



# 2019 English Language Proficiency Standards Guidance Document

*Office of English Language Acquisition Services*

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## Introduction

The Arizona Department of Education (ADE) has utilized work of the Council of Chief State School Officers (CCSSO), and the services of WestEd and Larry Ainsworth, to update the Arizona English Language Proficiency (ELP) Standards.

In October of 2017, the ELP Standards Committee, which consisted of current EL practitioners from across Arizona (teachers, coaches, EL directors, higher education professors, etc.) met to begin revising the 2010 ELP Standards. Over the course of a year, the ELP Standards Committee developed standards and performance indicators for grade/grade-bands K, 1, 2-3, 4-5, 6-8, and 9-12, which highlight and amplify the critical language, knowledge about language, and skills using language, that are necessary to develop proficiency in English, and be able to access and engage in the Arizona content standards necessary for English learners (ELs) to be successful in school. The 10 ELP Standards highlight a strategic set of language functions (the purposes for communication/use of language in academic and social contexts), and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline), which are needed by ELs as they develop competence in the academic practices associated with each content area (English language arts, mathematics, science, and social studies). They are grounded in the research that language acquisition is a developmental, linguistic, and social process in which learners acquire language in a sophisticated and interactive way that is focused on comprehension, communication, and interactive academic tasks.

These standards went out for public review in October of 2018. Based on feedback from the public review, revisions were made. The Arizona State Board of Education approved the ELP Standards in December of 2018. In 2019, the ELP Standards Committee continued to meet to create resource documents to support the new standards. LEAs will begin transitioning from the 2010 ELP Standards to the 2019 ELP Standards during the 2020-2021 school year. Full implementation of the 2019 ELP Standards begins in the 2021-2022 school year.

Table 1

The Arizona ELP Standards are:	The Arizona ELP Standards are not:
<ol style="list-style-type: none"> <li>1. the language students need to help them access, engage with, and attain success in content areas while developing English proficiency</li> <li>2. descriptors of the key knowledge, language skills and abilities in core areas (reading, writing, listening, and speaking) of English language development</li> <li>3. what ELs should be able to accomplish if they receive high-quality instruction with appropriate scaffolding and instructional materials</li> <li>4. outlines of what ELs should know and be able to do with the English language in various contexts (proficiency and grade level)</li> <li>5. a coherent body of standards that have clear links to Arizona's content standards (ELA)</li> <li>6. a coherent body of standards intended to intentionally develop student's language across domains (reading, writing, listening, and speaking) with the discourse practices EL students need to engage with rigorous, grade level disciplinary content</li> </ol>	<ol style="list-style-type: none"> <li>1. a curriculum or a curriculum framework</li> <li>2. an exhaustive list of all the linguistic functions and resources that ELs need to develop in order to be successful in school</li> <li>3. specific teaching methods or methodologies</li> <li>4. instructional techniques to use with ELs</li> <li>5. an exhaustive list of the language skills needed to build fluency in English and be successful in school</li> <li>6. intended to be used in isolation, but in context, for the purpose of developing academic language skills needed to fully engage in all content areas</li> </ol>

## Arizona’s Language Development Approach (LDA)

A language development approach (LDA) is a set of underlying assumptions about how language, literacy, and learning develop, and how instruction in these areas should be enacted for all English learner students throughout the system. The four principles that surround the LDA’s core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona’s EL students. The English Language Proficiency Standards play a vital role in implementing these principles. During integrated instruction, teachers are expected to plan content instruction along with the English Language Proficiency Standards. During targeted instruction, teachers plan English language instruction based on the English Language Proficiency Standards.

