

PreK-12 English Language Proficiency Standards in the Core Content Areas

An Augmentation of the World-class Instructional Design and Assessment
(WIDA) Consortium's *English Language Proficiency Standards for English
Language Learners*

Preview for Review and Comment

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2005 Edition

Prologue

TESOL, with its 1997 document, has received worldwide acknowledgement for recognizing the need to include English language learners in standards-based education by developing and promoting ESL content standards for PreK-12 students. In publishing the 2005 *PreK-12 English Language Proficiency Standards in the Core Content Areas*, we anticipate that the organization will remain at the forefront of the standards movement. In this updated version, we intend to provide useful information that will be of equal magnitude and value to the educational community as the original standards publication.

The following synopsis is a prelude to the work on the revised language proficiency standards that will become available in 2006. It is intended to provide the TESOL membership with a sense of the shift in focus and scope in the standards as they come to impact English language learners in the upcoming decade. This first volume will focus on the development and organization of the language proficiency standards; a second, related document will be published at a later date that centers on the application and use of the standards in the classroom.

We would like to offer members the opportunity to have input in the development process and final product. We ask for you to please **complete the feedback form with suggestions for the committee**. Thank you.

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PreK-12 English Language Proficiency Standards in the Core Content Areas

Standard 1: English language learners communicate for **social, intercultural, and instructional** purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **mathematics**.

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **science**.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **social studies**.

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I. Background

The *English Language Proficiency Standards in the Core Content Areas* is designed to complement, enrich, and extend the scope of TESOL's *ESL Standards for PreK-12 Students* (1997). In this introductory section, we provide the rationale, the contents, and the stakeholders of the document.

Rationale for the Revision

There are compelling reasons why TESOL's 2005 *PreK-12 English Language Proficiency Standards in the Core Content Areas* is a needed and timely endeavor. The grounds for publishing this revised edition include:

- The increasing strength of the standards movement, worldwide
- The exploding English Language Learner PreK-12 student population in the United States
- The growing body of theory and research that support content-based instruction and assessment of English language learners
- The provisions of the No Child Left Behind Act of 2001, including the development of English language proficiency standards by all states that:
 - are grounded in state academic content standards
 - encompass the language domains of listening, speaking, reading, writing (and comprehension)
- The need for an up-to-date resource for teachers, administrators, and teacher educators involved in the education of English language learners

Features and Content

Using TESOL's 1997 publication as a building block, the new language proficiency standards:

- expand the scope and breadth of the ESL content standards by bridging them to specific core curriculum content areas, namely English language arts, mathematics, science, and social studies;
- provide an organizational structure that is synchronized with federal legislation.

In addition, the revised PreK-12 English language proficiency standards build on the World-class Instructional Design and Assessments (WIDA) Consortium's *English language proficiency standards for English language learners in Kindergarten through grade 12* (Wisconsin, 2004). The WIDA Consortium is a group of ten states, formed in 2002 with federal monies, that has developed comprehensive English language proficiency standards.

The following features frame the revised language proficiency standards' document:

- A conceptual framework for standards-based, classroom instruction and assessment;
- Consolidation of the existing ESL standards and addition of new standards with strands of model performance indicators devoted to the language of the core curriculum areas;
- Reorganization of the standards, descriptors, and sample progress indicators according to language domain (listening, speaking, reading, writing) with additional strands of model performance indicators;
- Reconfiguration of the grade level clusters (PreK-K, 1-3, 4-5, 6-8, and 9-12);
- Description of the process of standards mapping and alignment to state and national academic content standards;
- Updated references, resources, and glossary.

Audiences

The language proficiency standards are intended for all educators in PreK-12 settings, largely devoted, but not limited, to the United States. The target audiences include:

- PreK-12 English as a Second Language, dual language, bilingual, core content, and other teachers who work with English language learners;
- teacher educators at the pre-service and in-service levels;
- curriculum coordinators, administrators, and educational consultants;
- test developers and test users;
- researchers and evaluators.

State and English Language Learner Representation

In total, 16 state academic content standards have been reviewed as the foundation for TESOL's revised language proficiency standards. More than 3 million of the 5 million English language learners nationwide reside in these states. Table 1 is a summary of the states included in our review and the numbers of their English language learners (NCELA, 2005). By aligning the standards of national organizations with those of selected states, we offer a model that can be applied across the nation and its territories.

