

***Language Proficiency
Standards
For
English Language
Learners

PreK-12***



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I. Introduction

Pennsylvania's *Language Proficiency Standards for English Language Learners - PreK through Grade 12: Classroom Framework* was modeled after WIDA's *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12: Frameworks for Large-scale State and Classroom Assessment*, developed by the WIDA consortium of states, and released in 2004. Though the framework was adopted, Pennsylvania's *Language Proficiency Standards for English Language Learners – PreK through Grade 12: Classroom Framework* was based on Pennsylvania's criteria for its English Language Learners, as well as Pennsylvania's content standards in the Core Curriculum content areas of Language Arts, Mathematics, Science and Social Studies.

Though the purpose of this document was initially to meet the requirements of the No Child Left Behind Act of 2001, it has been designed being mindful of all stakeholders in the state of Pennsylvania impacted by linguistically and culturally diverse students who have not achieved a level of parity in English equal to that of their native English speaking peers, and who are precluded from full access to the educational curriculum because of that lack of proficiency. These stakeholders may include, but not be limited to: teachers; principals; administrators at both program and district levels; state instructional staff involved in curriculum development across all curriculum areas and personnel at PA Intermediate Units; test developers and administrators; teacher educators and staff developers; English language learners at all levels of proficiency and including those identified as learning disabled, and the families of those students.

This framework is designed to be used with planning instruction and curriculum, and extends itself to be used as a tool for classroom assessment as well. **It is not designed to be used for large scale assessment nor is it designed to be used as a placement chart for English Language Learners.** The following elements are included in the framework: 1.) English language proficiency standards, 2.) the four language domains of listening, speaking, reading and writing, 3.) five grade level clusters, and 4.) five language proficiency levels. All standards are classified according to performance definitions that uniformly describe the levels of language proficiency and are derived from the stages of second language acquisition. These levels provide the parameters in which all model performance indicators function.

The classroom framework addresses more specifically the individual content areas and is designed to provide assistance in the development and implementation of curriculum and instruction as well as addressing of alternate forms of classroom assessment. Using this framework will allow the students'

performance to be measured using criteria which are much more classroom centered.

The framework that appears in this document is structured as a matrix. The use of this rubric allows educators to capture a single, comprehensive snapshot incorporating not only the developmental nature of the acquisition across language proficiency levels, but also the increased incremental demands of language at various grade level clusters.

This rubric clearly depicts not only the cumulative nature of content development but also the cumulative nature of language development.

II. Organization and Format of the Frameworks

Pennsylvania's Language Proficiency Standards for English Language Learners are the centerpiece for the classroom framework, which generates a set of model performance indicators for the language domains of listening, speaking, reading, and writing.

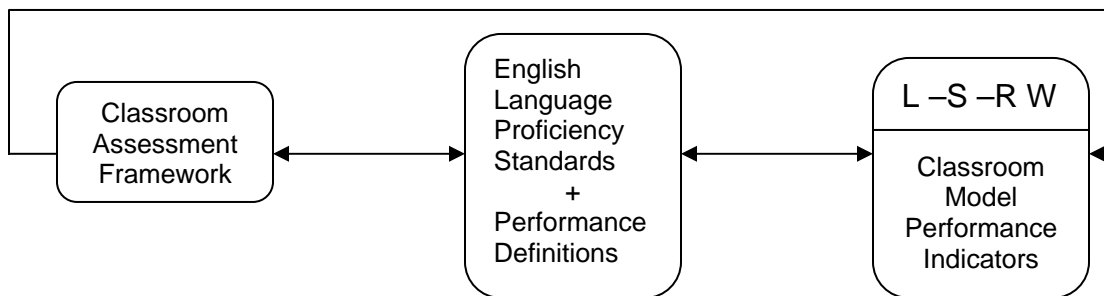


Figure 1. Organization and format of the frameworks

A. The English Language Proficiency Standards

There are five **English language proficiency standards** that center on the **language** needed and used by English language learners in Grade levels PreK-12 attending schools in the state of Pennsylvania to succeed both socially and academically in school. Each of the English language proficiency standards addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies). The framework reflects five grade level clusters: PreK-K, 1-3, 4-5, 6-8, and 9-12.

The English Language Proficiency Standards are as follows:

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of LANGUAGE ARTS.

English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of MATHEMATICS.

English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of SCIENCE.

English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of SOCIAL STUDIES.

B. The Language Domains

Each of the five English language proficiency standards encompasses four **language domains**: listening, speaking, reading, and writing. The language domains reflect the modality of the communication that is further delineated by the language proficiency levels and their model performance indicators. The definitions of the language domains are as follows:

Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking – engage in oral communication in a variety of situations for an array of purposes and audiences

Reading – process, interpret, and evaluate written language, symbols and text with understanding and fluency

Writing – engage in written communications in a variety of forms for an array of purposes and audiences

Spolsky (1989), in his theory of second language learning, imposes a set of conditions that shape the acquisition process. Among them is the recognition that individual language learners vary in their productive and receptive skills, with receptive language (listening and reading) generally developing prior to and to a higher level than productive language (speaking and writing). Thus, English language learners may not be at a uniform level of English language proficiency across the four domains. This pattern may also be reflected in their native language proficiency. **Unless English language learners have received formal instruction in their native language, their oral language or literacy may not be fully developed for their age level.** The differential language acquisition of these students in the four language domains must be taken into consideration in instructional planning and assessment.

C. The Language Proficiency Levels and Performance Definitions

The five **language proficiency levels** outline the progression of language development implied in the acquisition of English as an additional language, from 1, **Entering** the process, to 5, **Bridging** to the attainment of state academic content standards. The language proficiency levels delineate expected performance and describe what English language learners should know and be able to do by the time they are ready to move on the next language proficiency level. Therefore, they provide goals for practitioners and will serve to inform curriculum planning and classroom instruction.