Figure 1

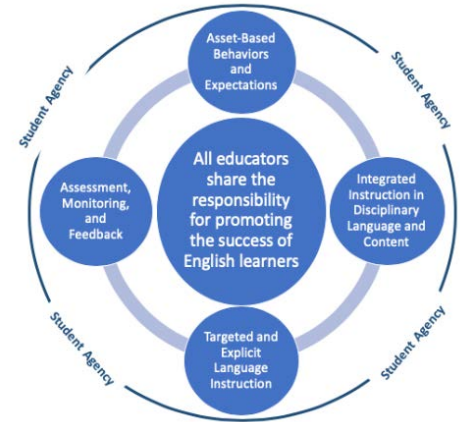


Table 2

<p>Principle One: Asset-Based Behaviors and Expectations</p>	<p>ELs bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations and provide opportunities and supports to ensure culturally and linguistically sustaining practices for ELs.</p>
<p>Principle Two: Integrated Instruction in Disciplinary Language and Content</p>	<p>All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. Regardless of proficiency level, all ELs need access to challenging, grade-appropriate curriculum, instruction and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through academic language development, educators help students develop disciplinary content knowledge, language, and autonomy.</p>
<p>Principle Three: Targeted and Explicit Language Instruction</p>	<p>Explicit language instruction is a critical opportunity to intentionally support ELs in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. ELD specialists must use the English Language Proficiency Standards with content material to cultivate a deeper knowledge of the disciplinary language that ELs need and help their students to grow in using it.</p>
<p>Principle Four: Assessment, Monitoring, and Feedback</p>	<p>Schools use English Language Proficiency Standards, diagnostic tools, formative assessment practices, and summative assessments to measure progress of English learner (EL) students’ language and content knowledge to inform instruction.</p>

The 10 ELP Standards are designed for use by English Language Development (ELD) specialists and content-area teachers in both English language development (targeted instruction) and content-area instruction (integrated instruction). English Language Development (ELD) specialists must provide explicit language instruction focused on the ELP Standards. Content-area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students' engagement with rich content and fuel their academic performance. Far greater collaboration and sharing of expertise are needed among ELD specialists and content-area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2). ELP Standards facilitate language acquisition that takes place across the content areas and fosters collaboration among educators.

## Accommodations & Support

ELs, at all levels of language proficiency, should be provided with appropriate linguistic accommodations and supports in order to reach the next reasonable proficiency level. Based on their individual needs, all ELs, including ELs with disabilities, should be provided access supports and linguistic accommodations for classroom instruction and assessment, based on the ELP Standards. Teachers of ELs develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. Instructional accommodations and supports specifically pertain to how content is taught, made accessible, and assessed. The type of linguistic accommodations and the intensity of the supports provided, including scaffolding, will depend on each student's ability to undertake the particular task independently, while continuing to uphold appropriate complexity for the student.

## Design Features of the Standards

The Arizona English Language Proficiency Standards are designed for specific grade/grade-bands. The ELP Standards for K, 1, 2-3, 4-5 are divided into Reading Foundational Skills and 10 ELP Standards. The ELP Standards for Grades 6-12 have 10 ELP Standards and a Reading Foundational Skills Appendix.

## Organization of the Reading Foundational Standards

Table 3

Skill #:	Skill:
1	Phonological Awareness
2	Print Concepts
3	Phonics and Word Recognition (Decoding)
4	Fluency

## Organization of the 10 ELP Standards

The Arizona ELP Standards are organized according to a schema that represents the following types of communication: Productive Communication, Receptive Communication, Interactive Communication, and Language.

ELP Standards in Relation to Communication Types

*Table 4*

Standard #:	Standard:	
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Standards 1 and 2 represent <b>Receptive Communication</b> (Listening and Reading)
2	Determine the meaning of words and phrases in oral presentations and literary and informational text	
3	Speak and write about grade-appropriate complex literary and informational texts and topics	Standards 3-5 represent <b>Productive Communication</b> (Speaking and Writing)
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	Adapt language choices to purpose, task, and audience when speaking and writing	
6	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions	Standards 6-8 represent <b>Interactive Communication</b> (Listening, Speaking, Reading, and Writing)
7	Conduct research and evaluate and communicate findings to answer questions or solve problems	
8	Analyze and critique the arguments of others orally and in writing	
9	Create clear and coherent grade-appropriate speech and text	Standards 9-10 focus on the <b>Language</b> (Vocabulary/Grammar) required to support Standards 1-8
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing	

## Modes of Communication



Figure 2



ELP Standards focus on the language skills, knowledge, and abilities that will allow for EL students to engage in content learning in English. The standards, instruction, and curriculum are designed for students to understand how English functions within the four domains of reading, writing, listening, and speaking.



Receptive Communication focuses on the comprehension of spoken and written language. Listening actively to spoken English in a range of social and academic contexts to determine the meaning, and comprehending the ideas and information presented in a variety of texts and multimedia sources.



Productive Communication focuses on the delivery of oral and written communication to convey a message. Expressing ideas and information with others through oral conversations and presentations on a range of social and academic topics, composing pieces of writing to share ideas, information, or beliefs while using precise vocabulary and language structures to effectively communicate.



Interactive Communication focuses on the engagement in dialogue; communicating with and listening to others. Interacting and exchanging information, ideas, or beliefs through oral and written conversations in various communicative forms. Along with clarifying meaning through the use of questions and statements, and adapting language choices to various tasks, purpose, audience, and text type.