Table 1. The states represented in TESOL’s revised English language proficiency standards and their English language learner population.

States Represented	Number of K-12 English Language Learners
WIDA Consortium- <ul style="list-style-type: none"> □ Wisconsin □ Delaware □ Arkansas □ District of Columbia □ New Hampshire □ Maine □ Rhode Island □ Vermont □ Illinois □ Alabama 	275,000
California	1, 600,000
Florida	282,000
New Jersey	66,450
New York	303,000
Pennsylvania	41,600
Texas	660,000
Total = 16 states	3,228,050 students

Timeline

The following timeline outlines the evolution of this project from the publication of TESOL’s 1997 set of ESL standards to the present.

1997	2001	2002	2003
TESOL publishes the ESL Standards for Pre-K–12 Students	Congress enacts the No Child Left Behind Act that introduces the requirement for all states to have English language proficiency standards	WIDA Consortium begins the development of language proficiency standards and assessment	TESOL approves revision of 1997 PreK–12 ESL standards

2003	2004 (March)	2004 (April)	2004 (September)
Project team is organized and members appointed	Project is launched during team meeting at TESOL 2004 in Long Beach, CA	Letter is sent to affiliates and states inviting them to participate in the project	Team meets at TESOL in Alexandria, VA; reviews math standards from CA, FL, NJ, NY, PA, & TX in conjunction with NCTM standards

2004 (December)	2005 (February)	2005 (March)	2006
Team meets in Chicago, IL; continues work with NCTM math standards; develops templates from NCTE/IRA, NSTA, and NCSS standards; outlines sections of preview document	Team meets in Vancouver, WA; finalizes blending of national and state standards for math; finalizes preview document to appear in TESOL's website	Team meets at TESOL '05 in San Antonio, TX; disseminates information about project with different constituencies	TESOL launches the PreK–12 English Language Proficiency Standards in the Core Content Areas

II. Conceptual Framework for Developing and Implementing English Language Proficiency Standards

In this section, we outline the framework that guides our work in developing English language proficiency standards for schools of the 21st century.

TESOL's Vision of Effective Education for All Students

The English language proficiency standards build upon the groundwork established by the ESL Standards published in 1997. In that document, TESOL describes the requirements for effective education for all students as a context for understanding the role of ESL standards.

1. Effective education for ESOL students includes native-like levels of proficiency in English.
2. Effective education for ESOL students includes the maintenance and promotion of ESOL students' native language in school and community contexts.
3. All education personnel assume responsibility for the education of ESOL students.
4. Effective education also calls for comprehensive provision of first-rate services and full access to those services by all students.
5. Knowledge of more than one language and culture is advantageous for all students.

General Principles of Language Acquisition

In addition, the 1997 ESL standards are based on research in and theories of language acquisition. These principles describe the features of language development and the contribution of native language to that process.

1. Language is functional.
2. Language varies.
3. Language learning is cultural learning.
4. Language acquisition is a long-term process.
5. Language acquisition occurs through meaningful use and interaction.
6. Language processes develop interdependently.
7. Native language proficiency contributes to second language acquisition.
8. Bilingualism is an individual and societal asset.

The Role of Language Proficiency in School

In line with the mandates of the No Child Left Behind Act of 2001 and the needs of ever-increasing numbers of English language learners in US schools, the 2005 language proficiency standards are expanded in scope and breadth. The new edition of the standards reflects the growing body of literature and methodologies that focus on language proficiency within the academic demands of the classroom.

1. Language proficiency is tied to the functions of language, the context of interaction, and graphic, visual, or paralinguistic support.
2. Language proficiency can reflect complex thinking when linguistic complexity is reduced and support is present.
3. Social and academic language proficiencies are necessary for school success.
4. Academic language proficiency goes in tandem with academic achievement.
5. Academic language proficiency involves the vocabulary, language patterns, and register specific to individual content areas.
6. Academic language proficiency is developed through sustained content-based language instruction.

Building on these conceptual frameworks, TESOL's 2005 language proficiency standards:

- serve as guideposts for curriculum, instruction, and assessment,
- outline the developmental stages of language acquisition,
- include the language associated with rich academic content,
- align with academic content standards to offer opportunities for continuity of learning,
- bridge the language associated with core content areas to skills and knowledge of that content, and
- are a starting-point for fair and equitable education of students acquiring an additional language.

