

Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the *critical language, knowledge about language, and skills using language* that are in college-and-career-ready standards and that are necessary for English learners (ELs) to be successful in schools.

The Connecticut English Language Proficiency (CELP) Standards are inherently different from other content area standards, in that they describe the language necessary for success in content area courses. Students enter programs at every grade level and there is no necessary connection between their grade level and their English proficiency. The demonstration of grade-level performance may be impacted by degree of English language proficiency. The CELP standards describe the language necessary for students to complete grade-appropriate tasks, while continually developing English proficiency. An individual student's proficiency may vary among the four skill areas of listening, speaking, reading and writing. This document is meant to be used in concert with other content area standards, as it describes the language English learners need to function within those grade level content areas.

The 10 ELP Standards highlight a strategic set of language functions (what students do with language to accomplish content-specific tasks) 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 practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, "What might an EL's language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?"

How to Navigate this Document

The CELP Standards and supporting tools in this document are arranged in layers, with more detail added in each new layer. Use the hyperlinks in the bookmarks to the left of each page to navigate to the level of detail needed. The bookmark feature [in PDFs] and the navigation pane or Document Map [in Word documents] can be activated using the document tool bar. The ELP Standards with correspondences are labeled using the dot notation system (e.g., Standard 3 = ELP.K.3.).

Section:	Go Here For...
Guiding Principles	The <i>Guiding Principles</i> outline the research base for the CELP Standards.
The 10 CELP Standards	<i>The 10 CELP Standards</i> articulate the language needed for English Learners to successfully participate in any content-area classrooms in grades K-12.
CELP Standards with Proficiency Descriptors by Grade Level	<i>The CELP Standards with Proficiency Descriptors</i> are organized by grade level, so an educator can clearly identify the language expectations for ELs at different proficiency levels. For each CELP standard, proficiency descriptors are articulated for ELs at the five levels of English proficiency. <i>The CELP Standards with Proficiency Descriptors</i> is helpful for planning meaningful, appropriate instruction for ELs, addressing the linguistic needs appropriate to their proficiency levels.
CELP Standards K-12 Progressions with Proficiency Descriptors by Standard	<i>The CELP Standards with K-12 Progressions</i> are structured so that horizontally an educator can clearly see the progression through the language proficiency levels. Vertically, the <i>Progressions</i> include indicators that may appear to be similar or the same from one grade level to the next. This emphasizes that EL students must master these skills, regardless of the grade at which they begin their education as an EL, so that they can advance their English proficiency. The <i>Progressions</i> are another organization of the <i>CELP Standards with Proficiency Descriptors by Grade Level</i> . The content remains unchanged.
K-12 Practice Matrix	The <i>K-12 Practice Matrix</i> provides a quick reference for the correspondences between the CELP Standards and Content area “practices” in English language arts (See note on p. 71), mathematics, science, and social studies (See note on p. 72). This matrix can be helpful in designing instructional resources.

<p>CELP Standards with Correspondences to Content Area Practices and Connecticut Core Standards</p>	<p>The <i>CELP Standards with Correspondences to Content Area Practices and Connecticut Core Standards</i> are organized by grade level and then by standard. For each grade level, there are the 10 CELP Standards with proficiency descriptors, correspondences to content area practices, and correspondences to Connecticut Core Standards for Literacy and Speaking and Listening. For grades 6-12, there is also a separate set of documents for correspondences to Connecticut Core Standards for Literacy in the Content Areas and Speaking and Listening.</p>
<p>CELP Glossary</p>	<p>The <i>CELP Glossary</i> defines terms that appear in the CELP Standards Document.</p>
<p>Linguistic Supports</p>	<p>The <i>Linguistics Supports</i> explain (with hyperlinks) the appropriate linguistic supports for students at different levels of English language proficiency and for particular content areas. The supports are not defined by grade level. Educators can use the resources as a menu of supports to be fitted to particular students, their needs, their grade level, and the applicable supports necessary to complete particular course activities. Particular attention should be paid to the needs of students in particular modalities (speaking, listening, reading, and writing).</p>
<p>Acronym Key</p>	<p>The <i>Acronym Key</i> gives a brief description of content area practices and also defines all the abbreviations found in the Connecticut Core Standards and the CELP Standards document. The key can be used when reading any portion of the standards document but is particularly when using the <i>CELP Standards with Correspondences to Content Area Practices and Connecticut Core Standards</i> section.</p>

Guiding Principles

1. Potential

ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate¹ curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELs will produce language that includes features that distinguish them from their native-English-speaking peers, “it is possible [for ELs] to achieve the standards for college-and-career readiness” (NGA Center & CCSO, 2010b, p. 1).