## Modalities and Domains of the Arizona ELP Standards

Table 5

Modalities	Domains	Corresponding ELP Standards
<p>Receptive modalities: This mode refers to the learner as a reader or listener/viewer working with “text” whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</p>	Listening and Reading	1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		2 Determine the meaning of words and phrases in oral presentations and literary and informational text
<p>Productive modalities: The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise before publication or broadcast. (Phillips, 2008, p. 96)</p>	Speaking and Writing	3 Speak and write about grade-appropriate complex literary and informational texts and topics
		4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence
		5 Adapt language choices to purpose, task, and audience when speaking and writing
<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener and reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	Listening, Speaking, Reading, and Writing	6 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions
		7 Conduct research and evaluate and communicate findings to answer questions or solve problems
		8 Analyze and critique the arguments of others orally and in writing

## English Language Proficiency Levels

The English proficiency levels identified in the 10 ELP Standards are Pre-emergent/Emergent, Basic, and Intermediate. The Performance indicators for each of the 10 ELP Standards describe targets for EL performance by the end of each ELP level at a particular point in time. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each ELP Standard, the performance indicators reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. This is done for purposes of presentation and understanding. Actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. An EL, at any given point along his or her trajectory of English learning, may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular skill at a lower proficiency level, but needs review at the next higher proficiency level when presented with a new or more complex type of text. As a reminder, by definition, EL status is a temporary status.

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Pre-Emergent"), but rather identifies what a student knows and can do at a particular stage of English language development (e.g., "a student at Pre-Emergent" or "a student whose listening performance is at Pre-Emergent"). Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. "Research has shown that ELLs can develop literacy in English even as their oral proficiency in English develops" (Bunch, Kibler, & Pimentel, 2013, p. 15).

Mostly likely, teachers will have students at multiple proficiency levels in one class. It will be important for teachers to take note of each student's language development needs when designing a lesson. When designing an integrated ELD lesson, teachers should note which language supports and accommodations ELs will need to be able to access the content and meet the content objective. The extent of support will depend on the student's proficiency level. Teachers will not be delivering a separate lesson to each EL, but rather identifying each EL's language needs to fully participate in the content lesson, and provide appropriate supports and accommodations utilizing the ELP Standards to participate in the same content lesson. While students will be grouped by proficiency level during a targeted ELD lesson, not all students will have the exact same strengths or needs. The teacher will design an explicit language lesson based on the ELP Standards while taking into account the students' varying abilities.

Table 6

Proficiency Levels K-12

Pre-Emergent/Emergent	Basic	Intermediate
<p>A student at this level has limited or no ability to speak or understand English in academic and social settings. The student has limited or no ability to address grade appropriate reading or writing tasks meaningfully due to lack of English vocabulary. They typically progress quickly, and are learning to use English to develop simple phrases and sentence structures to communicate their immediate needs.</p>	<p>A student at this level has limited ability to speak and understand simple and/or routine English phrases spoken in academic and social settings. The student has limited ability to address grade appropriate reading or writing tasks due to a developing vocabulary. They are gaining English language skills in order to develop grade appropriate phrases and sentences to communicate in a more sophisticated way.</p>	<p>A student at this level has the ability to speak and understand using grade-appropriate English in social settings, however, may require minimal support in academic settings. The student has enough English vocabulary and command of English language structures to address grade appropriate reading and writing tasks with minimal support. They continue to learn and apply a range of high-level English language skills in a wide variety of contexts to gain proficiency.</p>

Extent of Support

Substantial	Moderate	Minimal
<p>Intensive and intentionally scaffolded instruction through the use of various resources and modeling to help learners access grade-level content.</p>	<p>Intentionally scaffolded instruction through the use of various resources and modeling to help learners engage in appropriately complex grade-level content.</p>	<p>Intentional instruction through the use of various resources and modeling to help learners engage in increasingly complex tasks to demonstrate their understanding of grade-level content.</p>

## Vertical Articulation of Standards

A vertical articulation of Arizona’s English Language Proficiency Standards allows educators to recognize how all the standards are interconnected to develop the total literacy of a student. Each of the 10 ELP Standards are present in each grade/grade-band. Performance indicators have been written for each standard to identify language skills students will need to perform the standard. Mastery is implied when a skill is no longer included in the vertical articulation of performance indicators. However, educators must support previous grade-level skills according to the mastery level of their students.

- There will be instances when there is a vertical progression of a performance indicator from grade level to grade level.
- There will be instances when there is a vertical progression of a performance indicator in every grade level after it was introduced.
- There will be instances when there is not a vertical progression of a performance indicator; it was only specific to particular grade levels.

