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?

<table>
<thead>
<tr>
<th>My student can...</th>
<th>Dates Practiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>do this with a lot of help</td>
<td></td>
</tr>
<tr>
<td>do this with minimal help</td>
<td></td>
</tr>
<tr>
<td>do this independently</td>
<td></td>
</tr>
<tr>
<td>not do this</td>
<td></td>
</tr>
</tbody>
</table>
How do we use them?

1. Consult Standards
2. Reflect
3. Set Goal
4. Plan Lesson
5. Teach Lesson
6. Assess

Consult Standards
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?
• Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions and solve problems.

• What do I mean by this?
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?
• 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?