

English Language Learner Proficiency Standards



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Utah's Academic English Language Proficiency Standards

K-12

Introduction

The goal in developing Utah's English Language Proficiency Standards is to provide support for English language learners. The English Language Proficiency Standards provide guidance in the following ways: (1) Define the academic English proficiency, by grade band, for students to access the Utah Core Curricula objectives; (2) Establish criteria for Utah's Academic English Language Proficiency Assessment (UALPA).

The continuing challenge for educators is how to provide all students with an excellent and accessible education. The challenge of learning is intensified for the more than 52,000 Utah English language learners (ELLs) who must meet the core academic standards while still only having emerging academic English language skills. The English Language Proficiency Standards articulate the English language skills necessary to be successful in school.

It is important to note these expectations do not limit, but provide a range of academic pathways to achieve proficiency, and apply regardless of the grade level at which students enter Utah schools. The standards identify listening, speaking, reading, and writing skills across the proficiency levels of pre-emergent, emergent, intermediate, advanced, and fluent.

The English Language Proficiency Standards are not specific to a single type of English language instruction educational program or classroom setting (e.g., Mainstream English, English Immersion, Dual Language, Early Transition-Bilingual, and Late Transition Bilingual). Each student should receive instruction reflecting his/her proficiency in English, with meaningful access to grade-level academic content. Utah's English Language Proficiency Assessment standards do not replace the Core Curriculum. It identifies the levels of academic language acquisition of a student. However, the standards provide information about the skill level at which students can access the core curriculum. Students should have access to the general curriculum in addition to language acquisition instruction, regardless of language proficiency level. The ELL assessment standards, objectives, and expectations help the classroom teacher identify the basic skills that ELLs (as identified by their proficiency level [P, E, I, A, F]) need to access the state curriculum. These language domains/modalities (listening, speaking, reading, and writing) should be used to guide instruction for the core curriculum. Districts will determine the instructional services provided for each ELL.

English Language Proficiency Levels

Pre-Emergent (P) Level: The student has limited or no understanding of oral or written English, and therefore will be participating by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements, and questions. The student may begin to understand language in the realm of basic communication. Reading and writing are significantly below grade level. The student is identified at the P level on the UALPA.

Emergent (E) Level: The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate-level text. In general, the student speaks, reads, and writes using single phrases or sentences with support. The student may begin to use minimal academic vocabulary with support and participate in classroom routines. The student is identified at the E level on the UALPA.

Intermediate (I) Level: The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. The student is developing reading comprehension and writing skills, with support. The student's English literacy skills allow for demonstration of academic knowledge. The student reads and writes independently for personal and academic purposes, with some persistent errors. The student is identified at the I level on the UALPA.

Advanced (A) Level: The student understands and speaks conversational and academic English language. The student demonstrates reading comprehension and writing skills, but may need continued support when engaged in complex academic tasks that require increasingly academic language. The student is identified at the A level on the UALPA, but is not proficient on the ELA CRT. The student continues to be assessed annually on the UALPA and CRT.

Fluent with Monitoring (F) Level: The student is identified at the A level on the UALPA and proficient on grade level ELA CRT (district literacy assessment K-1). The student is exited from the ELL program, having achieved fluency, and is monitored for up to two years after exit. For the purpose of calculating AYP, the student scores are counted in the ELL subgroup for two years after exit. The student no longer receives federal funds. During the two-year monitoring period, the school may reevaluate student to change proficiency level as appropriate. At the conclusion of the two years, the F designation is removed.

Language Proficiency Modality Level Descriptors

Proficiency Level:	Pre-Emergent	Emergent	Intermediate	Advanced	Fluent
Language Domain:					
Listening	Participates by listening, with limited or no understanding.	Participates in classroom routines, showing understanding of phrases and short sentences with support.	Understands more complex speech and formal language, but still needs some support and repetition. Understands and participates with decreasing hesitancy and difficulty.	Has developed proficiency in academic English language.	Participates fully in listening activities. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.
Speaking	May respond using a few isolated words or expressions of speech.	Typically has minimal expressive vocabulary, but may respond with single words, short phrases, or simple sentences with support. Uses minimal academic vocabulary.	Participates actively in most social and classroom tasks using simple sentences, with some grammatical errors and limited specialized content language.	Participates actively in social and academic tasks.	Has achieved English language fluency. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.
Reading	May construct meaning from text using non-print features (e.g., illustrations, tables).	Begins to locate specific, predictable information in simple everyday or environmental print.	With some support, reads about various topics using different genres.	Has developed proficiency in English language literacy skills.	Participates by using grade-level text. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.
Writing	Typically draws and/or copies, or responds verbally using his/her native language.	Writes single words and short phrases using appropriate-level text with support.	Writes using different genres for a variety of audiences with persistent errors. Writes independently for personal and academic purposes with persistent errors.	May need continued support when engaged in complex academic tasks that require increased academic language.	Writes classroom assignments correctly. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.

