



Grade/Grade Span: __ 2-3 __
 Table Group: Michelle Mercer, Becky Stearns, Pat Muller, David Lougee
9 Survey respondents' comments in italics

ENGLISH LANGUAGE PROFICIENCY STANDARDS
 REVIEW of August 1, 2013 Draft

Additional feedback, including specific editorial suggestions on the Grades 2-3 standards, were inserted directly into the draft ELP standards document on pages 4-8 using Track Changes.

LOOK AT	PROVIDE GENERAL FEEDBACK HERE
Receptive Language Standards, including correspondences	We think they are good standards but the category of "receptive" possible?
Standard 1	Is jumping to using context without scaffolding too difficult? Suggest using the wording "use context with frequent guidance" then "some guidance" then "context alone" This doesn't appear to be receptive-only. Is it even possible to have a receptive-only standard?
Standard 2	This doesn't appear to be receptive-only. Is it even possible to have a receptive-only standard?
Productive Language Standards, including correspondences	
Standard 3	See edits on standard page
Standard 4 The following question is primarily for the groups reviewing grades K and 1 ELP Standards: What to do with Standard 4 for K and 1? We have 2 possible ways to handle it: (1) Not applicable at this grade level or (2)	See edits on standard page



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Create very simple descriptors. Please advise.	
Standard 5	See edits on standard page
Interactive Language Standards including correspondences	
Standard 6	
Standard 7	
Standard 8	
Linguistic Competencies and Resources including correspondences	
Standard 9	Hyperlink to examples of verbs and nouns and tenses
Standard 10	Consider the other functional use of language (e.g., compare/contrast, cause and effect, and proposition and support, etc....)
Other comments/feed back	<p>***Our team feels that removing the "3rd only" requirement in the standard is appropriate. We are considering that by the end of 2nd grade students should be able to include academic language in standards 1, 3, 4, 5, 7, 8, and 9.</p> <p>*Include a common ELP progression for each domain, ex. Simple sentence, then simple and compound, then add complex or variety of sentence structures to increase the level of difficulty for writing and speaking at least.</p> <p><i>it would help to have some terms defined. what is meant by "formulaic phrases"?</i></p> <p><i>Third graders should be able to communicate in more complex sentences. Complex sentences should be added to the third grade part level 5 of standards 3, 4, 5, 7, and 8.</i></p> <p><i>The table on page 1 expresses an extremely low expectation for 2-3 graders in not beginning to use sentences until Level 4. They use basic sentences ('I am standing. She is my friend.') at level 1. I have never read research that supports such low standards as expressed here. This is even more alarming given that this</i></p>



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	<p><i>expectation is the same for Kinders.</i></p> <p><i>Although I mostly agree with the standards, I wonder if the standards are rigorous enough for 3rd grade. Also, Standard 9, Level 2: consider saying, "recognize and use some frequently occurring nouns, including collective nouns..." instead of just "frequently occurring collective nouns..."</i></p> <p><i>I think they can write and speak at a higher level than level 2 indicates.</i></p> <p><i>I am not sure if it is necessary to indicate that some portions of the descriptors are intended only for 3rd grade.</i></p> <p><i>There needs to be more gramatical structures in the standards. Where is the form and function?</i></p> <p><i>Is there a student version with more simplified language and examples?</i></p> <p><i>I feel like the 2-3 standards make a big jump from the K-1 standards. It is hard to tell if the standards are building from grade to grade and level to level. Again the broadness of the standards makes it hard for a teacher to determine which level a student is at. These standards also ask students to perform many different tasks: written analysis, speeches, and group projects. Are students allowed to chose how they meet these standards? Are they expected to meet in all the tasks listed?</i></p>
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