



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

The English Language Proficiency Standards for Adult Education

What They Are and How to Use Them

Webinar Version

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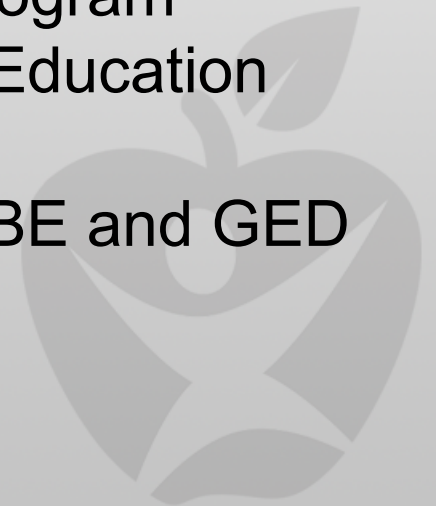
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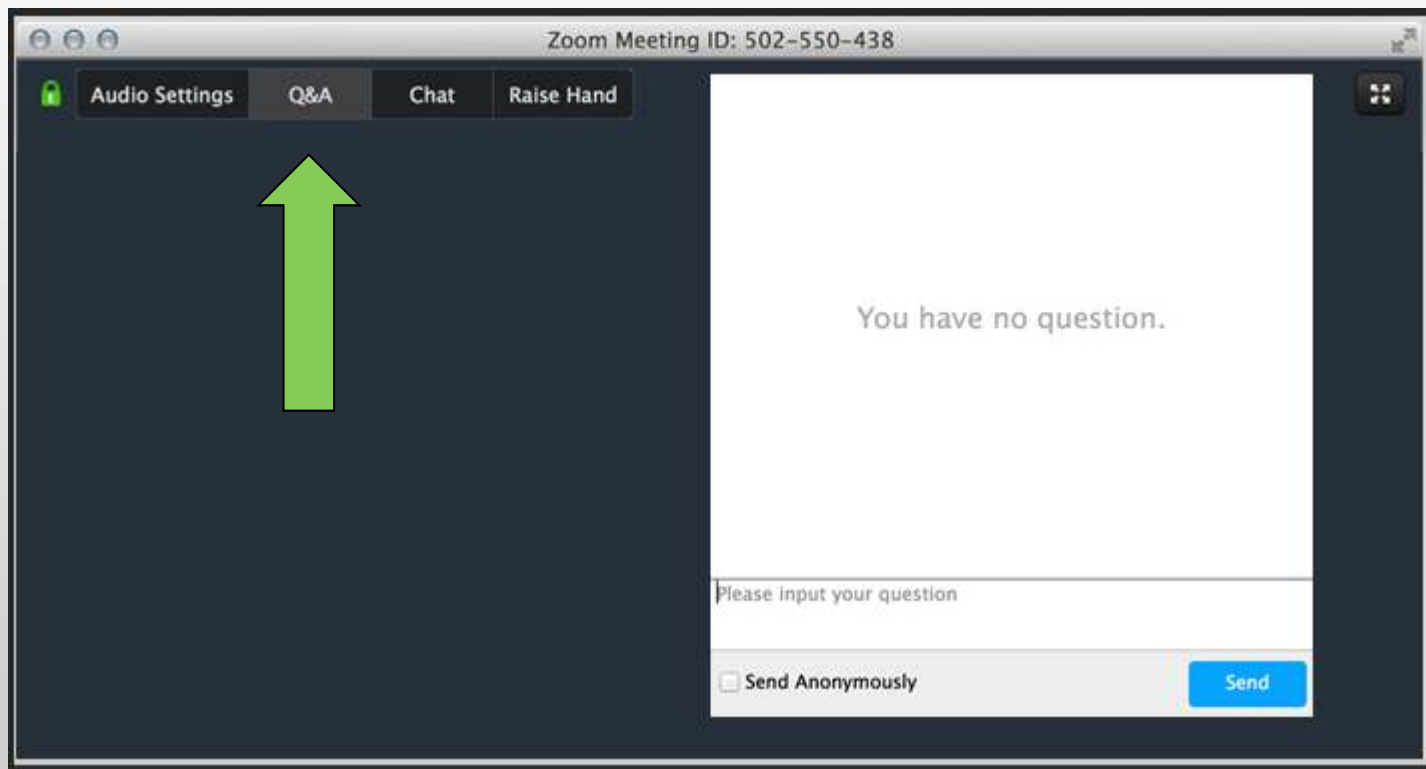
Ronald Allan Cruz, M.Ed.

