



Grade/Grade Span: 6-8
 Table Group: Nicole Hilton, Jonathan Fost, Jana Iverson, Taffy Carlisle
5 Survey respondents' comments in italics

ENGLISH LANGUAGE PROFICIENCY STANDARDS
 REVIEW of August 1, 2013 Draft

Additional feedback, including specific editorial suggestions on the Grades 6-8 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 would like examples of what each proficiency level looks like within content areas.
Standard 1	For level 1 students, how would "a few" be determined? <i>For Standard 1, Level 5 - not much difference between 4-5, 6-8. and 9-12. I'm guessing that the level of text will change so the difficulty will?</i>
Standard 2	See track changes
Productive Language Standards, including correspondences	
Standard 3	See track changes.
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) Create very simple descriptors. Please advise.	Perhaps include a glossary of terms? See track changes.
Standard 5	See track changes.
Interactive Language Standards including	



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correspondences	
Standard 6	Level 5 seems very advanced.
Standard 7	We feel like teachers can begin the discussion of what constitutes credible sources in 6 th grade. We worry if it states 8 th grade the teachers might not have the discussion with students in the lower grades.
Standard 8	See track changes
Linguistic Competencies and Resources including correspondences	
Standard 9	See track changes.
Standard 10	CCSS uses the term, "transition" instead of "transitional" for words such as "first, next, etc." Overall, this standard is confusing – it includes several skills in one. It does not seem to build with fluidity. We had difficulty rewriting as it seemed to need too much to make it truly user-friendly.
Other comments/feedback	<p>What about the term "domain-specific" instead of "topic-specific" throughout the document? CCSS seems to use the former. We also wonder about the term "sentence type." CCSS uses the term "sentence pattern" but we wonder about "sentence structure" also.</p> <p><i>Levels 4 & 5 are very high; especially level 5. Definition of terms such as "tone", "style", and "voice" should be defined or examples provided. Consistent use of verbs across proficiency levels would also aid.</i></p> <p><i>There needs to be more grammatical structures in the standards. Where is the form and function?</i></p> <p><i>Explain "complex structures" in EP6. It is always good for 5th Grade ELD teachers to know the goals for Grade 6. I currently work Kindergarten through 5th but want to know what kids need to know in 6th.</i></p> <p><i>My school is K-6 so I would also be teaching these standards. I feel these standards are also too broad in scope. I would have a difficult time determining the levels for my students. Some of the standards are similar to the 4-5 standards. This may be on purpose because we see many students get "stuck" in ELD at these grades but will the language demands of the classroom still be too difficult for these students? Do the standards accurately match what they need for middle school?</i></p>



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