III. Models Descriptive of the Language Proficiency Standards

We propose that the frameworks for the language proficiency standards operate in conjunction with a series of descriptive models. The following figures help explain the relationship of the new language proficiency standards with other content standards. Figure 1 depicts how the language proficiency standards are aligned with both ESL and academic content standards. Table 2 provides an index of the national content standards used to develop the new language proficiency standards.

Figure 1. The blending of standards to produce TESOL’s English Language Proficiency Standards in the Core Content Areas.

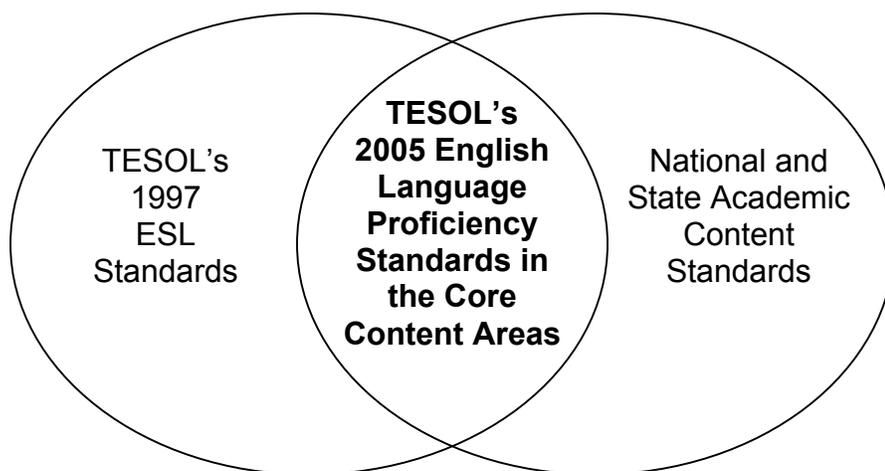


Table 2. Anchors for TESOL’s 2005 language proficiency standards.

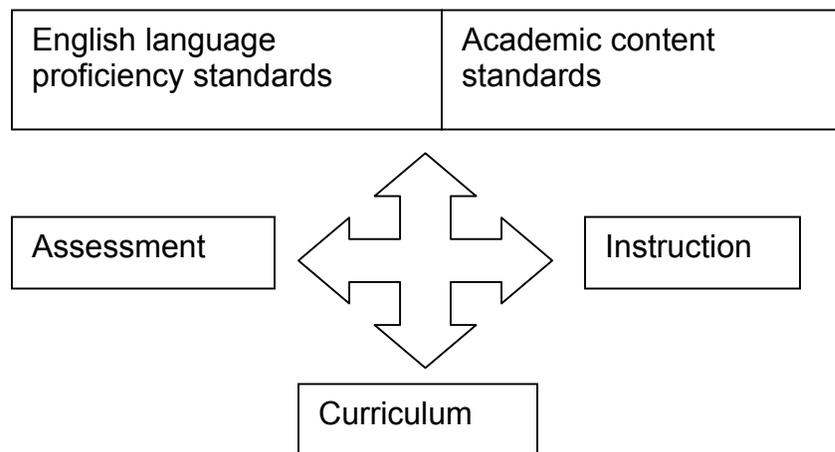
TESOL’s 2005 Standards	Standards of National Organizations
1. Communication in English for social, intercultural, and instructional purposes.	Teachers of English to Speakers of Other Languages’ 1997 Standards
2. Communication of information, ideas, and concepts of Language Arts.	National Council of Teachers of English and International Reading Association
3. Communication of information, ideas, and concepts of Mathematics.	National Council of Teachers of Mathematics
4. Communication of information, ideas, and concepts of Science.	National Science Teachers Association
5. Communication of information, ideas, and concepts of Social Studies.	National Council for the Social Studies

The Role of Academic Language Proficiency

The interaction between TESOL’s 1997 standards and those of national organizations dealing with core curriculum areas, as outlined in Figure 1 and Table 2, produces standards that reflect an emphasis on academic language proficiency. We recognize and acknowledge the importance of students gaining social and intercultural competence; however, we focus our attention on the students’ acquisition of academic language associated with the content areas of language arts, mathematics, science, and social studies. In this way, the new standards concentrate on the language of academic contexts directly tied to schooling and accountability.