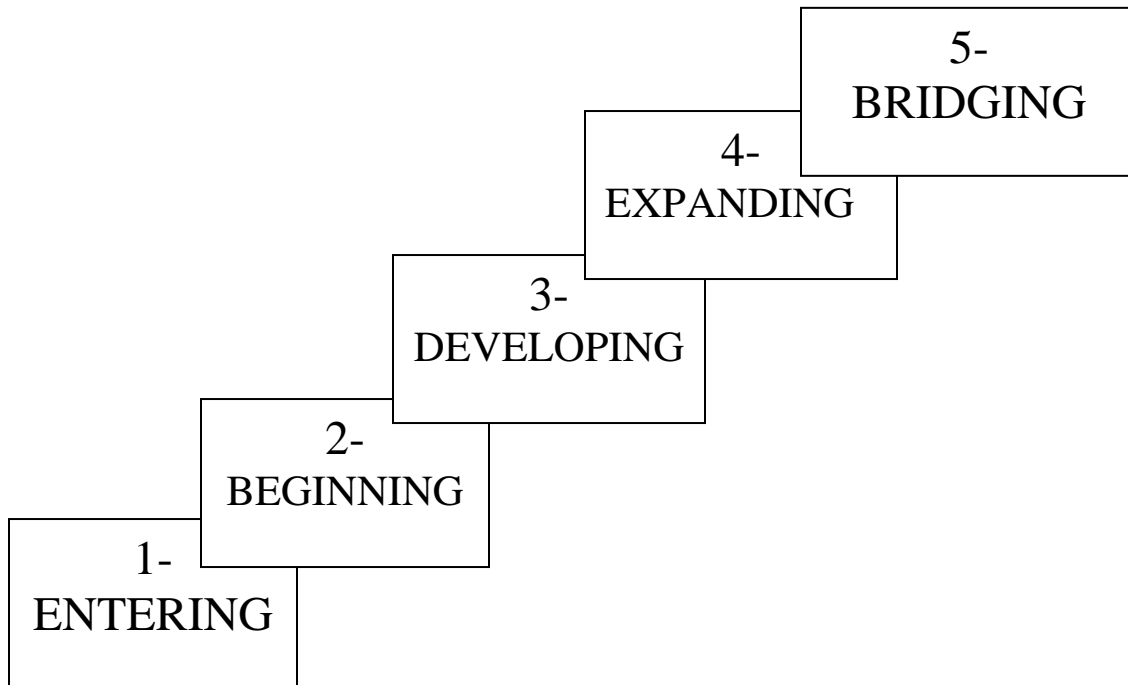


Figure 2. The levels of English language proficiency

At the given level of English language proficiency, English language learners in Pennsylvania will process, understand, produce, or use:

| Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|--|--|---|--|--|
| <p><u>Receptive Skills</u></p> <p><i>Pictorial or graphic representation of the language of the content areas</i></p> <p>Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</p> | <p><u>Receptive Skills</u></p> <p>General language related to the content areas</p> <p>Phrases or short sentences</p> | <p><u>Receptive Skills</u></p> <p>General and some specific language of the content areas</p> <p>Expanded sentences in oral interaction or written paragraphs</p> | <p><u>Receptive Skills</u></p> <p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs</p> | <p><u>Receptive Skills</u></p> <p>The technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories essays or reports</p> |
| <p><u>Productive Skills</u></p> | <p><u>Productive Skills</u></p> <p>Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</p> | <p><u>Productive Skills</u></p> <p>Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</p> | <p><u>Productive Skills</u></p> <p>Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</p> | <p><u>Productive Skills</u></p> <p>Oral or written language approaching comparability to that of English proficient peers when presented with grade level material</p> |

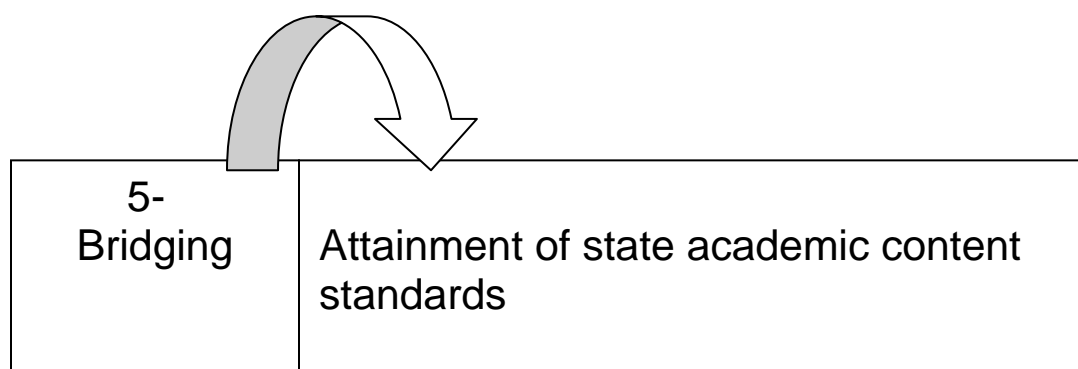


Figure 4. The bridge between language proficiency and academic achievement for English language learners

The performance definitions provide a global overview of the language acquisition process. They serve as a summary and synthesis of the model performance indicators for each language proficiency level. Three criteria or descriptors have been used to form the definitions. They are based on the students' increasing 1.) comprehension and use of the technical language of the content areas, 2.) linguistic complexity of oral interaction or writing, and 3.) development of phonological, syntactic, and semantic understanding or usage as they move through the second language acquisition continuum. Figure 3 provides the performance definitions for the five language proficiency levels of the English language proficiency standards.

D. The Model Performance Indicators

Each language proficiency standard is illustrated by model performance indicators (**mpi**) that are representative samples from the corpus of language associated with English language learners' acquisition of social and academic proficiencies. The model performance indicators are functional, measurable indices of the language domains (listening, speaking, reading, and writing) and aimed at the targeted age/developmental levels of English Language Learners.

As their label implies, mpi are simply examples of expected assessable tasks which students can be expected to know and/or be able to do as they approach the transition to the next level of English language proficiency in any given content area. These examples have been drawn from a combination of research on

core curriculum content and English language proficiency (as appear in TESOL PreK-12 ESL Standards, and Pennsylvania’s academic content standards).

There are three components of a model performance indicator: 1) function (how the students use language), 2) content (what the students are expected to communicate), and 3) modality (how the students process the input either through oral or written language). For some indicators, there are suggested topics or samples which will provide clarity and/or specificity to the **mpi**. The examples are introduced by the phrase “*such as.*”

The model performance indicators in these frameworks are adapted from the TESOL PreK-12 ESL Standards (1997) developed by Teachers of English to Speakers of Other Languages (TESOL), and Pennsylvania’s content standards, using the model performance indicators developed by the WIDA consortium as the guide.

