



Arkansas English Language Proficiency Curriculum Framework Review

Curriculum, Assessment, and Research

Learning Services Division

September 26, 2006, 1:00-3:00 p.m.

ArkansasEd.org

Thank you for joining us today!

Presenters:

- **Charlotte Marvel**

- charlotte.marvel@arkansas.gov

- Accommodations for LEP students

- **Dr. Ellen Treadway**

- ellen.treadway@arkansas.gov

- New Title I Rules, Revision Process and ELP Framework Overview

Frequently Asked Questions

- After our CIV, please email your questions to Charlotte and Ellen to be included in a list of FAQs.
- Check the ADE website on October 15 for your FAQs posted on the new LEP Standards and Assessment web page.
- Note that programmatic questions should be addressed to Dr. Andre Guerrero at the ADE-andre.guerrero@arkansas.gov.

**New NCLB Regulations:
Flexibility and
Accountability for LEP
Students
September 13, 2006**



Final Rule, Sept 13, 2006

Title I, Part A—

Improving the Academic Achievement of the Disadvantaged, Office of Elementary and Secondary Education Department of Education

(Federal Register, Vol. 1, No.177)

See Secretary Spelling's Press Release:

<http://www.ed.gov/admins/lead/account/lepfactsheet.html>

New Title I Regulations

- LEP students must be included in a State's assessment of academic achievement in reading/language arts and mathematics and receive appropriate accommodations.
- LEP students must also be assessed annually for their proficiency in English in the modalities of listening, speaking, reading, and writing.

LEP Assessment Partnership

The US Department of Education recently initiated a partnership with States, including Arkansas, to offer support and technical assistance to improve academic content assessment options for LEP students, including the effective use of accommodations.

Accommodations



Accommodations

- **LEP students should receive the same accommodations as provided during classroom instruction.**
- **Accommodations must be decided for individual LEP students by each school's LPAC, and parents must be informed annually.**

Accommodations (cont.)

Most common:

- **Extended time**
- **Word-to-word dictionary
(no definitions)**
- **Individualized scheduling**
- **Preferential seating**
- **Small group testing**

Accommodations (cont.)

Least common:

- Individual testing
- Reading of the math test
- Reading of the writing test
- Reading of the science test
- Noise Buffer

The Revision Process and Revised ELP Framework



Important URLs

New ADE Website:

<http://www.arkansased.org/>

Curriculum Frameworks Webpage:

<http://www.arkansased.org/teachers/curriculum.html>

PDF or Word formats available

Why revise in 2006?

- **No Child Left Behind mandates that English language acquisition standards:**
 - **Address the four literacy domains of listening, speaking, reading, and writing;**
 - **Are linked to the academic content and achievement standards in reading/ language arts and mathematics.**

Federal Requirements Pertaining to English Language Proficiency

- NCLB recognizes English language learners (ELLs) as a viable student group.
- Title I mandates that all K-12 students, including ELLs, be assessed annually across language domains, in literacy, and in math.
- Title III requires each state to development English Language Acquisition standards that are linked to academic content standards in literacy and math.

What is the revision process?

State Law and NCLB require that the Committee:

- **Be composed of Arkansas public school educators, instructional supervisory personnel, in addition to higher education faculty who assist in the revision process;**
- **Review current standards and frameworks from other states;**
- **Review current research on current best practices in ESL and teaching LEP students;**
- **Present revised Framework document to the State Board of Education for approval and make the document available to the public on the ADE web site.**

The Revision Committee

- The revision committee was composed of professionals from all regions of Arkansas: ESL coordinators, specialists, teachers, university faculty.
- The revision committee met in fall 2005 and in spring 2006.
- The State Board approved the framework at the April 2006 meeting
- The new English language proficiency assessment (ELPA) for spring 2007 will be aligned with the revised ELP Framework.

