Part V: Expanding the Scope of the English Language Proficiency Standards
**Activity 3: Going from the Large-scale to the Classroom Assessment Framework (or the Reverse)**

- From the large-scale assessment framework, select standard 3 (MATH) or 5 (SOCIAL STUDIES) and a language domain (L, R, or W)

- Work with the grade level cluster with which you are most familiar

- Take the strand you selected and modify it for the classroom assessment framework

- Use the example on page 21 of the Overview as a model
How Did You Convert the Model Performance Indicators from the Large-scale Framework to the Classroom Framework?

Did you have the students.....

• Use realia and manipulatives?
• Engage in real life observations?
• Extend the scope of the activity?
• Incorporate technology?
• Rely on multiple resources?
• Integrate fine arts, such as drama?
• Conduct original research?
The Model Performance Indicators Consist of Two Elements:

- The **language function** describes how students use language— the intent of the communication

- The **content stem** specifies the context or topic that is addressed— a curricular kernel
Model Performance Indicator
(Standard 4, Speaking, 6-8, Level 2)

*Describe scientific events or discoveries based on illustrations*

- **language function**: Describe
- **content stem**: scientific events or discoveries
An Example of a Strand of Model Performance Indicators for Standard 2, English Language Arts, Writing: Grade Level Cluster 9-12

**Level 1** - copy facts pertaining to current events or issues

**Level 2** - express opinions or reactions to current events or issues

**Level 3** - produce editorial comments on current events or issues

**Level 4** - rewrite stories on current events or issues in different time frames

**Level 5** - rewrite stories on current events or issues from different perspectives or points of view
An Example of a Strand of Model Performance Indicators with Modified Content Stems, Writing:
Grade Level Cluster 9-12

**Level 1** - copy facts pertaining to ______________

**Level 2** - express opinions or reactions to _______

**Level 3** - produce editorial comments on ______ based on personal experiences

**Level 4** - rewrite stories on ______ in different time frames

**Level 5** - rewrite stories on ______ from different perspectives or points of view

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An Example of Alignment of English Language Proficiency and State Academic Content Standards: English Language Arts, Writing Grade Level Cluster 9-12

**Wisconsin** - write a coherent argument that assumes a stance, accurately summarizes an opposing viewpoint, and refutes that view, citing persuasive evidence.

**Illinois** - communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms...adapt content, vocabulary, voice, and tone to audience, purpose and situation.
Activity 4: Changing Content Stems in a Strand of Model Performance Indicators

- Work with a partner
- Select a grade level cluster
- Choose a standard and a language domain
- Read the strand for the grade level cluster
- Convert the topic of the content stem to another reflective of the curriculum, as expressed by the standard