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?

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How do we use them?

Consult Standards → Reflect → Set Goal → Plan Lesson → Teach Lesson → 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
• 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
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,
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?
Exploring the Standards

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• 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?
Give it a try

• Working in groups, using the ELP Checklist and the activity provided consider:
  • Which activities would you normally do with this type of project?
  • Which Standards would be covered in that type of lesson?
  • Is this lesson appropriate for your student’s level?
  • If not, how could you adapt it to work for your student’s level?