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Hillsborough County Public Schools Adult Education

Statewide Trainer and Facilitator for ESOL, ABE and GED
Florida IPDAE



- If you have question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded** and it will be archived and available on the IPDAE website within 48 hours.

- **Standards**
- **Background of the ELPS**
- **What Are the ELPS?**
- **Differentiation**
- **Scaffolding**
- **Wrap Up**



What are Standards?



Do we even need them?



BACKGROUND OF THE ELPS




What does ELPS stand for?

- E** – English
- L** – Language
- P** – Proficiency
- S** - Standards



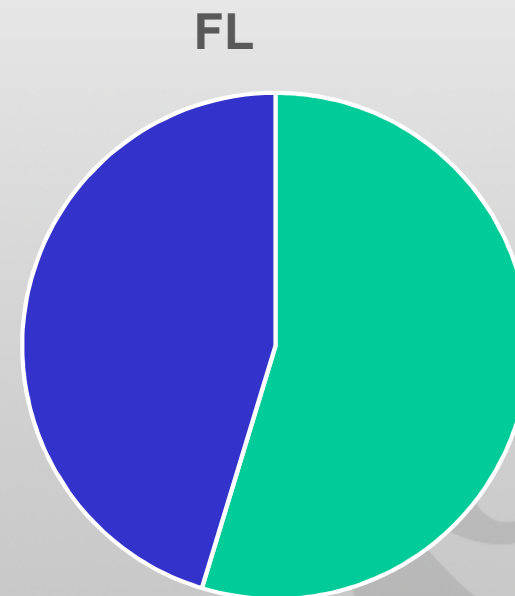
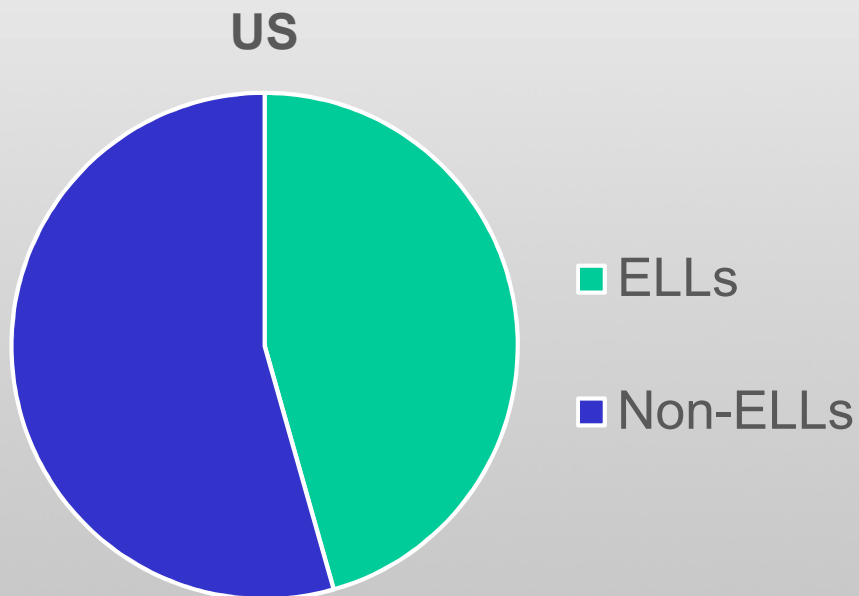
What are ELPS?

ELPS are standards developed by the American Institute for Research to address the need for **educational equity, access and rigor** for adult ESOL learners with the goal of preparing students for career and/or postsecondary education. ELPS provides the framework for **rigorous, focused and effective instruction** for adult ESOL students to access **complex academic content** necessary to achieve postsecondary and career goals.