To succeed in school, English language learners must simultaneously acquire English and achieve academically across content areas. Figure 2 illustrates how the two sets of standards work in tandem in the planning and delivery of assessment, curriculum, and instruction.

Figure 2. A model of standards-based education for English language learners.



IV. Organization of the Standards

The English Language Proficiency Standards in the Core Content Areas

The five language proficiency standards include both social and academic uses of the language our students must acquire for success in and beyond the classroom. The first standard encompasses social and intercultural interaction along with the language associated with instruction across the curriculum. The other standards target the language of the core content areas; language arts, mathematics, science, and social studies. Although not formally recognized

within this standards document, we acknowledge the importance of other content, such as fine arts and physical education, as part of the overall development of English language learners.

The standards are stated as follows....

Standard 1: English language learners communicate for **social, intercultural**, and **instructional** purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **mathematics**.

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **science**.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **social studies**.

Grade Level Clusters

The grade level clusters for the revised language proficiency standards differ from those of the 1997 ESL standards. Below are the reconfigured clusters with rationales for creating the new grade spans.

PreK-K

There is increasing accountability for learning at early school years. By describing the second language acquisition process for young students, we believe all teachers will be better equipped to instruct these students.

1-3

English language learners in primary grades are becoming acclimated to the demands of schooling and are acquiring a strong foundation in literacy (whether it is in the native language or English). We have grouped these grade levels

together as most elementary school programs are geared toward meeting this goal.

4-5

By middle elementary school years, students are beginning to learn content through literacy. We want to emphasize this important shift in educational methodology at this grade level cluster.

6-8

Middle school brings on a unique set of challenges for English language learners. As most schools in the United States use this organizational structure, we maintain this configuration as a separate grade level cluster.

9-12

High school English language learners are a heterogeneous group of students; some may be at grade level in their native language while others may have had interrupted schooling, or may have not been afforded opportunities to learn. We describe the language of academic success necessary by the end of secondary schooling in this grade level cluster.

The Language Domains

Each language proficiency standard is subdivided into the language domains of listening, speaking, reading, and writing. We realize interaction naturally occurs between and among language domains, however, in this document, they are maintained as separate constructs as one way of thinking about assessment, curriculum, and instruction.

Listening

English language learners process and understand spoken language from a variety of speakers in a variety of situations.

Speaking

English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences.

Reading

English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency .

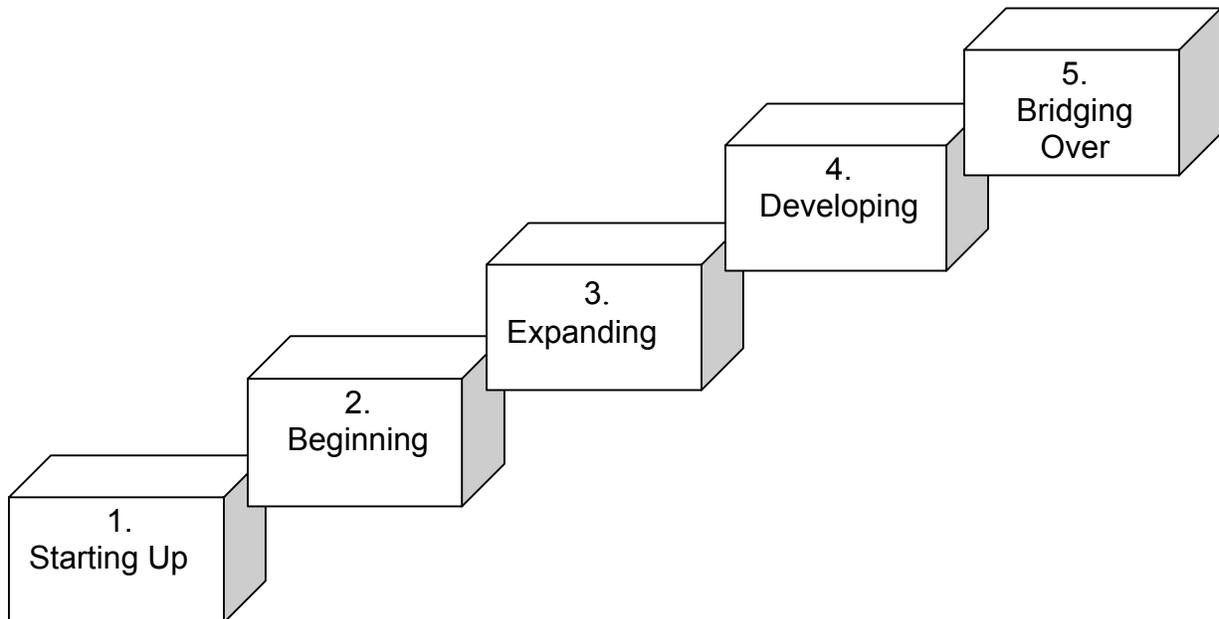
Writing

English language learners engage in written communication in a variety of forms for a variety of purposes and audiences.

