

English Proficiency Standards

Agenda

- What are the Standards?
- Why are we using them?
- What does this mean for your teaching?
- How do we use them?

What are the Standards?

What are they not

- Standards are NOT the evil monster they've been portrayed as on Facebook.
- They are NOT a curriculum.
- They are NOT telling you how to teach anything.
- They are NOT controlling what you teach in each lesson.

What are they

- A list of what you should be working on
- A checklist to keep you on track when planning lessons
- A set of skills a student should be able to do by the END of each level.

Why are we using them?

- To provide a list of what my student needs to learn in the current level
- To keep track of what my student has worked on
- To provide a sequence for what needs to be learned from one level to the next
- To aid in lesson planning

What does this mean for my teaching?

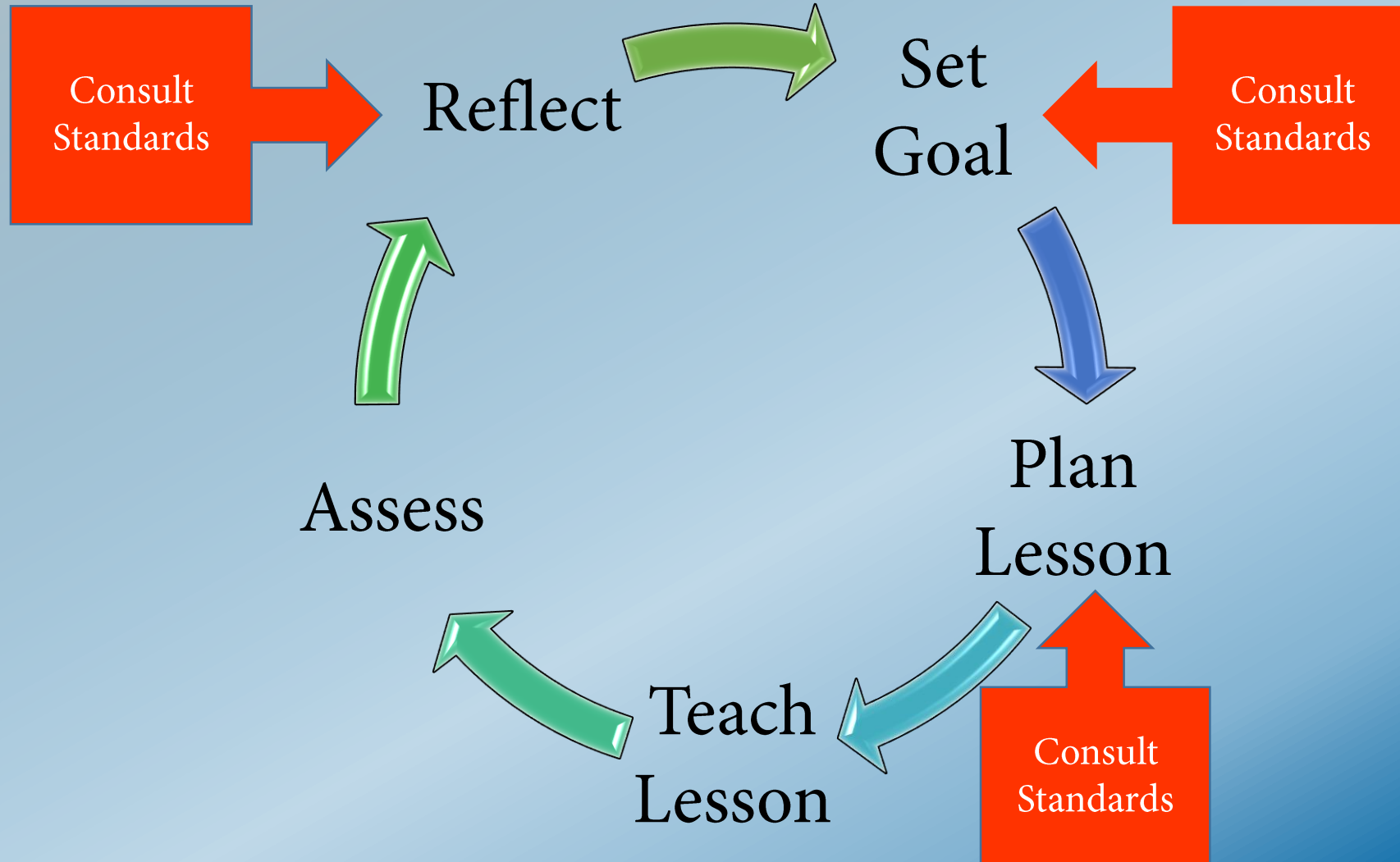
- For the most part, not a lot.
- Most tutors are already covering most the items on this list.
- They are a tool to help you stay focused on what your student needs.
- They can be used as an assessment tool to help the tutor gauge the students progress throughout their time together.

How do we use them?

My student can...

<i>not do this.</i>				Dates Practiced		
<i>do this with a lot of help.</i>						
<i>do this with minimal help.</i>						
<i>do this independently.</i>						

How do we use them?



How do we use them?

- By the END of the level, your students should be able to do most of these things, with varying levels of support.
- We are not expecting 100% mastery.
- We are not expecting you to do all of these every month.

Exploring the Standards

English Proficiency Standards for Adult Education vs. LVCA's Standards

ELP Standards

- Technical document, full of academic language
- Somewhat vague, with general ideas

LVCA's Standards

- Simplified for ease of use by volunteers
- Broken into smaller pieces, with more precise examples

Let's look at a couple of the standards

Exploring the Standards

- Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
- ELL = English Language Learners

Exploring the Standards

- Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
- Texts should be challenging but not hard

Exploring the Standards

- Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
- Literary = fiction, poetry, film, tv
- Informational = non-fiction, food labels, ID cards,

Exploring the Standards

- Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
- This standard applies to both texts and topics.

Exploring the Standards

- Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions and solve problems.
- What are the key words here?

Exploring the Standards

- Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions and solve problems.
- What do I mean by this?

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- Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions and solve problems.
- What do I mean by this?

Give it a try

- Working in groups, read the ELP Standard and compare it to the LVCA Checklist.
 - What kind of activities am I already doing that apply to this standard?
 - What new activities could I include to enhance my teaching of this?