Why do we need ELPS?

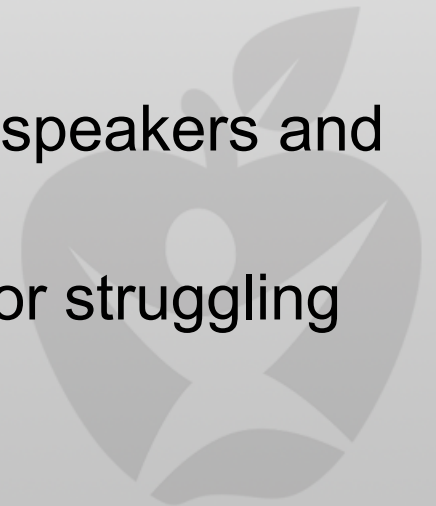
ELLs currently make up more than 45% of AE students in the federally funded system and 55% in FL



Why do we need ELPS?

With the current state of Adult ESOL Education and the gap in performance in Adult Basic Education between native English speakers and Adult ESOL students, the following needs are addressed by the standards:

- Increased rigor for ESOL students
- Access to high quality English language instruction geared towards college and/or career
- Educational equity between native English speakers and ESOL students
- Differentiation and scaffolding techniques for struggling second language speakers
- Framework for formative assessments



Why are ELPS important?

- Adult education should not be the end result. Adult education should adequately prepare students for careers and/or post-secondary education.
- According to the College and Career Readiness Standards (CCRS) for Adult Education, students must be able to perform complex language functions across all disciplines, quite different from ESOL instruction focusing on basic life skills.
- WIOA highlights the importance of preparing ELL's for continued education.

OCTAE

CCRS



ELPS



ELPS Don't Replace the CCRS!!!!

They are a language “lift” to help students reach and engage successfully in the CCRS.

(This means they help students acquire the language they need to meet the CCRS.)



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

WHAT ARE THE ELPS?



Guiding Principles are foundational understandings that influence the development and selection of the standards. They articulate the understanding of adult language acquisition and adult learning theory.

The **Guiding Principles** are intended to ensure that the selected standards will help educators recognize the strength and needs of adult ESOL learners.

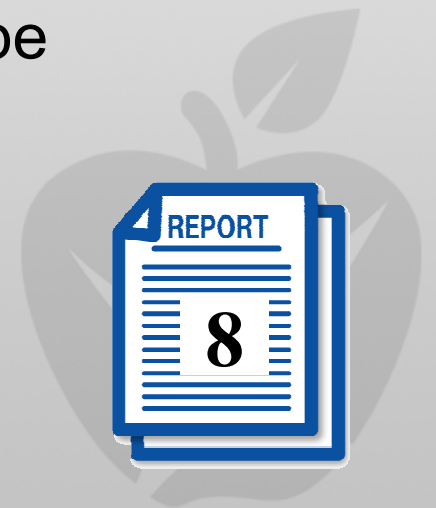
1. Adult ELLs have the potential to **meet state-adopted challenging academic standards**.
2. Adult ELLs represent a **diverse population** of learners.
3. Adult ELLs' **funds of knowledge** are a resource for their learning.
4. **Social language** has an important role in ELLs' English language acquisition 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.



ENGLISH LANGUAGE
PROFICIENCY
STANDARDS FOR
ADULT EDUCATION

With Correspondences to College and Career Readiness
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AIR

THE 10 ENGLISH LANGUAGE PROFICIENCY STANDARDS



Standard 1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Standard 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.



Standard 3: Speak and write about level-appropriate complex literary and informational texts and topics.

Standard 4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.



Standard 5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 6: Analyze and critique the arguments of others orally and in writing.



Standard 7: Adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: Determine the meaning of words and phrases in oral presentations and literary and informational text.



Standard 9: Create clear and coherent level-appropriate speech and text.

Standard 10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. Speak and write about level-appropriate complex literary and informational texts and topics.