The model performance indicators are presented in a developmental sequence across language proficiency levels (horizontal) and grade level clusters (vertical). They represent a full range of linguistic complexity and cognitive engagement within and across content areas that incorporate the language necessary for English language learners to move towards the attainment of state academic content standards. For English Language Proficiency Standard 1, the **mpi** refer to the language acquisition that may occur socially or within classroom and school contexts. For English Language Proficiency Standard 2-5 (language arts, math, science and social studies) language acquisition is reflective of content specific contexts.

The model performance indicators designed for Entering, Beginning, and at times, Developing English Language Learners (language proficiency levels 1,2, and 3) incorporate visual or graphic support, realia, manipulatives, or peer/group support in order to provide the students access to meaning through multiple modalities or sources. This is consistent with Vygotsky’s concept of the *Zone of Proximal Development*. The **mpi** for Bridging (language proficiency level 5) assume students are exposed to and working with grade level material. It is important to note that English language learners identified as Bridging, have still not achieved English language parity with their native English-speaking peers. Educators should be mindful of this, even though these English language learners are working with grade level material.

A visual layout of the components of the standards is displayed in Figure 5. The English language proficiency levels head each vertical column and the grade level clusters begin each horizontal row. The remaining cells contain model performance indicators, creating a strand or strands across proficiency levels within a grade level cluster. (Figure 5 points to a strand of performance indicators for grade level cluster 4-5.)

UNDERSTANDING THE MODEL PERFORMANCE INDICATOR

Grade Level Cluster 4-5; Language Proficiency Level 3, Developing

Appropriate instructional support
For Level 3 English language learners

Work with a partner to follow oral directions and apply appropriate strategies to classify triangles according to sides or angles.

Language Function: Content: specific, standards-based,
How students use language

academic information or skill

**STANDARD
LANGUAGE DOMAIN**

*English Language
Proficiency Levels*

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|---------------------|---------------------|----------------------|-----------------------|----------------------|---------------------|
| PreK-K | | | | | |
| 1-3 | | | | | |
| 4-5 | | | | | |
| 6-8 | | | | | |
| 9-12 | | | | | |

*A Strand of Model Performance Indicators
(through grade level cluster 4-5)*

Model Performance Indicator(s)/ mpi

Figure 5. The format of the English language proficiency standards for classroom frameworks

To summarize, the total of more than 500 unique model performance indicators in the completed Pennsylvania Language Proficiency Standards document is calculated from the:

5 English language proficiency standards

4 language domains

5 grade level clusters, and

5 levels of language proficiency

Professional development for all educators (including practitioners, administrators, counselors and teacher educators) in the state of Pennsylvania working with students who are English language learners will facilitate the implementation and use of *Pennsylvania's Language Proficiency Standards for ESL Students*. Training from the Pennsylvania State Department of Education Office of ESL and Bilingual Education will provide an introduction to the matrices included here, but continued conversations and sharing of ideas for implementation, as well as the inclusion of the matrices in statewide teacher preparation programs will familiarize and facilitate usage of the system.

III. Alignment of the Model Performance Indicators and Versatility of the Framework

The spiraling nature of curriculum across all grade levels and the developmental progression of the second language acquisition process across all ages of students have been taken into account in the development of the model performance indicators. Reading the **mpi** horizontally across language proficiency levels from 1 (Entering) to 5 (Bridging) is the basis for horizontal alignment while reading them downward (vertically) by language proficiency levels across grade level clusters (from PreK-K to 9-12) produces vertical alignment. The conscious attempt to align the **mpi** vertically and horizontally across the frameworks promotes systemic validity, from curriculum planning to delivery of instruction and serves to inform assessment of English language proficiency across all content areas.

*The model performance indicators for each grade level cluster are built on the assumption that students have acquired the language proficiency associated with the previous indicators. However, students of limited formal schooling who enter high school may also need to be exposed to requisite **mpi** from lower grade level clusters as building blocks. It should be noted, however, that in all circumstances, the specific tasks designed for these students should be reflective of their age and cognitive development, and not just their language proficiency.*

With the goal of producing a teacher-friendly document and in order to avoid redundancy (thus reducing the size of the document), an attempt has been made not to repeat model performance indicators (either in other language domains or grade level clusters). To gain a thorough understanding of the scope of the content of the **mpi** for a grade level cluster, it is best to examine all language domains (listening, speaking, reading, and writing) across the classroom framework.

IV. Rationale for the English Language Proficiency Standards

The need to develop English language proficiency standards that articulate with Pennsylvania's academic content standards stems from three sources: 1). pedagogy, 2). assessment, and 3). educational policy. These changes, spurred by the standards-based movement and federal regulations, directly impact English language learners in elementary and secondary schools throughout the United States. The State of Pennsylvania, Intermediate Units and school districts, now required to implement English language proficiency standards, are responding to this mandate.

The notion of how we, as bilingual and English as second language (ESL) educators, envision language proficiency as a vehicle for instruction has changed quite drastically over the past decade. In K-12 classrooms with English language learners, educators are recognizing the need to infuse subject matter content into language learning as an instructional approach (Chamot & O'Malley, 1994; Echevarria, Vogt, & Short, 2000; Snow & Brinton, 1997). As a result, our vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling, in general, and standards, curriculum, and instruction, in particular. Standards-based instruction that integrates language and content represents a refinement of the seminal work by Cummins (1980, 1981), in which he first posits the constructs of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) (Gottlieb, 2003a).

English language proficiency standards need to capture the full range and complexities of methodologies that blend language and content learning. To this end, we must

expand the coverage of current English language proficiency (or development) standards to bring them into alignment with practice. In addition, we must ensure that English language proficiency standards dovetail state academic content standards to create a continuous pathway to academic success for Pennsylvania's English language learners.

The *No Child Left Behind Act* of 2001 has given us the impetus to embark on this journey of redefining instruction and performance based assessment for English language learners. Specific tenets within the Act (under Titles I and III) make it clear that states are to create English language proficiency standards, tied to their academic content standards, as the basis for a comprehensive instructional program for English language learners. In addition, English language learners in grade levels K-12 must be assessed annually for English language proficiency in listening, speaking, reading, and writing. English as a second language (ESL) benchmarks for the annual measurable achievement objectives are to be based on state English language proficiency standards. Educational policy regarding English language learners in our schools reiterates the need for states, school districts, and schools to comply with the requirements of this federal legislation.

