

# ELP Standards Revision

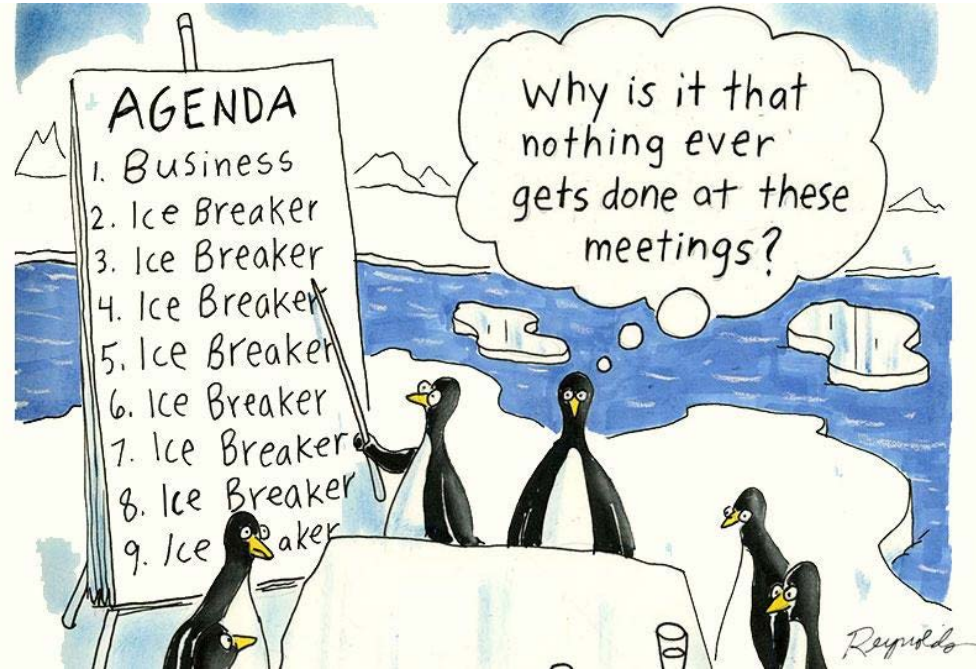
PELL Meeting  
May 02, 2018






- Committee
- Mindset
- Goals
- Process
- Draft
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# Meet and/or Greet Your Neighbor



# The Committee



Dysart Unified  
Phoenix Union  
Glendale Union  
Chandler Unified  
Isaac Elementary  
Crane Elementary  
The Leona Group  
Sahuarita Unified  
Flagstaff Unified  
Espiritu Schools  
Douglas Unified  
Gilbert Unified

Washington Elementary  
Pendergast Elementary  
Creighton Elementary  
Amphitheater Unified  
Glendale Elementary  
Kyrene Elementary  
Laveen Elementary  
Wilson Elementary  
Tempe Elementary  
Liberty Elementary  
Littleton Elementary  
Tolleson Elementary  
University of Arizona  
Madison Elementary  
Buckeye Elementary  
Litchfield Elementary  
Alhambra Elementary  
Roosevelt Elementary

# Mindset



# True or False



The Arizona ELP Standards are not a curriculum or a curriculum framework.

# 1. True or False



Curriculum and assessment frameworks will need to be developed to provide more specific guidance for implementation of these standards via instructional and assessment practices.

## 2. True or False



The Arizona ELP Standards will provide an exhaustive list of all the linguistic processes and resources that ELs need to develop in order to be successful in school.



### 3. True or False



The Arizona ELP Standards describe what ELs should be able to accomplish if they receive high-quality instruction with appropriate scaffolding and instructional materials.

## 4. True or False



Effective ELP standards should name specific teaching methods and the instructional tasks to use with ELs.

## 5. True or False



Well-written standards require very little professional development in order to be implemented effectively.

# Goals



**Fewer**- Standards necessary and essential for developing the language required for academic success

**Clearer**- A coherent body of standards that have clear links to Arizona's content standards

**Higher**- Alignment with the elevated standards of the Arizona English Language Arts (ELA) Standards

# The Revision Process

1. Align Performance Indicators (PIs) under ELA Standards
2. Combine Listening and Speaking
3. Consolidate to three proficiency levels
  - a. Pre-Emergent/ Emergent
  - b. Basic
  - c. Intermediate
4. Remove redundant PIs
5. Move PIs if they fit better in another Domain
6. Create Foundational Skills document(s)
7. Use ELA indicators if they are a better fit

# Format

- ★ Performance Indicators are learning targets that scaffold language to help students meet Anchor Standard.
- ★ They are NOT tasks students complete at each proficiency level.

## AZ ELA Anchor Standard

### ELPS Performance Indicators by Proficiency Level

- Pre-Emergent/ Emergent
- Basic
- Intermediate

# Learning Targets

## AZ ELA Anchor Standard

- K-12 standards

## AZ ELA Anchor Standard

### ELPS Performance Indicators by Proficiency Level

- Pre-Emergent/ Emergent
- Basic
- Intermediate

# First Looks

- Listening & Speaking





# Listening and Speaking Draft

## Stage IV: Grades 6- 8

**Standard 1:** Engage effectively in a range of collaborative discussions (one-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on each other's ideas and expressing them clearly.

Pre-Emergent/Emergent	Basic	Intermediate
PE/ E-1: Explain their own idea(s) and understanding based on the discussion.	B-1: Review the key ideas expressed and explain their own ideas and understanding based on the discussion.	I-1: Apply the key ideas expressed to draw and defend conclusions based on information and knowledge gained from the discussions.
PE/ E-2: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	B-2: Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.	I-2: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

# Listening and Speaking Draft

## Stage V: Grades 9- 12

**Standard 2:** Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

Pre-Emergent/Emergent	Basic	Intermediate
PE/E-3: Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats.	B-3: Summarize, make inferences and draw conclusions using evidence to support the main idea from information read aloud or presented in diverse media and formats.	I-3: Analyze the main idea and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

# Listening and Speaking Draft

## Stage III: Grades 3- 5

**Standard 3:** Identify the reasons and evidence a speaker provides to support particular points.

Pre-Emergent/Emergent	Basic	Intermediate
PE/ E-3: Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats.	B-3: Summarize, make inferences and draw conclusions using evidence to support the main idea from information read aloud or presented in diverse media and formats.	I-3: Analyze the main idea and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

# Listening and Speaking Draft

## Stage IV: Grades 6- 8

**Standard 4:** Present claims and findings, emphasizing salient points in a focused coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Pre-Emergent/Emergent	Basic	Intermediate
PE/ E-2: State relevant facts from informational topic or text.	B-2: Report on a topic or a text with appropriate facts and relevant, descriptive details; speaking clearly and at an understandable pace.	I-2: Report on a topic or a text in an organized manner using appropriate facts and details to support the main idea; speaking clearly and at an understandable pace.

# Listening and Speaking Draft

## Stage II: Grades 1- 2

**Standard 6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Pre-Emergent/Emergent	Basic	Intermediate
PE/ E-1: Produce key words and phrases in order to express thoughts, feelings, and ideas clearly as appropriate to task and situation.	B-1: Produce phrases and simple sentences utilizing the correct language as appropriate to task and situation.	I-1: Produce complete sentences utilizing the correct language as appropriate to task and situation in a variety of contexts.

# First Impressions



Potential outcomes I am  
excited about...

Potential challenges I am  
concerned about...

# Timeline and Next Steps

