English Language Proficiency Standards

Guidance Document

Introduction to the English Language Proficiency Standards	The ELP Standards provide prerequisite language skills for English language learners (ELLs) to access academic content. The standards provide the foundational linguistic knowledge for students who are not proficient in English. A strong grammatical foundation is essential in the language acquisition process for ELLs. There is a purposeful overlap of the ELP and the Common Core language skills. The K-12 English Language Proficiency Standards should be utilized to guide instruction for English language learners. Classroom materials used in ELD instruction reflect content from a variety of academic disciplines including math, social studies, and science.
Purpose	The United States Department of Education requires all states to have English language proficiency standards for students with limited or no English language knowledge, experience, or skills. In response to this federal requirement, the Office of English Language Acquisition Services (OELAS) of the Arizona Department of Education (ADE) has developed English Language Proficiency (ELP) Standards for English language learners attending public and charter schools in Arizona. These standards allow the state of Arizona to gauge student progress in English language proficiency and to provide classroom teachers with benchmarks to help focus instruction. The standards are designed for teachers in helping English Language Learners (ELLs) to become proficient in English as quickly as possible. The Arizona ELP Standards help students to possess a linguistic foundation for the academic English that is needed to meet the language demands and complexity of content-area instruction of math, science, and social studies.
"All Inclusive"	The English Language Proficiency Standards are now an "all-inclusive" document that provides a logical and linear ordering of concepts, standards, and performance indicators to assist teachers in the design, development, and implementation of English Language Development (ELD) instruction for English language learners. These students may be in an SEI classroom or in a mainstream classroom on an Individual Language Learner Plan (ILLP). The standards have been aligned horizontally for differentiated instruction across proficiency levels. The standards also have a vertical alignment to provide a progression of skills. While performance indicators are independent of each other and will be taught before others, the combined cumulative effect is a systematic and sequenced instructional tool for teachers to drive their English language instruction. **Additionally, each stage includes all necessary performance indicators for the varying proficiency levels at that particular stage.** Prior to this revision, the Discrete Skills Inventory (DSI) was a companion teaching tool to the English Language Proficiency Standards. Now, the DSI has been integrated into, and made a part of, the ELP Standards. The Language Strand includes the Standard English Conventions, which will be used to teach explicitly the grammar component of the SEI Models. The Vocabulary Standard is also a part of the Language Strand. (Reference pg. 5 of this Guidance document for use of specific Standards) The labels used in the standards document match the AZELLA proficiency levels of the students (Pre-Emergent, Emergent, Basic, Intermediate). Individual subtest proficiency scores (Oral, Reading, Writing) can be used to guide instruction. The goal is to move students from their identified proficiency level through High Intermediate. **It is recommended that teachers teach to the High Intermediate level and scaffold back depending on the student's identified proficiency level.**

Format of the ELP Standards	The ELP Standards are organized within the Listening and Speaking, Reading, and Writing Domains and Language Strand. The Standard English Conventions and Vocabulary Standards have been relocated to the newly-added Language Strand. The presentation of the information has the following organization: Stages (Grade-Bands), Domains or Language Strand, Standards, Performance Indicators, and English proficiency levels. The three domains and one language strand define five stages (grade-band) ELL I through ELL V. These stages are organized in a developmental progression: • ELL I: refers to Kindergarten • ELL II: refers to grades 1-2 • ELL III: refers to grades 3-5 • ELL IV: refers to grades 6-8 • ELL V: refers to grades 9-12 **Proficiency Descriptors** The three domains include Proficiency Level Descriptors for each proficiency level. These descriptors provide a "snapshot" of the language skills and abilities of English language learners based on the current assessment. This provides the starting point for a student's language instruction. The proficiency levels are identified as Pre-Emergent, Emergent, Basic, and Intermediate. The Intermediate level descriptors are separated into Low and High Intermediate. **Performance Indicators** Each domain and language strand begins with the standard followed by specific performance indicators at every proficiency level. Each performance indicator is a statement of the specific knowledge, skills, and abilities expected to be learned by the student who is receiving ELD instruction. Individual performance indicators advance in complexity at each proficiency level. Mastery of the skills, knowledge, and abilities at one proficiency level assumes competency of all preceding proficiency levels within a stage. Therefore, if a student is performing at the Basic level in ELL II, the student would have already learned all of the performance indicators in the Pre-Emergent and Emergent levels for that skill progression. The performance indicators are designed to include the language demands and complexity necessary for students to acquire the academic language necessary to meet the needs of content-area instruction. Specific performance indicators include a content reference (math, science, social studies) where the language of the content is most applicable in the instruction. In some cases, an N/A appears as the performance indicator. When present at the lower proficiency levels, this indicates that the skill may be too difficult. There may be a pre-requisite language skill recommended. When present at the higher proficiency levels, this may indicate the skill should have been learned at lower proficiency levels. Within certain performance indicators, **e.g**. or **i.e**. is used. If '**e.g**.' is included in a performance indicator, it was used to show a few typical examples. If '**i.e.**' is used, it will denote those items listed that must be taught within that performance indicator.