Grades 9-12

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 1: Identify specific purposes for listening to others’ ideas and respond appropriately.

Expectations	P	E	I	A	F
1. Listen to the ideas of others to gain information and make inferences.	Comprehend and follow simple instructions and activities given visual support.	Comprehend and follow short routines and instructions given with visual support and context clues.	Interpret opinions of others by asking clarifying questions and listening carefully to the answers.	Respond to requests for facts and explain some inferred meanings in oral discourse about academic topics.	Demonstrate comprehension by paraphrasing and summarizing ideas in conversations and academic presentations.
2. Maintain an open and questioning mind toward ideas and alternative points of view.	Demonstrate listening comprehension by responding to requests and/or questions with visual support.	Demonstrate comprehension by restating the purpose of simple conversations regarding classroom activities.	Distinguish fact from opinion with contextual support and clarification.	Respond to requests for facts and evaluate opinions and attitudes in a broad range of persuasive or expressive academic topics when working in pairs or small groups (e.g., taking notes, listening, arguing, and defending a point of view).	Negotiate and manage interaction to reach a consensus by participating in informal debates and conversations. Solve problems in multiple ways.
3. Respond appropriately to commands and directions that are presented in chronological as well as thematic order.	Understand and follow verbal and nonverbal instructions and procedures such as safety instructions with visual support.	Respond to directions by following instructions using both verbal and non-verbal cues (e.g., distance apart, facial expressions).	Comprehend and follow multiple-step instructions for familiar procedures or processes.	Demonstrate understanding by following instructions and taking notes to participate in classroom activities.	Paraphrase and summarize ideas using chronological order, comparison and contrast, and cause and effect in formal and informal presentations.
4. Consider and understand questions, formulate dialogues, and argue different points.	Respond to social comments and greetings with simple responses or non-verbal gestures.	Respond to questions. Begin to initiate dialogue.	Solve problems in multiple ways. Seek different methods to solve problems.	Apply knowledge by formulating questions and establishing dialogues to take a stand on a topic.	Evaluate the quality of an argument and different points of view.

Grades 9-12

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 2: Listen to peers, teachers, and others to clarify, question, and extend conjectures (e.g., supposition, guess, assumption, inference).

Expectations	P	E	I	A	F
1. Listen to the ideas of others.	Comprehend a limited number of words and simple phrases in conversations when spoken slowly, with rephrasing and repetition and visual support.	Follow short, predictable discourse on familiar subjects including events, routines, people, and invitations with support.	Identify the purpose, main idea, supporting details, and key words of content area presentations.	Make generalizations, draw conclusions, and predict outcomes from reports of events, or detailed descriptions of people, places, or things.	Evaluate the logic in extended general interest conversations and academic presentations.
2. Collaborate and work effectively with others to generate solutions.	Participate in cooperative groups, verbally and non-verbally.	Take part in role-playing, employing familiar situations and learned language.	Participate in activities to obtain information by interacting with English-speaking peers using academic language.	Negotiate own role, position, assignment, or status in discussions (e.g., interviews, summaries, tutoring).	Apply academic language skills in practical settings (e.g., interpersonal conflict situations, evaluation of persuasive messages).
3. Evaluate claims against available evidence (e.g., scientific or historical arguments).	Listen to and use feedback in specific classroom behaviors or tasks with support and modeling.	Begin to compare and contrast information with visual support (e.g., graphic organizers, charts, tables, and pictures).	Use note-taking skills to evaluate main ideas and supporting details in interviewing peers and oral presentations (e.g., maps, charts, timelines, graphs).	Evaluate different genres used to analyze problems and solutions. Identify the relationship among two or more ideas or other textual elements.	Analyze content to determine the appropriate language to use.

Grades 9-12

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 1: Use academic language to express ideas coherently and clearly to peers, teachers, and others.

Expectations	P	E	I	A	F
1. Use academic vocabulary to describe concepts. (e.g., assumption, interpret, ethical, replicable, precision, skeptical, factor, polynomial, data set, chronological, historical issues, rough, collar).	Use gestures and other nonverbal methods of communication to express understanding. Identify by name a few familiar objects, people, and events.	Contribute to academic classroom discussions by asking/answering simple questions.	Contribute orally to academic classroom discussions by questioning, making predictions, and summarizing in simple sentences.	Convey information effectively by using connected discourse with natural and varied vocabulary.	Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary.
2. Discuss possible outcomes of investigations.	Does not apply to Pre-Emergent 9-12 level.	Respond in short patterns of words and phrases.	Respond in simple sentences about a narrative passage or experience using sequence and detail.	Explain orally the possible outcomes of change using the appropriate academic language (e.g., debate, discussion).	Analyze and explain a process (e.g., how a bill becomes a law) to focus on the results or outcomes.
3. Organize and consolidate thinking and planning to create speech by using class and group discussions and oral presentations.	Use manipulatives and illustrations to verbally demonstrate understanding of an academic concept.	Participate as a speaker in small group activities to obtain information by rephrasing for clarity.	Paraphrase academic conversations by asking or responding to questions and providing advice and suggestions using appropriate content language.	Summarize, initiate, and contribute to discussions by using a variety of strategies (e.g., drawing inferences).	Interact with others to coordinate academic discussions using a variety of strategies to keep the discussion on topic. Negotiate solutions to problems and disputes in order to complete a speaking task.