V. The Process of Developing English Language Proficiency Standards

Pennsylvania's PreK-12 English language proficiency standards represent an amalgam of the thinking of Pennsylvania's educators of English language learners participating in the various writing teams. More than 50 teachers, administrators, teacher trainers and additional personnel at the classroom, district, IU, university and state levels, all closely or directly involved with creating and implementing programs for English language learners, have provided invaluable input and feedback to the process. The result is the creation of a useful product which serves to ground classroom assessment as well as stimulate and guide curriculum and instruction. The development of Pennsylvania's English language proficiency standards has been an arduous process.

Phase 1: Setting the parameters for the English language proficiency standards

The theoretical base for the standards comes from a model which envisions academic language proficiency as a three-dimensional figure that addresses language complexity, cognitive engagement, and context within the domains of language (Gottlieb, 2002; 2003). In the case of Pennsylvania's English language proficiency standards, the contexts of interaction are defined by the standards themselves; that is, social and instructional settings, English language arts, mathematics, science, and social studies.

Varying degrees of cognitive engagement are incorporated into the model performance indicators while the range of language complexity is expressed by the performance definitions.

The notion of academic language proficiency, the language used in the classroom or other academic settings directly tied to learning, has been acknowledged in research (Bailey & Butler, 2002; Stevens, Butler, & Castellon-Wellington, 2001) and has, in recent times, transformed instruction into content-based methodologies in second language classrooms. Thus the Pennsylvania English language proficiency standards represent both the social and academic contexts that students encounter in school and provide the road map to sound instruction and assessment.

Pennsylvania's *Language Proficiency Standards for English Language Learners* are built upon the WIDA system developed by the WIDA consortium, made up of Wisconsin, Delaware, New Hampshire, District of Columbia, Illinois, Rhode Island, Maine, Arkansas, and Vermont. The initial consortium, under the direction of Margo Gottlieb, took existing theory and research and converted it into practice. Because TESOL's (1997) *ESL standards for preK-12 students* have served as the national template, this document was used as a starting point for their analysis. The WIDA team took the TESOL descriptors and sample progress indicators and classified those that were appropriate into 4 grade level clusters (K-2, 3-5, 6-8, 9-12) and language proficiency levels which provided the foundation for the matrix.

The Pennsylvania team expanded on the work that the WIDA group had done by expanding the grade level clusters to five: PreK-K, 1-3, 4-5, 6-8, 9-12. The inclusion of PreK was made to include and recognize Pennsylvania's *Early Childhood Standards*. The break between grades 3 and 4 was purposeful. The Pennsylvania team chose to follow traditional curriculum, which recognizes a shift from "learning to read" up through third grade to "reading to learn" beginning in fourth grade.

Initial steps for the development of the Pennsylvania's *Language Proficiency Standards for English Language Learners* began with a review of the WIDA document's Social and Instructional classroom matrix, followed by a comparison of the WIDA model performance indicators in the content areas of Language Arts, Mathematics, Science, and Social Studies. Special attention was given to the grade level clusters for PreK-K, 1-3 and 4-5, since these clusters did not exist in the original WIDA matrix. For the content areas, Pennsylvania's team members examined the Pennsylvania Standards in the four curriculum content areas, as well as the Reading and Math Anchors, and compared the existing model performance indicators. In some cases, the WIDA **mpi** were adopted, in some cases they were reassigned to another grade level cluster or language proficiency, and in other cases new model performance indicators were written. The team applied specific criteria for the selection and inclusion, as well as

augmentation of the WIDA model performance indicators taking into account the following considerations:

- The language complexity required of the standard;
- The level of cognitive engagement required of the student;
- The presence of a developmental progression in relation to the other standards; and
- An equal representation of content standards across language domains for a given grade level cluster.

After the process of reviewing and/or reassigning **mpi** from the WIDA document was completed, and additional **mpi** were developed, the completed matrix was reviewed for vertical and horizontal alignment as described earlier in this document.

VI. Uses for the English Language Proficiency Standards

The primary use of the English language proficiency standards is to guide and align curriculum, instruction, and assessment for English language learners. In doing so, the English language proficiency standards, by incorporating the language of the classroom as well as that of the academic subject areas, provide a pathway for English language learners to academic success.

Acquiring a new language involves the integration of all language domains; listening, speaking, reading, and writing are naturally interwoven in the instruction of English language learners within the Classroom Framework. It is suggested, therefore, that for teaching, the series of model performance indicators at a grade level cluster serve as the starting point for creating integrated language lessons. By enhancing the model performance indicators across language domains described in this document, teachers and administrators will gain a sense of how to maximize the use of the language proficiency standards.

Likewise, the intersection of different content areas lends itself to thematic teaching, an endorsed approach for English language learners (Freeman & Freeman, 2002). Teachers should use the model performance indicators to develop curricular themes or units of instruction that involve multiple content areas. While keeping in mind that each model performance indicator includes a language skill, appropriate content, and a suggested method for performance, teachers may see how additional content can fit into curricular planning while maintaining the integrity of the language skill and method of performance proposed in the **mpi**. Furthermore, teachers can formulate both language and content objectives for both curriculum and instruction from the standards' model performance indicators.

Pennsylvania's *Language Proficiency Standards for English Language Learners* have been carefully developed to meet compliance with the requirements of Titles I and III of the *No Child Left Behind Act* of 2001. Representing the work and commitment of dedicated professionals across Pennsylvania, under the leadership of Barbara Mowrey at the Pennsylvania Department of Education Office of ESL and Bilingual Education, it is hoped that educators through out the state find these standards a useful starting point in the education of English language learners in preschool through high school across the state.

VII. Glossary of Terms

Academic Content Standards: statements that define what students are expected to know and be able to do in order to attain competency in challenging subject matter with schooling

Academic success: demonstrated knowledge needed to meet state academic content standards

Commands: imperative statements

Communicate: express understanding and use of language through listening, speaking, reading, or writing

Descriptions: a cohesive series of sentences that include explanations with details (more than three but less than discourse level)

English language learners: linguistically and culturally diverse students who have been identified according to Title 22, PA School Code Chapter 4.26 and the Basic Education Circular (BEC) July 2001, as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English and, thereby, qualifying for support services.