Levels of Language Proficiency

The parsing and labeling of the progression of language development is arbitrary. We use five levels of language proficiency to describe the process of acquiring an additional language. Together, they form a developmental progression from 1, Starting Up to 5, Bridging Over. Figure 3 illustrates the levels of language proficiency as a series of stepping-stones that lead to the attainment of the standards. The highest level, Bridging Over, is aligned with state and national academic content standards; once the students have crossed the 'bridge', they will have reached a level of English language proficiency that supports academic achievement.

Figure 3. The five levels of language proficiency.



Performance Definitions for the Five Levels of Language Proficiency

The performance definitions describe the expectations of English language learners' use of receptive and productive language at each level of language proficiency. Within these developmental levels, students may use their native language to access academic content. Table 3 offers a summary of language development across the five levels of language proficiency.

Table 3. Performance definitions for the five levels of English language proficiency.

Level 1- Starting Up	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging Over
Receptive Language: English language learners comprehend in English....				
Pictorial or graphic representation of the language of the content areas Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support	High frequency language related to the content areas Phrases or short sentences	High frequency and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs	Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in grade-level oral discourse or multiple, related paragraphs	The technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
Productive Language: English language learners produce in English...				
Words, phrases, or memorized chunks of language	Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support	Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support	Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support	Oral or written language approaching comparability to that of English proficient peers when presented with grade level material

Model Performance Indicators

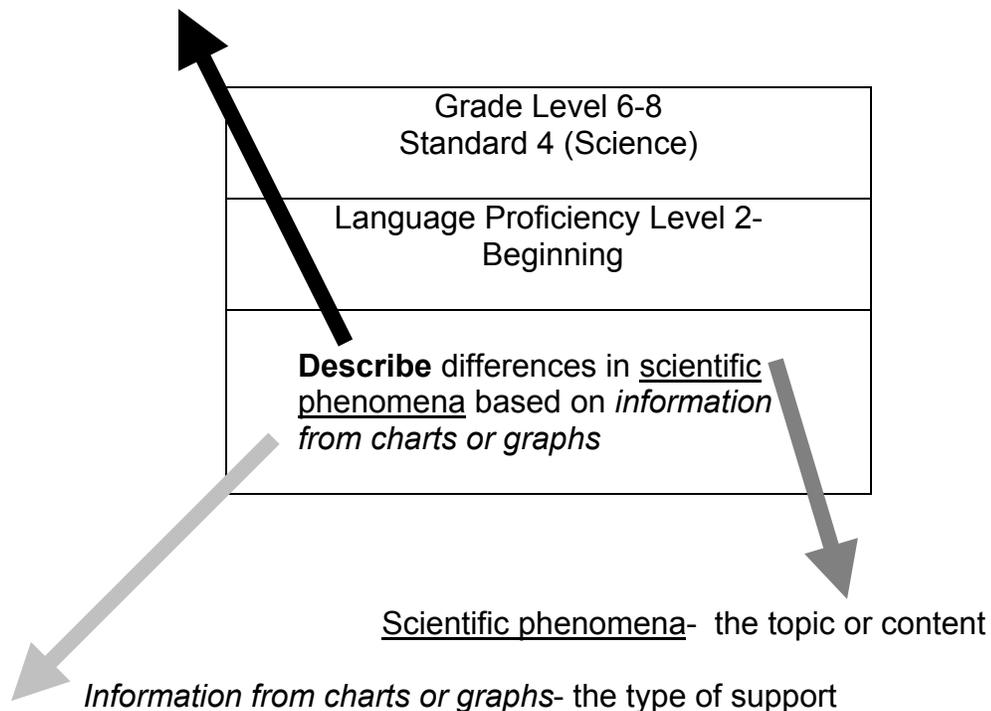
Model performance indicators illustrate language behaviors associated with each language proficiency level within a grade level cluster. As their label implies, model performance indicators are simply examples of assessable tasks which students can be expected to know or do as they approach the transition to the next level of English language proficiency in any given standard.