Revision Committee Members

- **Arkansas Tech Univ.
Lakeside/Lake Village**
- **Little Rock**
- **Mountain Home**
- **Nashville**
- **North Little Rock**
- **Pulaski County SSD**
- **Rogers**
- **Siloam Springs**
- **Springdale**
- **West Memphis**
- **Wickes**
- **Batesville**
- **Benton**
- **Bryant**
- **DeQueen/Mena**
- **El Dorado**
- **Fort Smith**
- **Green Forest**
- **Hamburg**
- **Henderson State Univ.**
- **Hope**
- **Jonesboro**
- **University of
Arkansas-Monticello**

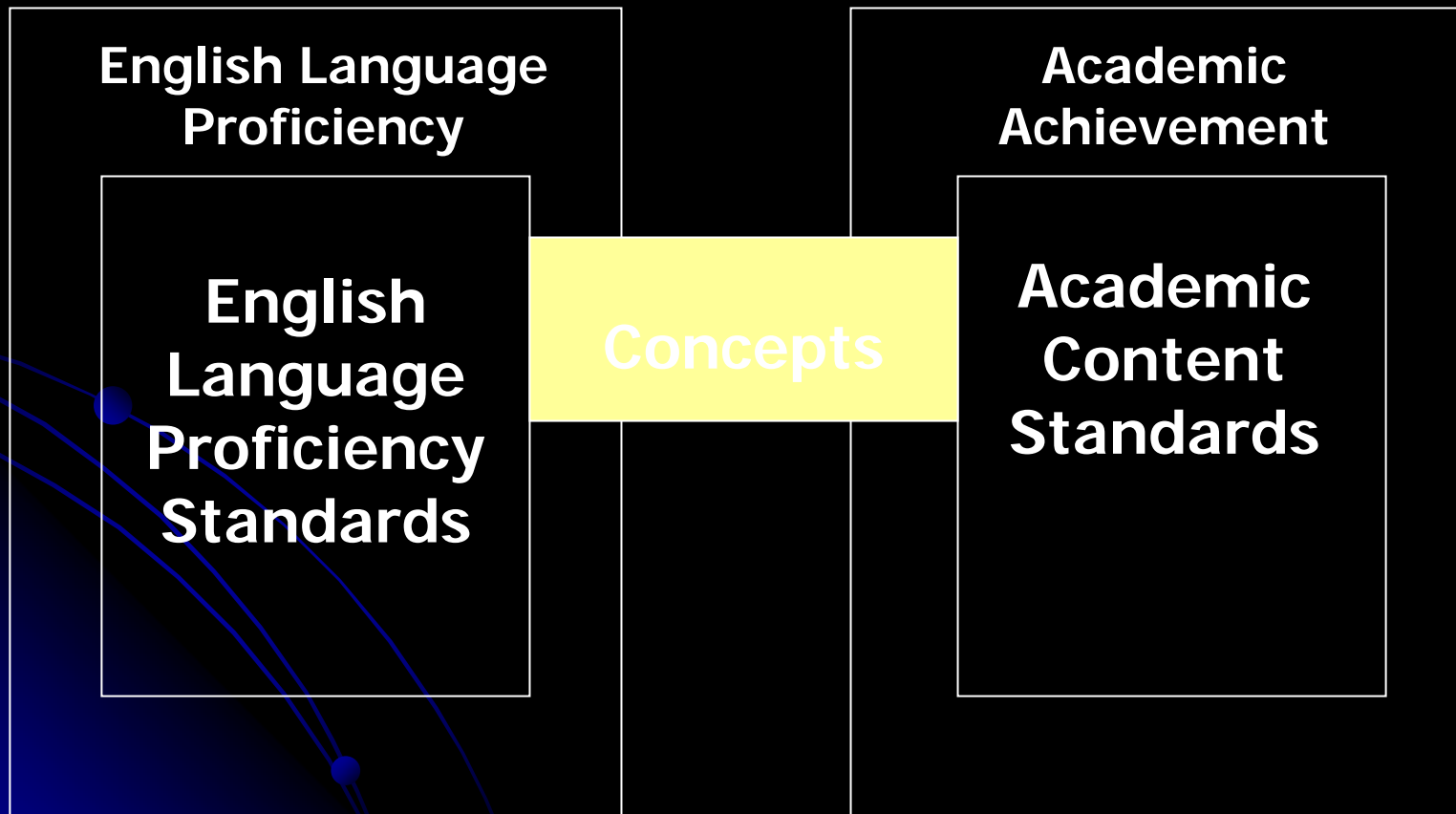
General Overview of the Framework Revision Process

1. Review examples from other states
2. Discuss ways to improve the existing framework
3. Determine language proficiency levels by domains
4. Draft SLEs that state what K-12 ESL students should know and be able to do at each of the five levels of language proficiency
 - Reading, writing, speaking, listening
 - Academic language in English language arts
 - Academic language of mathematics