Framework for classroom assessment: English language proficiency standards that include model performance indicators that largely represent procedural knowledge, involving the process of learning.

Functions: descriptions of how language is used or definitions of the intent of the communication

Instructional purposes: related to learning in the classroom and school environments

Language domains: the areas of language proficiency – listening, speaking, reading, and writing

Language proficiency levels: the demarcations along the second language acquisition continuum that is defined within the standards by a series of model performance indicators

Language proficiency standards: statements that define the language necessary for English language learners to attain social and academic competencies associated with schooling

Listening: the domain of language proficiency that encompasses how students process, understand, interpret, and evaluate spoken language in a variety of situations

Model performance indicators: sample kernel ideas or concepts composed of language functions, content, and contexts that exemplify the language proficiency levels of the language proficiency standards

Performance standards: statements that define the extent to which students are meeting the stated standards; in the instance of English language proficiency standards, performance standards, performance definitions correspond to definitions of what students can do at each proficiency level

Reading: the domain of language proficiency that encompasses how students process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Realia: real-life objects, displays, or materials, such as having young children sort colors using M & Ms rather than picture cards of different colors

Social purposes: the basic fluency needed to interact or communicate effectively in a variety of situations within school

Speaking: the domain of language proficiency that encompasses how students engage in oral communication in a variety of situations for a variety of purposes and audiences

Statements: declarative sentences of fact

Strand: the series of model performance indicators from language proficiency level 1, entering, through 5 Bridging, within a grade level cluster and language domain

Visually/graphically supported: print or text that is accompanied by pictures, illustrations, photographs, charts, tables, graphs, graphic organizers, or reproductions that enables English language learners opportunities to access meaning from multiple sources

Writing: the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences

VIII. Contributors to the Development of Pennsylvania's PreK-12 English Language Proficiency Standards

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IX. Source Documents for the Development of Pennsylvania's Prek-12 English Language Proficiency Standards

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Language Proficiency Standards For English Language Learners

PreK-12



Pennsylvania Department of Education

Social & Instructional (ESL)

English Language Proficiency Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|------------------------|--|---|--|---|---|
| PRE K-K | Follow simple oral commands with visual cues (such as: TPR). | Follow simple commands without visual cues (such as: “Stand up.” or “Get in line.”). | Follow oral commands to show simple spatial relations with real life objects, (such as: “Put your hand on your head.”). | Follow oral direction as presented in conversation or drama with a story or music (such as: The Hokey Pokey). | Follow sequential commands without visual or non-verbal cues (such as: “Take out your book and open it to page 10.”). |
| 1-3 | Position manipulatives or realia according to one-step oral commands to show spatial relations (such as: “Put the books on the table.”). | Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: “Put the cubes in a row across the paper.”). | Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way.”). | Follow simple oral directions without visual or nonverbal support (such as: “Write your name on the top left-hand side of the paper.”). | Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.”). |
| 4-5 | Identify materials needed from realia and oral statements and complete tasks (such as: making a peanut butter and jelly sandwich). | Match materials and/or resources needed to complete tasks with their uses based on realia and oral directions. | Follow oral directions to select materials or resources needed to complete tasks. | Sequence use of materials or resources needed to complete tasks based on oral directions. | Evaluate use of materials or resources needed to complete tasks based on oral discourse. |
| 6-8 | Identify positive and negative behaviors from oral statements supported by illustrations (such as: in school, on the playground, in gym class, or on the bus). | Role-play examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as: sports rules or turn taking). | Role-play positive ways of interacting socially and culturally based on oral descriptions. | Role-play or identify situations of peer pressure based on oral descriptions. | Role-play consequences of succumbing to peer pressure based on oral scenarios. |
| 9-12 | Follow instructions or requests supported by gestures from peers (such as: “Meet me at my locker after 8 th period.”). | Process and respond to discourse from unfamiliar speakers (such as: at assemblies or on field trips). | Process and respond to discourse from indirect sources (such as: cassettes or CDs). | Follow telephone conversations, process and respond to announcements over the intercom. | Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages). |

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|------------------------|---|--|---|---|--|
| PRE K-K | State basic autobiographical information using visual cues or prompts as needed. | Use one word or short phrase to express likes or dislikes of items or concepts as illustrated. | Participate/interact in everyday conversation. | Respond to specific questions in everyday conversation. | Ask and answer relevant questions and share experiences. |
| 1-3 | Give and ask for permission or make requests using gestures as needed. | Share feelings and emotions, likes or dislikes. | Discuss interests, opinions, or preferences. | Persuade peers to join in activities or games. | Negotiate solutions to problems, interpersonal misunderstandings, or disputes. |
| 4-5 | Ask for assistance with a task or for needed supplies. | Ask for or provide the meaning of words, phrases. | Ask questions to seek information in order to provide opinions, preferences, or wishes. | Ask for or provide clarification of information by restating ideas. | Ask for or provide specific information that confirms or denies beliefs. |
| 6-8 | Respond to and offer greetings, compliments, introductions, or farewells. | Respond to and ask questions or exchange information with peers. | Initiate or engage in conversation with peers or within small groups. | Use idiomatic expressions or slang in conversation. | Use humor or sarcasm in conversation. |
| 9-12 | State preferences for types of music, games, TV programs, or recreational activities. | Describe preferred movies, magazines, stories, or authors. | Recommend games, songs, books, films, poems, or computer programs and give reasons for selection. | Discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles. | Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles. |

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|--------------------------------|--|--|--|---|--|
| PRE K-K | Match, sort or classify pictures of family members or familiar icons. | Recognize own name and/or names of familiar adults and children. | Name letters from own name to letters found in classroom print (such as: "T" in Tomas and "Today"). | Match pictures of common objects to familiar words (such as: ball, book, etc.). | Read words/phrases that is functional print (such as stop, exit, etc.). |
| 1-3 | Respond to icons, pictures, or words on board games or in activities. | Respond to words or phrases on board games or in activities. | Follow written directions with peer or teacher assistance. | Follow written directions supported visually. | Follow written directions independently. |
| 4-5 | Identify words or phrases associated with school or the community or personal experiences. | Use prior knowledge to make predictions. | Confirm predictions based on prior knowledge. | Compare/contrast personal experiences using a variety of printed material. | Evaluate validity of information based on personal experiences and/or prior knowledge. |
| 6-8 | Search topics of interest on the internet or in libraries. | Classify topics identified through hypermedia or multiple sources. | Sort relevant information from irrelevant information on topics gathered from the internet or libraries. | Arrange information on topics gathered from the internet or libraries in logical order. | Confirm or summarize information on topics gathered from the internet or libraries. |
| 9-12 | Preview visually supported text to glean basic facts. | Connect information from visually supported text to self. | Skim/scan material to confirm information or hypotheses. | Synthesize information from a variety of print resources. | Evaluate hypotheses based on information from text. |

