Part III: Examining the Superstructures of the English Language Proficiency Standards
The English Language Proficiency
Performance Definitions

• Overarch the standards
• Provide a global definition of each language proficiency level
• Are based on a set of criteria
Criteria for the English Language Proficiency

Performance Definitions

1. Comprehension and use of the technical language of the content areas
2. Extent of discourse control
3. Development of phonological, syntactic, and semantic understanding or usage
**Activity 2: Identifying Levels of Language Proficiency Based on the Performance Definitions**

- Read the performance definitions for the 5 levels of English language proficiency
- Read the sample activities for English language learners from the handout
- For each activity, assign a language proficiency level based on the performance definition
- Compare your results with a partner
Classroom and Large-scale State Frameworks
A Quick Peek into the Large-Scale Framework

Find an example of model performance indicators that require English language learners in English language proficiency levels 1 (Entering) or 2 (Beginning) to engage in higher level thinking.

For example, Standard 2, Reading, 6-8, English Language Proficiency Level 2 for the Large-scale Framework reads:

‘Predict outcomes from visually supported text’
A Quick Peek into the Classroom Framework

- Start with either Standard 3, 4 or 5 (English language learners communicate in English for MATH, SCIENCE or SOCIAL STUDIES for instructional purposes within the school setting).
- Select a language domain (L, S, R, or W).
- Look at the classroom framework for a grade level cluster.
- Read the model performance indicators for the five English language proficiency levels.
- Think of an activity for English language learners of varying language proficiency levels reflective of these model performance indicators within the grade level cluster.