Elements Examined for Revision

- **Content coverage—English language acquisition and academic language**
- **Expectations for LEP students at each level of English language proficiency**
- **Rigor**
- **Developmental appropriateness and progression of expectations across grades**
- **Level of specificity**
- **Clarity and teacher friendliness**
- **Coherence**
- **Alignment with national standards**

A Conceptual Schema for Standards-Based Instruction and Assessment



2006 ELP Framework Structure

- **Strands for ELP and Mathematics**
- **Content Standards and Statements**
- **Student Learning Expectation (SLEs) for each level of language proficiency**
- **Linkage to ELA and Mathematics**
- **Appendix**
- **Glossary of Terminology and Academic Language for English Language Arts, Mathematics, Algebra, Geometry**

Framework Organization

Grade Level Clusters

- K-2
- 3-5
- 6-8
- 9-12

SLEs for each of the 5 levels of English language proficiency

High School Courses

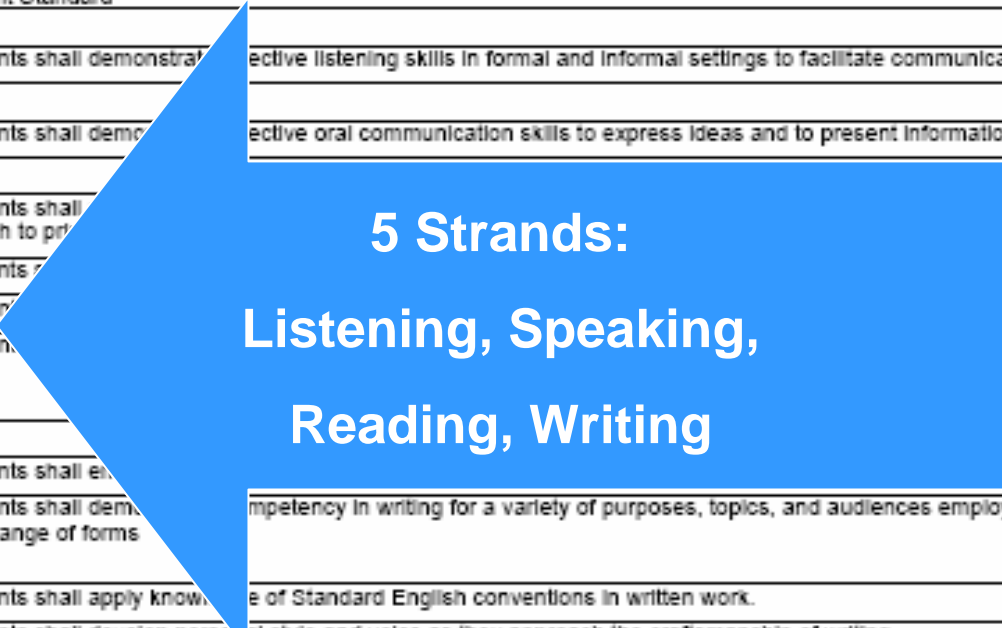
- **Linkage Documents (Think “learning academic language.”)**
 - **K-8 Mathematics**
 - **Algebra I**
 - **Geometry**

SLEs in these document describe how a student will demonstrate knowledge and understanding of academic language.

- **All LEP students will take Arkansas Benchmark assessments in spring 2007.**
- **Future linkage documents are planned for social studies, science, and biology.**

English Language Proficiency Framework

Strands	Content Standard
Listening	
1. Listening	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
Speaking	
2. Speaking	Students shall demonstrate effective oral communication skills to express ideas and to present information.
Reading	
3. Foundations of Reading	Students shall demonstrate proficiency of
4. Comprehension	Students shall demonstrate
5. Variety of text	Students shall demonstrate
6. Vocabulary, Word Study and Fluency	Students shall demonstrate fluently
Writing	
7. Process	Students shall demonstrate
8. Purpose, Topics, Forms and Audiences	Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.
9. Conventions	Students shall apply knowledge of Standard English conventions in written work.
10. Craftsmanship	Students shall develop personal style and voice as they approach the craftsmanship of writing.