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|--------------------------------|--|---|--|---|--|
| PRE K-K | Use drawings to express thoughts and feelings. | Draw or label familiar objects (such as: family members or classroom objects). | Write basic personal information (such as: name, telephone number, etc.). | Write labels for visual representations of everyday objects. | Represent stories and/or experiences through a combination of pictures, words and phrases. |
| 1-3 | Draw illustrations of personal experiences. | Draw and label personal experiences, with words or phrases. | Produce sentences about personal experiences. | Produce illustrated stories based on personal experiences. | Maintain diaries or journals of personal experiences. |
| 4-5 | Work in small groups to draw, label and differentiate pictures that illustrate socially and culturally appropriate behaviors around school or community. | Write descriptions, based on pictures or personal experiences, of socially and culturally appropriate behaviors in school or community. | Write descriptions of an action to be taken to correct an impolite/inappropriate behavior in school or community. | Create written plans to correct impolite/inappropriate behavior in school or community. | Create posters or multimedia brochures contrasting polite or appropriate American school behaviors with those of the students' native culture/country. |
| 6-8 | Respond to requests or invitations, and write "to do" lists through pictures and words. | Write responses to and create emails, messages, postcards, or notes to friends. | Write responses to and create ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes. | Write responses to multimedia and create raps, songs, poetry, or prose. | Write responses to and create humor, idioms, or language that contains multiple meanings. |
| 9-12 | Work with a partner to write key points about a topic of common personal interest. | Create a graphic organizer of key points of a topic of personal interest. | Work in small groups to develop interview questions for a questionnaire on a topic of personal interest. | Write a summary of material collected from questionnaires on topics of personal interest. | Make written conclusions and inferences from data collected from questionnaires and other resources. |

Language Proficiency Standards for English Language Learners

PreK-12



Pennsylvania Department of Education

Language Arts

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------------------|--|---|--|--|---|
| PRE K-K | Participate in group songs, chants, or recitations that require appropriate physical actions (such as: "Itsy Bitsy Spider"). | Point to pictures of items referred to in songs or poems (such as: spider, head, or shoulder) as they are called out in songs or poems. | Perform physical actions independently in response to song or poem. | Reenact part of a story, poem, or scene that the student has heard. | Reenact or dramatize a grade level story or poem that has been read aloud. |
| 1-3 | Respond to the teacher's reading of picture books by pointing to illustrations. | Show understanding of a story the teacher has read by sequencing pictures of scenes from the story. | Demonstrate listening strategies (such as: identifying specific concepts or vocabulary) while participating in reading circles. | Respond to a short story using role-play. | Listen to a grade level selection and respond appropriately |
| 4-5 | Respond to a short, illustrated selection of literature by drawing a picture. | Respond to teachers' reading of illustrated stories or trade books by following directions (such as: creating word families or word walls). | Respond to or interact with teachers and/or peers during shared reading to show comprehension (such as: giving thumbs-up/thumbs-down signals). | Respond to or interact with teachers and/or peers during guided reading to show use of reading strategies. | Respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles, to show self-reflection. |
| 6-8 | Match characters to character traits (such as: happy, sad, angry, etc.) after viewing a short skit or drama. | Organize characters and settings according to scenes in a short skit or drama. | Reenact a scene from a skit or drama attended. | React to basic humor in a skit or drama. | Respond appropriately to audios of scenes from a play in grade level text. |
| 9-12 | Process information from speakers who use visual or graphic support (such as: meteorologists). | Match information from TV, films, video, or DVD to titles of segments. | Form general ideas based on information from speakers or media. | Identify summaries of information from radio, cassettes, CDs, or multimedia. | Integrate information garnered from documentaries and lectures with information on a topic found in grade level text. |

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS

Domain: Speaking -- engage in oral communication in a variety of situations for a variety of purposes and audiences.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------------------|---|--|---|---|--|
| PRE K-K | Take risks with new language (such as: finger plays, nursery rhymes). | Interact orally with peers in teacher directed activities, using one word or short phrases. | Interact orally with peers in a variety of classroom activities. | Communicate personal and/or school-related experiences orally (such as: retelling what happened in a book or what happened on the way to school). | Participate in and contribute to academic classroom discussions. |
| 1-3 | Take risks with language through participation in chants, choral readings and songs. | Recite a poem or sing a song using picture prompts. | Share relevant information or opinions about a song or poem. | Discuss reasons or examples to support an opinion. | Participate in group discussions about grade level topics. |
| 4-5 | Describe self with words and gestures (such as: features, clothing or likes and dislikes). | Describe familiar persons (such as: friends, family members, or movie stars). | Explain differences between self-motives or points of view and those of characters in literary works. | Compare self to characters in a variety of literary works. | Compare personal motives with motives or points of view of literary characters from grade level text. |
| 6-8 | Answer WH (who, what, etc.) questions with one or more words based on comic book versions of age appropriate stories, plays, or novels. | Restate or paraphrase visually supported information from newspapers, magazines or brochures. | Present reviews of a drama, song, or magazine article to a small group. | Present oral summaries of student-selected trade books or short stories. | Give oral book summaries or reviews, including critiques, appropriate to grade level. |
| 9-12 | State facts derived from visually supported graded readers. | Participate in a small group discussion by asking and answering questions about a favorite book or play. | Deliver short, simple narrative speeches showing a connection between personal experiences with a book read or play/movie viewed. | Give persuasive speeches on school-related topics. | Engage in formal debates on school-related issues, verifying resources to distinguish fact from opinion. |