CODING SYSTEM

<table>
<tr><td></td><td>

Stage I – Kindergarten
Stage II – Grades 1-2
Stage III – Grades 3-5
Stage IV – Grades 6-8
Stage V – Grades 9-12

</td></tr>
<tr><td>

Listening and Speaking Domain

</td><td>

The **Listening and Speaking Domain (LS)** contains the following standards:
- **Standard 1: Comprehension of Oral Communications**
- **Standard 2: Delivery of Oral Communications**

</td></tr>
<tr><td>

Reading Domain

</td><td>

The **Reading Domain (R)** contains the following standards:
- **Standard 1: Print Concepts**
- **Standard 2: Phonemic Awareness /Decoding**
- **Standard 3: Standard Fluency** (Stage I does not have this Standard)
- **Standard 4: Comprehension of Text**

</td></tr>
<tr><td>

Writing Domain

</td><td>

The **Writing Domain (W)** contains the following standards:
- **Standard 1: Writing Applications**
- **Standard 2: Standard English Conventions**
- **Standard 3: Writing Process**
- **Standard 4: Writing Elements** (Stage I does not have this Standard)
- **Standard 5: Research** (Stage I does not have this Standard)

</td></tr>
<tr><td>

Language Strand

</td><td>

The **Language Strand (L)** contains the following standards:
- **Standard 1: Standard English Conventions**
- **Standard 2: Vocabulary**

</td></tr>
<tr><td>

Coding System

For Domains

(Examples for lesson plans)

</td><td>

Domain Format Coding – Reading, Writing, Listening and Speaking

Stage –Domain-Standard Number: Performance Indicator

Example: **III-LS-2:PE-2**

Stage III: Listening and Speaking – Standard 2: Pre-Emergent Performance Indicator 2

</td></tr>
</table>

Coding System For Language Strand "Standard English Conventions **(Examples for lesson plans)**	**Language Strand Standard 1: Standard English Conventions Coding** **Stage –Strand-Standard Number** **(Standard English Conventions Sub-concept):** **Performance Indicator** **Example:** **V-L-1(ADV):B-10** (Adverbs)
Coding System For Language Strand "Vocabulary" **(Examples for lesson plans)**	**Language Strand Standard 2: Vocabulary Coding** **Stage –Strand-Standard Number: Performance Indicator** **Example:** **II-L-2:B-6**
Time Allocation Reference	The following documentation is provided to assist teachers in their lesson planning and identifying which standards to use for the specific time allocations provided by the ELL Task Force SEI Models. The performance indicators within the standards are designed to include the language demands and complexity necessary for students to acquire the academic language to meet the needs of content-area instruction (math, science, social studies). In order to move students toward proficiency, this academic language should be addressed during all time allocations. (See Academic Language Demands and Language Complexity documents in the Reference section of this document.)

GUIDANCE: TIME ALLOCATIONS ALL GRADE LEVELS, ALL PROFICIENCY LEVELS				
	Oral English/Conversation and Vocabulary	**Grammar** **60 min.**	**Reading** **60 min.**	**Writing** **60 min.**
Standards to Use	**Listening & Speaking Domain** **Language Strand** • Vocabulary	**Language Strand** o Standard English Conventions	**Reading Domain**	**Writing Domain**

Middle/High School Exemptions for Intermediate Proficiency Level				
			If Proficient on the Reading subtest	**If Proficient on the Writing subtest**
	Oral English /Conversation and Vocabulary **60 min.**	**Grammar** **60 min.**	**Reading** **60 min.**	**Writing** **60 min.**
Standard(s) to Use	**Listening & Speaking Domain** **Language Strand** o Vocabulary	**Language Strand** o **Standard English Convention**	**Reading Domain**	**Writing Domain**

Crosswalk between ELP Standards and Common Core State Standards	During the vertical and horizontal alignment process, the Common Core State Standards were referenced. The ELP Standards provide pre-requisite language skills to the Common Core State Standards.
References used in the revision process	- Glossary - Irregular nouns/verbs - Language Demands - Language Complexities - Discrete Skills Inventory - WestEd Framework