Table 7

<b>Standard 1:</b> ...construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.			
Grade Band	Pre-Emergent/Emergent	Basic	Intermediate
K	<b>PE/E-2:</b> Identify key words and phrases in read-alouds and oral presentations.	<b>B-2:</b> Identify key details from read-alouds, picture books, and/or oral presentations.	<b>I-2:</b> Identify the main topic and details from read-alouds, picture books, and/or oral presentation.
1 <sup>st</sup>	<b>PE/E-4:</b> Identify the topic of literary texts and presentations.	<b>B-4:</b> Identify the central idea of literary texts and presentations.	<b>I-4:</b> Identify the central idea of literary texts and presentations.
2 <sup>nd</sup> - 3 <sup>rd</sup>	<b>PE/E-2:</b> Identify the main topic.	<b>B-2:</b> Determine the central topic or message.	<b>I-2:</b> Explain the central idea, lesson, and moral using key details.
4 <sup>th</sup> - 5 <sup>th</sup>	<b>PE/E-1:</b> Identify the central topic and key details.	<b>B-1:</b> Determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.	<b>I-1:</b> Determine central ideas (in informational texts) and themes (in literary texts) and explain how they are supported by key details.
6 <sup>th</sup> - 8 <sup>th</sup>	<b>PE/E-1:</b> Identify the main topic and a few key details.	<b>B-1:</b> Determine the central idea or theme and explain how they are supported by using some text evidence.	<b>I-1:</b> Analyze the central ideas and themes and justify how they are supported by using text evidence.
9 <sup>th</sup> -12 <sup>th</sup>	<b>PE/E-1:</b> Identify the main topic and a few key details.	<b>B-1:</b> Determine the central idea or theme and explain how they are supported by using text evidence.	<b>I-1:</b> Analyze central ideas or themes and justify how they are supported by using text evidence.

# Coding of the English Language Proficiency Standards

The 10 ELP Standards can be identified by grade-band, standard number, proficiency level, and performance indicator so that EL.4-5.S3.PE/E-1, for example, stands for English Language, grade-band 4-5, standard 3 (Productive Communication), proficiency level Pre-Emergent/Emergent, performance indicator 1. The Reading Foundational Standards can be identified by grade-band, Reading Foundational, and skill (#) and sub-skill (a, b, g, i, etc.) so that EL.4-5.RF.1b, for example, stands for English Language, grade-band 4-5, standard 3 (Productive Communication), Reading Foundational (RF), Phonemic Awareness Skill #1 sub-skill b.

## Format and Suggested Coding of the Reading Foundational Standards

Figure 3

Grades 4-5 English Language Proficiency Standards

Reading Foundational Standards Grades 4-5	
<b>Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics</b>	
No or little spoken English proficiency: Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).	
Spoken English proficiency: Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Oral Skills	
Arizona's English Language Proficiency Standards: Reading Foundational Skills	Arizona's English Language Arts Standards Reading Standards: Foundational Skills
1. Phonological Awareness: <ul style="list-style-type: none"> <li>a. Distinguish between phonemes in the initial, medial, and final positions of words.</li> <li>b. Produce the 44 phonemes with verbal modeling and visual cues.</li> </ul>	*Arizona's ELA Standards: Reading Standards Foundational Skills does not address Phonological Awareness at grades 4 or 5.

**Suggested:** EL. [grade/grade-band] .RF. [skill # +sub-skill] [verbiage]

**Example:** EL.4-5.RF.1b Produce the 44 phonemes with verbal modeling and visual cues.

## Format and Suggested Coding of the 10 ELP Standards

Figure 4

Grades 4-5 English Language Proficiency Standards

PRODUCTIVE COMMUNICATION Speaking and Writing						
AZ ELP Standard 3	Pre-Emergent/ Emergent	Basic	Intermediate	AZ ELA Standard Alignment	Instructional Supports	
By the end of each language proficiency level, an English learner can:	With substantial support, apply an emerging set of strategies to:	With moderate support, apply a developing set of strategies to:	With light support, apply a wide range of strategies to:	Writing: 4.W.2 4.W.3 5.W.2 5.W.3	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.	
	PE/E-1: deliver short oral presentations that include a few details.  PE/E-2: compose written narratives using appropriate conventions about familiar topics and experiences that include details.	B-1: deliver short oral presentations that include some details to develop a topic.  B-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.	I-1: deliver oral presentations that include details and examples to develop a topic.  I-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.	Speaking and Listening: 4.SL.4  5.SL.4  Language: 4.L.2 5.L.2		

**Suggested:** EL . [grade/grade-band] . [S+#] . [Proficiency Level + #] [verbiage]

**Example:** EL.4-5.S3.PE/E-1 deliver short oral presentations that include a few details