2. Funds of Knowledge

ELs’ primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their “funds of knowledge” [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities’ valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELs since “the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text” (National Standards in Foreign Language Education Project, 2006, p. 37).

3. Diversity in EL Progress in Acquiring English Language Proficiency

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., “Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development, for example, “a student at Level 1” or “a student whose listening performance is at Level 1.” 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 ELs can develop literacy in English even as their oral proficiency in English develops” (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. Scaffolding

ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student’s ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

¹ Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.

- 5. Students with Limited or Interrupted Formal Education**

Students with limited, interrupted formal education have fewer years of education than their grade level peers. It is recommended that an appropriate plan is in place to accelerate the language and literacy in order to access grade level curriculum. ELs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the Common Core State Standards (CCS) for ELA section “Reading: Foundational Skills” (NGA Center & CCSO, 2010) for this purpose.
- 6. Long Term English Language Learners (LTELLs)**

Students whose language proficiency scores have been inconsistent or have plateaued and have been enrolled in the US schools for an extended amount of time (generally more than 6 years) are considered LTELLs. Often these students have higher levels of oral language in English and some content knowledge but they are lacking academic language proficiency in order to meet mastery. Educators should be aware of the different needs of this students and work to develop literacy, English, and content (Menken & Kley, 2009).
- 7. Special Needs**

ELs with disabilities can benefit from English language development services (and it is recommended that language development goals be a part of their Individualized Education Plans [IEPs]). Educators should be aware that these students may take slightly different paths toward English language proficiency.
- 8. Designated Supports and Accommodations**

Based on their individual needs, all ELs, including ELs with disabilities, should be provided designated supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these designated supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Standards. When identifying the designated supports and accommodations that should be considered for ELs and ELs with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider EL needs in relation to receptive and productive modalities.
- 9. Multimedia, Technology, and New Literacies**

New understandings around literacy (e.g., visual and digital literacies) have emerged around use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the ELP Standards, should be integrated into the design of curriculum, instruction, and assessment for ELs.

Design Features of the Standards

The 10 CELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) and content area teachers in both English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits ELs' learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development as that of the subject area teacher. Given the new [content] standards' explicitness in how language must be used to enact disciplinary knowledge and skills, such a strict division of labor is no longer viable. 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. ESL/ELD teachers must cultivate a deeper knowledge of the disciplinary language that EL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers 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).

The levels 1–5 descriptors for each of the 10 CELP Standards describe targets for EL performance by the end of each English language proficiency (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 levels 1–5 descriptors 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 need 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. Thus, an English language proficiency level does not identify a student (e.g., “a Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development (e.g., “a student at Level 1” or “a student whose listening performance is at Level 1”).

The 10 CELP Standards

For the purposes of clarity, the 10 CELP Standards are organized according to a schema that represents each standard's importance to ELs' participation in the practices called for by college- and-career-ready ELA & Literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
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	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	Analyze and critique the arguments of others orally and in writing
7	Adapt language choices to purpose, task, and audience when speaking and writing
8	Determine the meaning of words and phrases in oral presentations and literary and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

Organization of the CELP Standards in Relation to Participation in Content-Area Practices

1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
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	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	Analyze and critique the arguments of others orally and in writing
7	Adapt language choices to purpose, task, and audience when speaking and writing
8	Determine the meaning of words and phrases in oral presentations and literary and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

The CELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each CELP Standard and descriptor should be reached and what additional topics should be addressed.

Organization of the CELP Standards by Language Domain

The CELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive,² productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCS for ELA Language domain.)

Modalities	Domains	Corresponding CELP Standards	
Receptive ³ 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)	Listening and Reading	1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	Determine the meaning of words and phrases in oral presentations and literary and informational text
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)	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
		7	Adapt language choices to purpose, task, and audience when speaking and writing
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 socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Listening, Speaking, Reading, and Writing	2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	Conduct research and evaluate and communicate findings to answer questions or solve problems
		6	Analyze and critique the arguments of others orally and in writing

² The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

³ The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELLs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELLs and ELLs with IEPs or 504 plans, it is particularly useful to consider ELL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus of the construct(s) being instructed or assessed.