Grades 9-12

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 2: Speak in a variety of situations for a variety of purposes and audiences.

Expectations	P	E	I	A	F
1. Paraphrase discussions, restating key ideas, making comparisons, and analyzing expectations.	Does not apply to Pre-Emergent 9-12 level.	Ask and/or respond to basic instructional questions on the content presented (e.g., who, what, when, where, why) using words and phrases.	Restate or rephrase information given in a content area discussion (e.g., directions, a process).	Summarize verbally academic material that has been read or discussed, using graphic organizers and outlines.	Expand academic vocabulary by explaining or restating idiomatic speech.
2. Distinguish the range of humorous expressions and use them appropriately in a variety of contexts.	Begin to use common sayings and slang with peers.	Explore alternate ways of expressing oneself (e.g., using humorous expressions in a variety of contexts).	Relate personal experiences, stories, and jokes to family members, friends, and peers.	Use contextual clues to distinguish purpose in humor.	Recognize and use irony, sarcasm, and ambiguity by taking risks with language, showing knowledge of malapropisms, oxymorons, idioms, and other language that displays humor.
3. Monitor own comprehension and understanding of topic and respond purposefully when comprehension breaks down or understanding is faulty.	Participate with gestures in oral discussions.	Participate in oral discussions using simple phrases.	Use questions and statements to request assistance to complete a task.	Rephrase using written and spoken resources to prevent misunderstanding.	Use appropriate language for self-monitoring (e.g., think aloud, reiterate, restate, self-correct) to negotiate understanding and to communicate to reach consensus.

Grades 9-12

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

Expectations	P	E	I	A	F
1. Phonetically decode and spell compound words and words specific to various academic fields.	Distinguish initial, medial, and final sounds in single-syllable words. Recognize letters in the English alphabet in context.	Recognize the new written word when a specified phoneme is added, changed, or removed. Generate sounds from letters and letter patterns.	Use knowledge of word order (syntax) and context to confirm decoding.	Recognize and use knowledge of inflectional endings, contractions, and stress patterns.	Demonstrate command of sound/symbol relationships and basic word formation rules in phrases, sentences, and text.
2. Use advanced knowledge of word origins to support reading and spelling.	Does not apply to Pre-Emergent 9-12 level.	Recognize the meanings of some common prefixes when attached to academic vocabulary.	Recognize and determine the meanings of compound words by understanding the definition of each word.	Demonstrate knowledge of root words and affixes to determine the meanings of unknown grade-level content words.	Determine the meanings of grade-level words with multiple meanings using word, sentence, and paragraph clues.
3. Develop and extend vocabulary knowledge and usage (e.g., theory, data, generalize, investigate, predict, ethical, replicable, chronology, context, culture).	Recognize differences between language used with peers and with adults.	Determine the intended meaning of words in simple text using context clues.	Use the appropriate language for reading selections to extend vocabulary usage.	Determine the meaning of figurative language, including similes in content text.	Use knowledge of context and text structure to complete academic tasks.

Grades 9-12

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 2: Evaluate academic language and text with understanding and fluency.

Expectations	P	E	I	A	F
1. Increase fluency when reading aloud while recognizing symbols and numbers.	Read aloud short familiar phrases with fluency (e.g. accuracy, expression, appropriate phrasing), after visual support or modeling, in pairs or small groups.	Use knowledge of vocabulary to read simplified passages independently.	Read aloud, applying knowledge of vocabulary, symbols, and numbers to increase fluency.	Use knowledge of affixes, root words, and increased vocabulary in literature and content area texts while reading aloud.	Read aloud with appropriate pacing, intonation, and expression by differentiating between narrative and expository texts.
2. Connect prior knowledge to new information.	Identify by name familiar objects found in a variety of cultures.	Use visual cues and manipulatives to make connections between prior knowledge and new information.	Compare characters or analyze plot and narrators in a new story compared to one previously read.	Compare and contrast stories on current events or issues in different time frames or settings by responding to open-ended questions.	Compare and contrast stories or editorials on current events or issues from a different perspective or point of view.
3. Answer and create literal and inferential questions.	Use information to answer literal questions, using visuals and key words from text.	Answer comprehension questions based on literal information contained in texts.	Respond to and create questions that identify the purpose of the author by comparing text to real-life situations.	Identify the purpose, main idea, key words, and important details in text that requires a level of inference.	Draw inferences and revise thoughts and conclusions based on information from text and discussions.
4. Generate critical questions about text before, during, and after reading.	Does not apply to Pre-Emergent 9-12 level.	Identify facts and critical questions on text from pictures, sentences, titles, and key vocabulary.	Compare/contrast information between and among texts using graphic organizers, charts, and tables to generate critical questions.	Make generalizations and inferences, explicitly and implicitly, to analyze the author's purpose.	Generate critical questions to interpret the author's purpose and evaluate the validity of the information.

