

## **Q&A ON THE ENGLISH LANGUAGE PROFICIENCY STANDARDS**

(Adelson-Goldstein, Egan, Howard, Ramirez, 2017)

### ***Q1. How many anchor standards are there in the ELP Standards for Adult Education?***

A1. There are 10 anchor standards in the ELPS.

### ***Q2. How many level descriptors are there for each ELP Standard?***

A2. There are 5 level descriptors for each ELP Standard, from level 1-5.

### ***Q3. Where did the ELP Standards for Adult Education come from?***

A3. They are based on

- the English language proficiency standards from the K-12 English Language Proficiency Assessment for the 21<sup>st</sup> century's
- state-adopted Academic Content Standards for Adult Ed, &
- guiding principles of instruction for adult ELLs and English language acquisition.

### ***Q4. What is the relationship between the ELP Standards and the CCR Standards?***

A4. The ELP Standards describe the specific English language skills that English learners need in order to access the rigorous content that allows them to meet the CC Standards.

### ***Q5. When did the ELP Standards for Adult Education arrive on the scene?***

A5. The ELP Standards for Adult Education arrived on the scene in the Fall of 2016.

### ***Q6. Why is there an emphasis on academic language in the ELP Standards?***

A6. The language demands on effective employees, trainees, parents and community members in the 21<sup>st</sup> century requires that they regularly engage with academic language.

### ***Q7. Why were the ELP Standards for Adult Education created?***

A7. The ELP Standards were created to address the urgent need for educational equity, access and rigor for English learners.

### ***Q8. Why are Guiding Principles included in the ELP Standards document?***

A8. They represent the foundational understandings about English learners and English language acquisition that influenced the ELPS panel's selection of the standards.

### ***Q9. How does the layout of the ELP Standard and level descriptors support differentiating?***

A9. By showing the progression from level to level for a specific standard, it's possible for the instructor to identify the diverse language abilities for a specific standard and differentiate instruction accordingly.

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**Q10. How would you define the term “funds of knowledge” in guiding principle 3 of the ELP Standards document: *Adult ELLs’ funds of knowledge are a resource for their learning?***

A10. According to the description of principle 3, the term “funds of knowledge” means learners’ reservoir of social, linguistic, and culture experiences that they can draw upon as they learn English.

**Q11. How would you describe the role of scaffolding in the context of adult English language instruction?**

A11. Scaffolding, such as providing language frames or previewing abstract terms, supports learners in performing a challenging task, with the goal of moving the learner towards the independent performance of that task (without the scaffold.)

**Q12. Why is scaffolding essential for the adult English language learner?**

A12. Scaffolding facilitates the adult English learner’s construction of meaning, building of knowledge, and acquisition of language. It helps the learner move to the next stage of proficiency.

**Q13. What are some examples of scaffolding in English language instruction?**

A13. Some examples of scaffolding are:

- using visuals to build schema
- using graphic organizers.
- eliciting non-verbal demonstration of understanding
- providing sentence starters, sentence or paragraph frames and model paragraphs
- breaking longer texts into short chunk, and/or
- encouraging use of bilingual references & glossaries.

**Q14. How do ESL instructors know that they are helping their learners move towards the ELA College and Career Readiness standards by using the ELP Standards?**

A14. On pages 21-30, each ELP standard provides the correspondence to one or more ELA CCR Standards, as well as to Math and Science Practices.

**Q15. Are the ELP Standards mandated by the federal government?**

A15. No, the ELP Standards (like the CCRS) articulate a framework for states to employ voluntarily to strengthen English language acquisition programs.

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**Q16. *Are the ELP Standards sequenced in order of importance?***

A16. Not at all.

**Q17. Do the ELP Standards define all that an adult English learner needs to be successful in postsecondary, workplace, training or civic settings?**

A17. Nope! English learners also need the language to demonstrate soft skills such as collaboration and conflict management, and cross cultural awareness of U.S. habits of mind such as persistence, punctuality, and self-management.

**Q18. *What is the role of social language in adult English language acquisition?***

A18. Jeffrey Zwiers (2008) points out that social, informal conversations are part of a continuum that move learners towards participation in academic discussions. Not to mention that they need social language to perform their adult roles as parents, community members, workers, etc.

**Q19. *What are the three instructional advances (or shifts) that are the basis of the CCR Standards and the ELP Standards?***

A19. The three instructional advances that are the basis of the CCR Standards and the ELP Standards are: 1) Regular practice with complex text & its academic language; 2) reading, writing, and speaking grounded in evidence from text; and 3) building knowledge through content-rich informational text.

**Q20. *Name two or three examples of informational texts that English learners will encounter in the workplace.***

A20. Some examples of informational text learners may encounter in the workplace are:

- Charts                      - Checklists    - Brochures
- Forms                        - Rubrics        - Flyers
- Handbooks                - Memos        - Reports