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS

Domain: Reading -- process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------------------|---|---|--|---|---|
| PRE K-K | Match pictures, objects, or letters. | Match pictures or objects to the printed word (such as: environmental print). | Match pictures or objects to phrases and sentences. | Sequence a set of three pictures to create a story. | Make predictions and inferences (action or character) based on grade level text/picture book. |
| 1-3 | Retell stories that match a series of pictures using sequence words (such as: first, then, and last). | Sequence a series of illustrated sentence strips to tell a story. | Sequence sentences to tell stories. | Sequence short paragraphs to tell stories. | Participate in a Reading Circle, changing seats as needed to sequence sections of a story. |
| 4-5 | Follow repetitive word patterns from leveled, illustrated books. | Follow language patterns from predictable, illustrated trade books (such as: repetitive phrases). | Identify language patterns and story structure from illustrated fiction (such as: fairy tales, legends, or tall tales). | Identify language patterns from different forms of prose or poetry. | Identify and select language patterns associated with various genres from grade level language arts materials. |
| 6-8 | Identify words or phrases supported by illustrations associated with various genres. | Match vocabulary in context, supported by illustrations, associated with excerpts of genres read in small groups (such as: the flying horse). | Predict types of genres based on language structures integrated into text (such as: Once upon a time, in ancient Greece). | Match summaries with excerpts from genres read (such as: mythology, science fiction, or ballads). | Infer types of genres associated with written descriptions or summaries from grade level language arts text. |
| 9-12 | Identify facts from pictures and sentences. | Use graphic organizers to compare/contrast information between texts. | Compare/Contrast information from multiple sources (such as: text, Internet, oral tradition, personal experiences) using graphic organizers. | Synthesize relevant information from varied genres or sources, including the Internet. | Evaluate the validity of essential ideas in grade-level texts within a cooperative group. |

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS

Domain: **Writing** -- engage in written communication in a variety of forms for a variety of purposes and audiences.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------------------|--|--|--|---|---|
| PRE K-K | Represent and retell orally an experience by using a drawing. | Represent and retell experiences using recognizable drawings and scribble writing. | Represent and retell stories/experiences through pictures, words, and letters. | Represent and retell stories/experiences through a combination of pictures, words, and phrases. | Represent and retell stories/experiences through a combination of words, phrases and short sentences. |
| 1-3 | Produce word lists based on classroom environment, illustrations in text or magazines, etc. | Follow models to develop phrases or short sentences from student created word lists. | Produce sentences using correct word patterns for wall charts or personal writing. | Produce several sentences, in sequence, to describe a personal experience. | Produce writing that incorporates a beginning, middle, and end. |
| 4-5 | Produce and organize word lists (such as: action words, names of places, etc.) relevant to a task. | List the steps to follow to complete a given task using sequence markers (such as: first, next, last, etc.). | Write a series of logically ordered sentences, based on an observation. | Write an essay based on personal experience using appropriate sequence markers. | Edit and revise writing, based on feedback from teachers and peers, for logic and order of ideas. |
| 6-8 | Use bilingual or picture dictionaries to generate language relevant to a task. | Use computers, peers, or models to check spelling or grammar. | Engage in peer editing using checklists during process writing. | Use thesauri, dictionaries, or checklists for self-editing during process writing. | Use rubrics to self-assess and revise process writing. |
| 9-12 | List key words from visuals pertaining to discussions. | List key phrases or sentences from discussions. | Take notes and produce sentence outlines from discussions and lectures. | Produce outlines and summary paragraphs from lecture notes. | Produce essays based on notes from lectures. |

Language Proficiency Standards For English Language Learners PreK-12



Pennsylvania Department of Education

Mathematics

English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: Listening – process, understand, interpret, and evaluate spoken language in a variety of situations.

| Grade Level | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------|---|--|---|---|--|
| Cluster | | | | | |
| PRE K-K | Hold up the correct number of fingers when the teacher calls out a number from 1-10. | Respond to simple requests or commands that include numbers from 1-10 (such as: "Give me 6 paperclips," "Take 10 M & Ms.>"). | Act out/perform simple math stories using manipulatives, realia, or graphic representations in whole or small group. (such as: Karina has 4 apples. Tien gives her 2 more. Count how many apples Karina has.) | Work with a partner to draw visual representations of math stories told/narrated by the teacher. | Illustrate orally stated math stories on the flannel board. |
| 1-3 | Respond to basic mathematical WH-questions supported by visuals or realia (such as: "Who is taller?"). | Select the clock (analog or digital) to match the time stated by the teacher. | Follow oral directions to compare measurements of simple objects used in everyday situations (such as: measure different sized objects using a ruler). | Work with a partner to use comparison to estimate and explain math problems as dictated by the teacher. (such as: Which box do you think is bigger? Why?). | Respond to questions involving measurement of various attributes (length, mass, weight, time, capacity, etc.) in different ways (such as: How much does your math book weigh? What is the capacity of your thermos?) |
| 4-5 | Work in small groups to select the appropriate measurement tool to complete a measurement task as stated by the teacher. (Such as: using a ruler to determine the length of the textbook, or a thermometer to determine the temperature, etc.). | Measure sides and angles of geometric shapes based on oral directions. | Work with a partner to classify triangles according to sides or angles as described orally. | Work in small groups to listen to a mathematical problem involving two concepts (such as: computation and measurement) and distinguish between relevant and irrelevant information. | Distinguish between the properties of a variety of geometric shapes, based on oral questions from grade level text. |
| 6-8 | Work in small groups to identify geometric shapes as shapes in the real world based on oral descriptions (such as: water tank = cylinder, a globe = a sphere). | Depict geometric shapes graphically based on oral directions. | Sort familiar polygons as regular or irregular according to oral descriptions. | Work in small groups to draw, label, and measure complimentary, supplementary, and adjacent angles according to oral directions. | Match the NET (Manipulative or drawing) to the three dimensional figure based on oral descriptions from grade level text. |
| 9-12 | Work with a partner to identify properties of quadrilaterals (such as: parallel sides, diagonals, congruent sides) based on visual representations and oral descriptions. | Use geometry software to visualize, draw, or construct geometric figures described orally. | Compare, classify and/or identify two and three-dimensional figures based on oral descriptions. | Work with a partner to use deductive proofs to demonstrate an understanding of orally described quadrilaterals involving opposite sides and angles. | Follow oral directions to generate transformations of geometric shapes using computer software, or paper and pencil, and grade level text. |