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

ELP Standards for AE An ELL can...	Functions of standards
<ol style="list-style-type: none"> construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 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. speak and write about level-appropriate complex literary and informational texts and topics. construct level-appropriate oral and written claims and support them with reasoning and evidence. conduct research and evaluate and communicate findings to answer questions or solve problems. analyze and critique the arguments of others orally and in writing. adapt language choices to purpose, task, and audience when speaking and writing. 	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.
<ol style="list-style-type: none"> determine the meaning of words and phrases in oral presentations and literary and informational text. create clear and coherent level-appropriate speech and text. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. 	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.

1-5 Level Descriptors:



- 5 levels are included with each of the 10 standards.
- They describe a range of student proficiency 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.

—Patsy Egan, ELPS Development Panelist





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.

ESOL and Adult Basic Education (ABE)

ABE

Beginning
Adult Basic
Education
Literacy
(GE 0.0-1.9)

Beginning Basic
Education
(GE 2.0-3.9)

Low Intermediate
Basic Education
(GE 4.0-5.9)

High Intermediate
Basic Education
(GE 6.0-8.9)

GED® Prep

Low and High
Adult Secondary
Education
(GE 9.0-12.9)

College and
Career
Readiness

ESOL Level 1
Foundations

ESOL Level 2
Low
Beginning

ESOL Level 3
High
Beginning

ESOL Level 4
Low
Intermediate

ESOL Level 5
High
Intermediate

ESOL Level 6
Advanced

Adult ESOL
College and
Career
Readiness

ELPS Level Descriptors

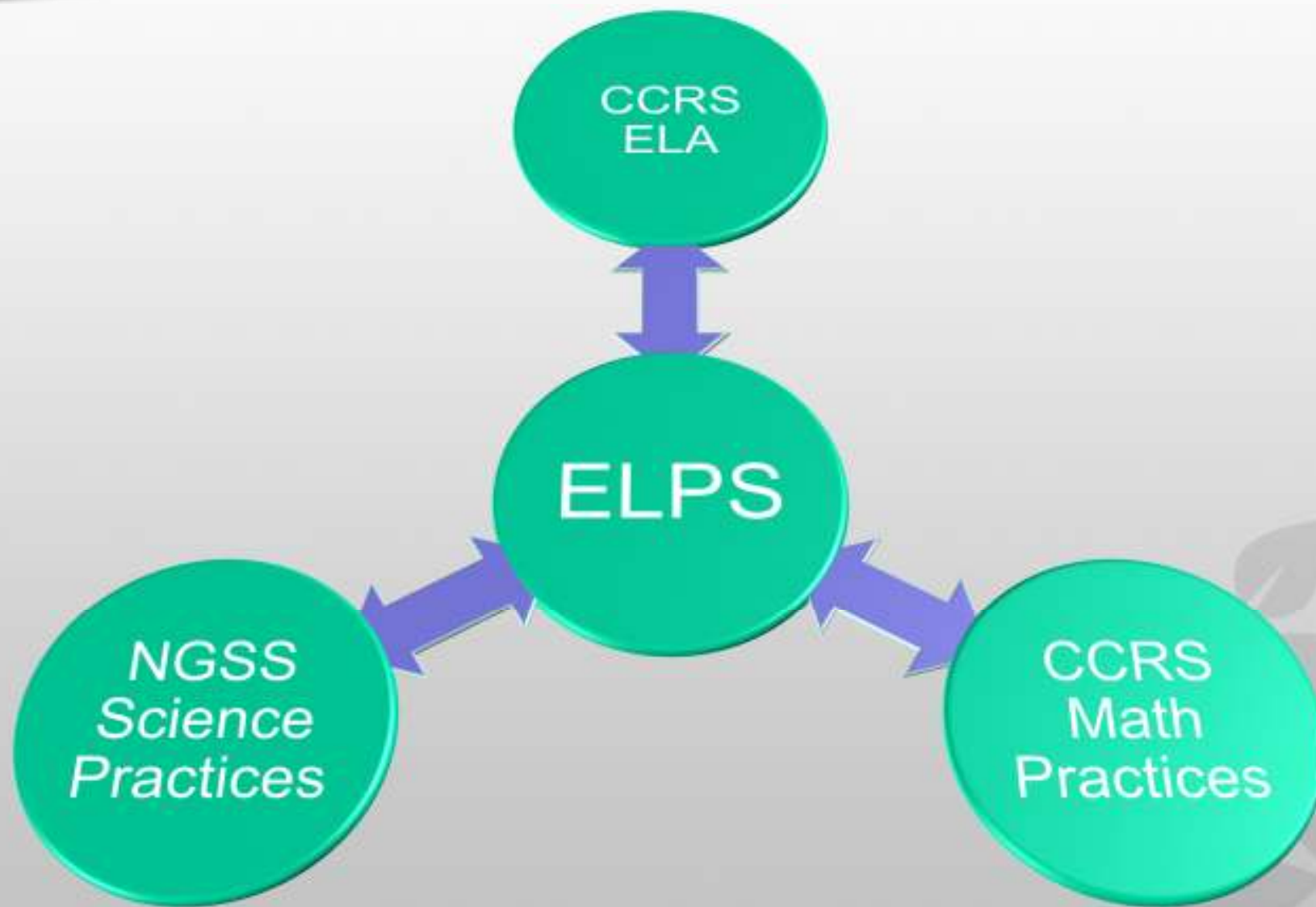
Level 1	Level 2	Level 3	Level 4	Level 5
ESOL Level 1 Foundations	ESOL Level 4 Low Intermediate	ESOL Level 5 High Intermediate	ESOL Level 6 Advanced	ESOL College and Career Readiness
ESOL Level 2 Low Beginning				
ESOL Level 3 High Beginning				