Refer to the Appendix for the Student Proficiency Level descriptions

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information and understanding	ELPL.1.K-2.1 Demonstrate active listening behaviors adjusting to various speakers	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrates active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	OV.2.K.1 OV.2.1.1 OV.2.2.1
	ELPL.1.K-2.2 Listen and Identify details that support the topic	Listen and Identify -comprehension of topic by responding nonverbally - key vocabulary with support	Listen and Identify -comprehension of topic with one or two word responses - key vocabulary	Listen and Identify -comprehension of topics by responding with simple phrases - key vocabulary	Listen and Identify details that support the topic using simple sentences to respond	Listen and Identify details that support the topic	OV.2.K.2 OV.2.1.2 OV.2.2.2
	ELPL.1.K-2.3 Follow multiple-step oral directions and monitor for clarity	Follow one-step oral directions using visual cues	Follow one-step oral directions	Follow most multiple-step oral directions	Follow multiple-step oral directions and monitor for clarity	Follow multiple-step oral directions and monitor for clarity	OV.2.K.3 OV.2.1.3 OV.2.2.3
	ELPL.1.K-2.4 Demonstrate understanding of language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	

K-2, Listening, Standard 1

ELP Framework, p. 2

- **Grade Level Cluster: K-2**
- **Strand: Listening**
- **Content Standard: 1**
- **Content Standard Statement:**
Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

K-2, Listening, Standard 1, p. 2 (cont.)

➤ **At the top of the matrix:**

ELP Student Learning Expectation—

Example: ELPL.1.K-2.1

- **ELPL: English Language Proficiency Listening**
- **1: Standard 1**
- **K-2: Grade level cluster**
- **1: first SLE under this content standard**

K-2, Listening, Standard 1 (cont.)

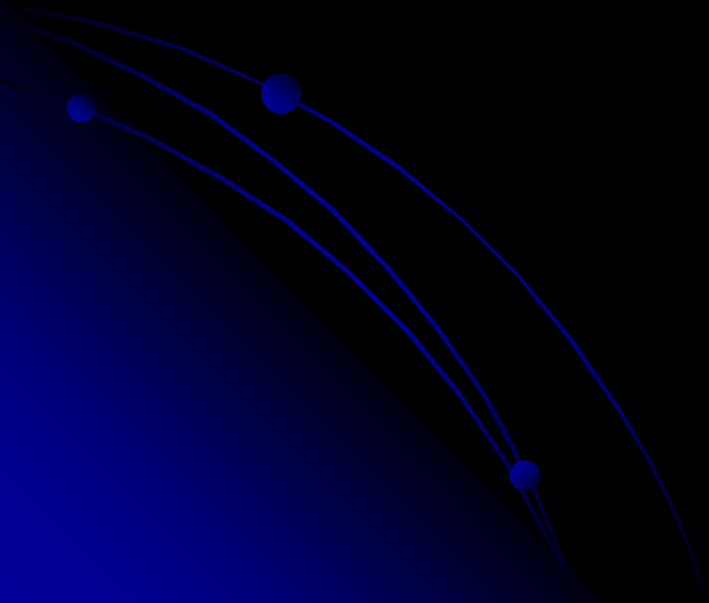
- **Across the top of the matrix:**
Student Proficiency Levels—Levels 1-5
- **Five levels of English language proficiency indicate the progression of skills related to the ELP SLE**
- **See the Appendix for Proficiency Levels Descriptors for each level of proficiency.**
- **See PLDs in the Appendix, p. 1**

K-2, Listening, Standard 1 (cont.)

- **Most ELP SLEs have a corresponding ELA Framework Connection.**
- **For ELPL.1.K-2.1, there are three corresponding ELA SLEs for grades K-2.**
- **No ELP SLEs indicates that an SLE is related to English Language Acquisition skills and knowledge.**
- **Note that the ELP Framework is closely linked to the AR English Language Arts Framework.**

Example #1

Example #2



OELA Summit V

- **Hilton Washington Hotel
Washington, DC
October 30 - November 1, 2006**
- **OELA's Fifth Annual "Celebrate Our
Rising Stars Summit"**
- **Topics: Teaching and Learning,
Classroom Strategies, Instructional
Planning and District-level
Curriculum Development**
- **<http://www.oelasummit.org/>**

FAQs

Send your questions, comments, and issues to us at the ADE:

- **Charlotte Marvel**
charlotte.marvel@arkansas.gov
- **Dr. Ellen Treadway**
ellen.treadway@arkansas.gov