Representative of a range of possible language behaviors, model performance indicators are intended to be flexible, not prescriptive, and dynamic, not static. Regardless of the level of English language proficiency, in applying the standards, tasks have to be tailored to students' age, cognitive development, and previous educational experiences.

Model performance indicators generally consist of three elements. The first, language function, states how students use language in the communication of a message. The second, the topic of communication, denotes the content-specific information or skill in which the function operates. The last element specifies the type of modality or support associated with the communication act. Figure 4 identifies the elements of a model performance indicator.

Figure 4. Elements of a sample model performance.

Describe- the language function



Strands of Model Performance Indicators

The model performance indicators that form a developmental chain across the five language proficiency levels are considered a strand. In the example in Table 4, the language function (**follow commands**) remains constant across the model performance indicators while the linguistic complexity increases and the amount of support decreases.

Table 4. A sample strand of model performance indicators for Standard 1 (social, intercultural, and instructional language), grade level cluster PreK-K.

Starting-Up	Beginning	Developing	Expanding	Bridging Over
Follow simple, <u>everyday oral commands</u> using <i>visual support</i>	Follow oral commands to show <u>spatial relations</u> using <i>visual support</i>	Follow oral commands <i>with support from <u>conversations, drama, stories, or music</u></i>	Follow oral commands <i>without visual support</i>	Follow a series of <u>sequential oral commands</u> <i>without visual support</i>

An example of a strand of model performance indicators designed for older students can be found in Table 5. In this series of language proficiency levels, the language function helps shape the kinds of language patterns used within the specified context or topic, in this case, conducting science experiments. Also, at times, we have added specific applications of the model performance indicator, as is evident by the parentheses, followed by “e.g.” (see Table 6).

Table 5. A sample strand of model performance indicators for Standard 4 (the language of science), listening, grade level cluster 9-12.

Starting-Up	Beginning	Developing	Expanding	Bridging Over
Collect and prepare <i>real-life materials</i> needed for <u>scientific experiments</u> based on oral directions	Replicate <u>scientific experiments</u> using <i>real-life materials</i> based on a series of oral directions	Construct various hypotheses from oral descriptions of <u>scientific experiments</u> using <i>real-life materials</i>	Match oral explanations of the results of <u>scientific experiments</u> with <i>evidence of findings</i>	Conduct <u>scientific inquiry</u> using <i>multimedia resources</i> that include oral input

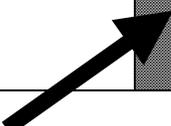
V. The Overall Format of the English Language Proficiency Standards

We plan to present the standards in the form of a matrix by grade level cluster that delineates the five language proficiency levels across the language domains. This configuration allows teachers to see the developmental spectrum of language acquisition for a specific topic that could be used for differentiating instruction and assessment for English language learners at various stages along the continuum. The selected topics are representative of national and state academic content standards; the entire list will be made available, by standard, in the final document. Figure 5 is a skeletal outline of the layout of the standards; each major component is labeled with an arrow.

Figure 5. The format of the English language proficiency standards.

GRADE LEVEL CLUSTER
STANDARD

Language Domain	Language Proficiency Level				
	Level 1 Starting Up	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging Over
Listening					
Speaking					
Reading	 A strand of Model Performance Indicators				
Writing					



A Model Performance Indicator

Table 6 shows the display that we intend to use for the standards; we have selected Standard 3, grade level cluster 6-8, to share with you. In it, you will see two to three strands of model performance indicators per language domain.