Grades 9-12

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 1: Create and use representations to organize and communicate ideas.

Expectations	P	E	I	A	F
1. Use writing conventions (e.g. commas, colons, semicolons, parentheses, correct mathematical notation).	Produce some writing using familiar words or words and conventions posted and commonly used in the classroom.	Accurately write numerals, letters, words, short phrases, and sentences for personal use or to complete a short writing task.	Using a writing template, complete a short writing task independently.	Use a writing rubric to participate in peer editing.	Communicate ideas clearly in writing to produce appropriate, grade-level writing samples.
2. Create various types of graphic organizers and ways of displaying data and information for the outcome of organization of information.	Label a simple chart or table that displays data with visual support or teacher modeling.	Use a graphic organizer that summarizes information from a simple text.	Use a template to organize material to support a thesis statement in a persuasive discussion.	Use a Venn diagram or other graphic organizer to agree or disagree and argue about an issue.	Write a paragraph or essay using information from charts, tables, and other graphic organizers to express a position on an academic issue or current event.
3. Use logical reasoning and proof to support conjectures (e.g., supposition, guess, assumption, inference).	Use single words, visual support, or non verbal communication to communicate a position.	Distinguish between fact and opinion by labeling key words and phrases for a visual representation of a topic for presentation.	Determine about the purpose and main idea of a text and the author’s position on the subject.	Produce a paragraph or essay expressing agreement or disagreement using relevant evidence (e.g., facts, quotations, and expressions of commonly accepted beliefs) to clarify and defend a position.	Write an argument to clarify and defend a position with precise and relevant evidence (e.g., facts, expert opinion, quotations, and logical reasoning).

Grades 9-12

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 2: Express ideas to others through writing language.

Expectations	P	E	I	A	F
1. Develop clear ideas with supporting details.	Relate short messages by drawing, using imitative writing, or writing key, self-selected words.	Use sentences to indicate specific data, facts, and ideas expressed.	Write the sequence of events or steps using clear references and clear vocabulary.	Develop in writing a sequence of events using a thesis statement, appropriate organization, clear references, and a clear concluding statement.	Organize information and ideas for written presentation by evaluating the relevance, value, and significance of data.
2. Write narrative, expository, and persuasive text.	Write words or phrases based on illustrations or other visual support.	Use the writing process to write short personal experience narratives that contain the development of main ideas and supporting details.	Write short narratives that show organization that has an identifiable beginning, middle, and ending, and places the information in a sensible order.	Use the writing process to create narratives and informational reports that contain clear and focused main ideas and supporting detail, sequencing, language appropriate to audience and purpose, and a variety of sentence structures.	Use the writing process to create essays in various genres that contain clear and focused ideas supported with details; a clear, coherent organization with transitions; effective language; and complex sentence structure.

<p>1. Synthesize and cite information from a variety of sources to support writing (e.g., the outcomes of experiments, a synthesis of historical research).</p>	<p>Copy information from dictionaries and other basic reference materials needed to complete a class project.</p>	<p>Collect information and organize notes on a given topic from a variety of appropriate sources, using learning strategies, with support, such as graphic organizers or outlines.</p>	<p>Use research skills on academic topics using a broad range of reference materials, and record relevant information in own words using independent learning strategies.</p>	<p>Cite resources, select and organize relevant data, identify relationships between facts, and develop a logical argument to support conclusions.</p>	<p>Cite and synthesize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information, and synthesizing ideas.</p>
<p>2. Explain problem-solving processes using diagrams, words, and mathematical symbols.</p>	<p>Identify steps in problem solving using realia or visual support.</p>	<p>Sequence steps in problem-solving using technology or visual support (e.g., calculators).</p> <p>Describe operations that apply to problem solving (e.g., determining the slopes of lines).</p>	<p>Select and describe problem-solving methods and tools to address everyday experiences by sequencing the steps in problem solving.</p>	<p>Describe two or more approaches to solving a problem (e.g., the same math problem) by collecting, organizing, displaying, and interpreting data and applying findings to other situations.</p>	<p>Justify and defend solutions to real-life situations by selecting problem-solving methods and tools from reading of grade-level text.</p>