Adult ESOL Levels

Level A	Level B	Level C
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CASAS Test Levels





HOW DO YOU USE THE ELPS?



ELP Standards for AE
An ELL can...

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.
-
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.


View One


View Two

ESOL Teacher



View One

ELP Standards for AE An ELL can...

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

ABE/GED® Teacher



View Two

The needs of the teachers and students dictate which view is more useful.

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 textsretell 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 textsretell key detailsanswer questions about key detailsexplain how the theme is developed by specific details in textssummarize 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 textsanalyze the development of the themes/ideascite specific details and evidence from texts to support the analysissummarize 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 textsanalyze the development of the themes/ideascite specific details and evidence from texts to support the analysissummarize a text.
Correspondences to Mathematical Practices				Correspondences to Science and Engineering Practices	
MPI. Make sense of problems and persevere in solving them.			SP1. Ask questions and define problems.		
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					

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

- Four scenarios to illustrate how classroom teachers can use the standards to inform instruction

What It Looks Like in Practice

IET Class

Amani's IET class prepares non-native English speakers for careers in health care, specifically as certified nursing assistants (CNAs). As a registered nurse herself, the focus with her advanced group of adult ELLs this week is on taking vital signs. She tries to integrate language support into this course in addition to the practical skills they need. Amani wants to make sure that her students are prepared for the interactions and people skills required in caring for ill or elderly people.

Amani already has specific medical objectives in mind for today's lesson. Students will practice taking each other's pulse and blood pressure readings and record this information in a table. She would also like to integrate conversation practice into this lesson. She wants her students to be able to make requests of their patients, explain what they are doing, and build rapport.

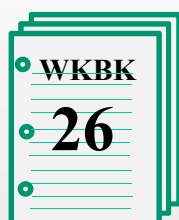
- **Assessment**
- **Differentiation**
- **Scaffolding**





APPLYING THE ELP STANDARDS





Supports & Scaffolding (p. C-2)

Table C-1. Supports and Scaffolding Recommendations by Level¹³

	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



**ARCHIVED
DOCUMENTS**



**Career Exploration for the
ESOL Classroom**

Architecture and Construction:
Construction Trades



Teacher Guide
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 - June 9, Orange County – Orange Technical College
- Grab and Go Videos
- Lesson Plans
- Webinar Wednesdays
 - June 14, Follow-Up Webinar
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- More . . .

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Thank You!



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