Table 6. A sample from Language Proficiency Standard 3 for grade cluster 6-8.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

Language Domain	Level 1 Starting Up	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging To
Listening	<ul style="list-style-type: none"> Match proportional representation of objects with oral directions and illustrations (e.g., percent, fractions, or decimals; “Which ___ shows ___?”) Identify language associated with measures of central tendency displayed visually (e.g., range, the distance from one place to another) 	<ul style="list-style-type: none"> Follow multi-step directions to identify proportional representation in graphs Depict graphically examples of measures of central tendency based on oral directions 	<ul style="list-style-type: none"> Match examples of uses of proportion with oral descriptions (e.g., interest or taxes; “If...then...”) Select appropriate measures of central tendency based on visual and oral descriptions of real-life situations 	<ul style="list-style-type: none"> Analyze and apply the use of proportion from oral word problems Make estimates based on measures of central tendency from oral scenarios 	<ul style="list-style-type: none"> Evaluate ways of using proportion to solve grade level oral word problems Make inferences about uses of measures of central tendency from oral scenarios of grade level materials
Speaking	<ul style="list-style-type: none"> Identify properties of lines and angles from pictures of everyday objects (e.g., types of angles or parallel lines) Restate math problems with visual support (involving algebra) Define real-life objects or figures in terms of measurement using words and gestures (e.g., height or weight) 	<ul style="list-style-type: none"> Define or describe properties of lines and angles from pictures of everyday objects (e.g., “Opposite sides are parallel.”) Paraphrase math problems with visual support (involving algebra) Identify measurement tools from pictures and objects and state uses (e.g., “You use a scale to weigh things.”) 	<ul style="list-style-type: none"> Compare/contrast types of lines and angles from pictures presented orally from math text (e.g., parallel v. perpendicular lines) Summarize relevant information from math problems (involving algebra) Describe situations where measurement is needed (e.g., at the clinic or marketplace) 	<ul style="list-style-type: none"> Explain the importance or use of different types of lines and angles presented orally from math text (e.g., in geometric figures) Interpret information from math problems (involving algebra) Explain how to use measurement in real life situations (e.g., construction, architecture, or cartography) 	<ul style="list-style-type: none"> Create math problems using different types of line segments presented orally Infer steps to solving grade level math problems (involving algebra) Explain the process of how to convert measurement (standard or metric) in real life situations (e.g., in recipes or temperatures)

Language Domain	Level 1 Starting Up	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging To
Reading	<ul style="list-style-type: none"> Match vocabulary needed for problem solving with graphics, symbols, or figures Identify math symbols on everyday products (e.g., nutritional facts, serving sizes, or % daily use) Identify words and expressions used in estimation (e.g., almost, about, and around) 	<ul style="list-style-type: none"> Classify examples of math procedures used in real world problems (e.g., perimeter or area) Follow listed instructions that involve hands-on math (e.g., games or recipes from cookbooks or the Internet) Compare concrete representations using estimation language (e.g., greater than, fewer than) 	<ul style="list-style-type: none"> Classify examples of math procedures used in text-based problems Follow narrative instructions that involve hands-on math (e.g., from sewing kits or alarm clocks) Apply estimation to everyday math situations, (e.g., round up or down) to get the right answer 	<ul style="list-style-type: none"> Order steps of procedures involved in problem solving using sequential language Follow instructions to determine when and how to apply math in real life situations (e.g., sales or food tax, interest rates, or tips) Analyze problem situations that involve estimation 	<ul style="list-style-type: none"> Select reasons for the uses of procedures in grade level math problems Follow instructions that require interpretation of various representations of numbers (e.g., percent, decimals, or scientific notation) Determine appropriateness of over or under estimating based on story problems from grade level texts
Writing	<ul style="list-style-type: none"> Show pictorial representation and label math terms (e.g., parts of whole numbers, algebraic equations or geometrical relations) Record and label outcomes of events involving chance (e.g., coin flips or rolling cubes) 	<ul style="list-style-type: none"> Express the meaning and give examples of math terms (e.g., area, perimeter, angles, or patterns) shown graphically Estimate probability with words or illustrations from a sample of observed outcomes 	<ul style="list-style-type: none"> List the step-by-step process of math operations, procedures, patterns, or functions Estimate probability with sentences and illustrations from a sample of observed outcomes and describe results 	<ul style="list-style-type: none"> Create everyday math word problems and explain problem-solving strategies Describe combinations possible based on probability 	<ul style="list-style-type: none"> Summarize, reason, predict, and compare/contrast math information or problem-solving strategies Explain and justify which combinations are most likely based on probability

VI. Source Documents for the 2005 English Language Proficiency Standards

No Child Left Behind Act of 2001: NCLB is the latest reauthorization of the federal Elementary and Secondary Education Act enacted in 1965 to provide support and funding to K-12 schools.