English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------------------|---|---|--|---|--|
| PRE K-K | Recite numbers from 1-10 showing the correct number of fingers. | Echo instructor's production of number names, counting process, and simple categorization using assorted manipulatives. | Participate in a song or chant involving numbers and gestures (such as: Five Little Monkeys). | Orally identify examples of things with numbers (such as: calendar, age, bus #s, room #s). | Explain and demonstrate how to play a game that involves numbers (such as: Go Fish). |
| 1-3 | Recite simple math facts (such as: ten plus five equals fifteen). | In small groups, discuss simple math facts involving math families. | Discuss with a partner new information about math processes involving computation and relate it to previous experiences | Work with a partner to create and tell a simple math story involving computation. | Explain the processes/steps used to do a computation (such as: regrouping) as described in grade level text. |
| 4-5 | Repeat new information about math processes involving computation with use of manipulative or realia (such as: "Here are 3 groups of 4.") | Rephrase math processes involving computation with use of visual support. | Tell a story that involves a specific math process (such as: measurement, estimation, categorization, prediction, etc.) in small group settings. | Explain how to use math processes in real life situations (such as: construction, architecture, medicine, cartography, etc.). | Explain how math processes relate to one another (such as: multiplication is repeated addition). |
| 6-8 | Identify orally decimals, fractions, whole numbers, mixed numbers, and integers as depicted on flash cards or a number line. | Explain the steps used to convert fractions to decimals and decimals to percent and vice versa as depicted visually. | Discuss, with a partner, the location of decimals, fractions, mixed numbers, and integers on a number line. | Discuss the relationship of decimals, ratio and proportion, and percentages. | Explain the process for solving rate problems (such as: unit rates, simple interest, distance, etc.) as found in grade level text. |
| 9-12 | Explain steps in problem solving using realia or visual support. | Sequence steps orally in problem solving relying on mental math or think-alouds. | Sequence steps orally in problem solving using technology (such as: calculators). | Participate in a team presentation to describe two or more approaches to solving the same math problem. | Describe and give examples of strategies for solving grade level math problems. |

English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: Reading – process, interpret, and evaluate written language, symbols, and text with understanding fluency.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------------------|--|--|--|--|---|
| PRE K-K | Work in small groups to sort objects by color, shape, and size as depicted in pictures. | Work with a partner to sort and pattern objects: by color, shape, and size according to descriptive words or phrases. | Work with a partner to sort and pattern real-life objects by color, shape, and size using comparative language (such as: longer, shorter). | Match sorted and or patterned real-life objects to their written descriptive words (such as: circle, square, triangle, bigger, smaller, shorter, longer heavier, lighter, etc.). | Sort and organize pictorial representations of multiple classroom objects with the corresponding number (such as: picture of two cats is matched to the numeral "2"). |
| 1-3 | Read measurement words and match them to pictures associated with measurement (such as: scale to weight, ruler to inches). | Read words which show measurement (such as grams, pounds, gallons, liters) and sort as either U.S. Customary or metric. | Work with a partner and follow directions to measure one dimension of an object with a ruler or a meter stick. | Determine the tool/unit needed and/or process to follow for a specific measurement problem. | Select and use appropriate standard, metric, or non-standard measurement tool involving word problems from grade level text. |
| 4-5 | Match names and definitions of two and three-dimensional figures with pictures or models. | Work with a partner to identify key words about geometric shapes grouping them accordingly (such as: parallel sides, right triangles, etc.). | Work in pairs or triads to classify properties of two and three-dimensional figures based on written descriptions. | Build and/or draw a two or three-dimensional figure based on a written description. | Build a three-dimensional figure based on written directions from grade level text. |
| 6-8 | Select a symbol to make a correct mathematical sentence (such as: $9 > 7$). | Work with a partner to select the correct formula for a given word problem (such as: distance, area, etc.). | Follow written directions to create a mathematical equation inequality or expression with no more than one variable, using concrete objects to model algebraic concepts. | Follow written directions to solve a word problem about a mathematical expression, equation, or inequality with one variable. | Determine the correct mathematical equation inequality or expression to solve a word problem from a grade level text. |
| 9-12 | Match data with the correct graph (such as: a data table to a circle graph). | Read data on a graph. | Draw conclusions using comparative language based on data in a graph. | Analyze data on a graph. | Make predictions based on a graph. |

English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: Writing – engage in written communication in a variety of forms for a variety of purposes and audiences.

| Grade Level Cluster | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|----------------------------|--|---|--|--|---|
| PRE K-K | Use drawings to express examples of math in surroundings (such as: drawing 2 dogs or 3 cats). | Contribute to whole class book writing activity to create a counting book. | Create drawings or writings that include words, numbers, and invented spellings to illustrate mathematical concepts (such as: counting, size, shapes). | Use math to illustrate concepts, or activities in the classroom or community (such as: a picture of the room with the correct number of windows or a picture of the classroom with the correct number of stick figures). | Write a math sentence using manipulatives. |
| 1-3 | Work with a partner to write the abbreviations for measurable attributes (such as: in. equals inches). | Complete a graphic organizer listing the similarities and differences of measurable attributes. | Work with a partner to write a simple explanation of measurable attributes about different objects (such as: inches measure length). | Write simple sentences about measurements (such as: twelve inches equals one foot). | Write answers to measurement problems in a math journal. |
| 4-5 | Write math sentences based on a visual representation. | Work with a partner to write and solve math sentences based on word problems. | Write a simple explanation of problem solving strategies. | Write the processes used in problem solving, explaining and justifying an answer. | Write in a math journal the processes used in problem solving, explaining and justifying an answer. |
| 6-8 | Write a simple answer to a question that relates to a graph or data display. | Write phrases or short sentences to describe data in charts and graphs. | Label a bar graph with title, appropriate scale, labels and a key. | Work in small groups to create an appropriate graph for a given set of data. | Write a justification to a grade level open-ended item dealing with data (such as: "Why a circle graph would be the best way to report the data."). |
| 9-12 | Copy an algebraic equation inequality or expression. | Write a simple algebraic equation inequality or expression. | Write and solve an algebraic equation inequality or expression. | Write a justification to the solution of an algebraic equation inequality or expression. | Write a word problem that fits an algebraic equation inequality or expression. |