphic organizers · Use illustrations and photos to show student understanding · Use native language texts or ELP level-appropriate texts as a supplement to complex texts · Purposefully teach vocabulary · Provide bilingual glossaries · Provide word/phrase cards with photo or illustration for definition · Provide audio books (in English and native language) to support content learning · Provide sentence starters and frames · Draw and label or write words/short sentences · Complete vocabulary log with images | <ul style="list-style-type: none"> · Build background · Use visuals · Use TPR · Use graphic organizers · Use acting or role plays to demonstrate student understanding · Use native language texts or ELP level-appropriate texts as a supplement to complex texts · Purposefully teach vocabulary · Provide bilingual glossaries · Provide word/phrase cards with photo or illustration for definition · Provide audio books (in English and native language) to support content learning · Provide word/phrase banks · Provide sentence starters and frames | <ul style="list-style-type: none"> · Build background · Use visuals · Use graphic organizers · Purposefully teach vocabulary · Provide bilingual glossaries · Provide audio books (in English) to support content learning · Analyze complex grammatical language about both concrete and abstract topics |
| Student Groupings | <ul style="list-style-type: none"> · Partner work (with additional scaffolds) · Small groups (with teacher support and additional scaffolds) | <ul style="list-style-type: none"> · Partner work (with additional scaffolds) · Small groups (with additional scaffolds) | <ul style="list-style-type: none"> · Partner work · Small groups |

We need each other in this work!

- What other PD opportunities are you aware of to continue this learning?
- How can we continue to support language learners in reaching college & career readiness?
- If you find them helpful, how can you continue learning about ELPs?