<http://www.ed.gov/nclb/landing.jhtml?src=pb>

The WIDA Consortium: A consortium of ten states, WIDA has developed English language proficiency standards and is developing and piloting an English language proficiency test and a system of alternative academic assessments for English learners. <http://www.wida.us/about>

Standards and Curriculum Documents by State

Alabama:

- *Alabama Content Standards, Alabama Learning Exchange (ALEX).* Birmingham, AL. <http://alex.state.al.us/browseStand.php>

Arkansas:

- *English language acquisition framework.* (2002). Little Rock, AR: Arkansas Department of Education.
- *Science curriculum framework.* (1999). Little Rock, AR: Arkansas Department of Education.
- *Mathematics curriculum framework.* (1999). Little Rock, AR: Arkansas Department of Education.

California:

- *Content Standards.* (2004). Sacramento, CA: California State Board of Education. <http://www.cde.ca.gov/be/st/ss/>

Delaware:

- *New directions for education in Delaware: English language arts curriculum framework.* (1995). Dover, DE: Department of Public Instruction.
- *New directions for education in Delaware: Mathematics curriculum framework.* (1995). Dover, DE: Department of Public Instruction.

Florida:

- *Sunshine State Standards.* (2003). Tallahassee, FL: Florida Department of Education. <http://www.firn.edu/doe/curric/prek12/frame2.htm>

Illinois:

- *Illinois learning standards*. (1997). Springfield, IL: Illinois State Board of Education.
- *Assessment frameworks: Mathematics (Grades 3-8), Reading (Grades 3-8), Science (Grades 4 and 7), and Social Science (Grades 5 and 8)*. (2003). Springfield, IL: Illinois State Board of Education.
- *Chicago Public Schools English as a Second Language Goals and standards for pre-K through 12*. (1999). Chicago: Board of Education, City of Chicago.

Maine:

- *State of Maine: Learning results*. (1997). Augusta, ME: Maine Department of Education.

New Hampshire:

- Office of Accountability. New Hampshire Department of Education. Concord, NH.
<http://www.ed.state.nh.us/education/doe/organization/curriculum/Assessment/CurriculumFramework>

New Jersey:

- *Academic and Professional Standards*. (2004). Trenton, NJ: New Jersey Department of Education. <http://www.nj.gov/njded/aps/cccs/>

New York:

- *Core Subjects/Learning Standards*. University of the State of New York, State Education Department. (2005).
<http://www.emsc.nysed.gov/deputy/Documents/learnstandards.htm>

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Appendix

Frequently Asked Questions

1. Why is TESOL revising the PreK-12 ESL standards?

TESOL wanted to bring the standards up to date to reflect the current emphasis on content-based instruction and to address the requirements of No Child Left Behind (NCLB).

2. Why is TESOL using the WIDA framework as the starting point for the TESOL PreK-12 Standards revision?

In 2003, when TESOL began to consider revising the ESL standards, the framework developed by the WIDA consortium (ten states) offered the most comprehensive document addressing academic proficiency in content areas for English language learners.

3. Why did TESOL opt for five grade level clusters?

The new grade level clusters reflect current emphases in instructional practices and grade level divisions in preK-12 settings.

4. Why are there five language proficiency levels?

Five levels reflect the complexity of second language development. They provide specific descriptions of language acquisition stages for use in instruction and assessment.

5. Which content standards are addressed?

TESOL selected the core academic content areas (math, science, language arts, social studies) in response to federal legislation and in accordance with the WIDA framework. The national standards for these content areas provided the overarching categories for our development process. In addition to the states included in the WIDA consortium (Alabama, Arkansas, Delaware, District of Columbia, Illinois, Maine, New Hampshire, Rhode Island, Vermont, and Wisconsin), we also reviewed the academic content standards from California, Florida, New Jersey, New York, Pennsylvania, and Texas. More than 3 million of the 5 million English language learners nationwide reside in these states.

6. How do these standards meet NCLB requirements?

By integrating language and content, the revised standards reflect the new emphasis on academic language proficiency in the four language domains as outlined in Titles 1 and 3.

7. How will this document fit in with my current state English language proficiency and academic content standards?

This standards framework is a model for states and districts to use in how to address the additional academic language requirements English language learners need for academic success.

8. When will this project be completed?

The final version of the English language proficiency standards will be published in early 2006. An additional companion volume, illustrating ways to use the information for classroom instruction and assessment, is planned.