



Grade/Grade Span: ___K___
 Table Group:Lise Prusko, Chelle Robins
 Kris Collins
9 Survey respondents' comments in italics

ENGLISH LANGUAGE PROFICIENCY STANDARDS
 REVIEW of August 1, 2013 Draft

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

| LOOK AT | PROVIDE GENERAL FEEDBACK HERE |
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| Receptive Language Standards, including correspondences | |
| Standard 1 | <p>We are wondering how the difference between levels 1 and 2, and between levels 4 and 5, would be assessed, as the only difference we can discern has to do with quantity or frequency of use (i.e. a few vs. some and sometimes vs. ???)</p> <p>The standard appears to be totally focused on vocabulary development with no particular reference to how grammar would impact receptive comprehension at the sentence level. Is that intentional?</p> |
| Standard 2 | <p>Since this is a receptive standard, we feel that asking students to “retell” is not appropriate because it is an expressive skill. See edits.</p> |
| Productive Language Standards, including correspondences | |
| Standard 3 | <p>Although we appreciate how clean it is to combine oral and written communication in standard 3, at the kinder level, the two are so far apart that it might warrant separating them, or at least having one set of PLDs for oral and another for written. For example, at level 5, it refers to “simple sentences,” which is certainly appropriate for written expression, but not for oral, which would require more complex sentences.</p> <p>In response to the conversation with Lynn, we have put in suggested language in standard 3, level 3, to deal with the developmental issue around writing. We think that this solution would be sufficient to handle the issue if it were included throughout the kindergarten standards wherever writing is referred to. We took the language directly from the CCSS writing standards for kinder, which includes “dictation” as an acceptable way to “write”.</p> |
| Standard 4 The following question is | <p>Although some kinder-aged children may be able to adjust their tone or register for a few different contexts (i.e. “storytelling”/pretend reading or trying to persuade someone to do what they want, it is not consistent enough and is too background</p> |



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| <p>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.</p> | <p>experience dependent to really work as a standard. We say leave it out for kinder.</p> |
| <p>Standard 5</p> | <p>See edits.</p> |
| <p>Interactive Language Standards including correspondences</p> | <p>Clearly, the Interactive standards are more cognitively complex than the previous standards. Developmentally, kindergartners are going to have a very hard time tackling these tasks. Although the PLDs are designed to show teachers where kinder students are expected to be on this developmental continuum, we are concerned that the expectations are not highlighted enough to be really clear to teachers. This is why we think it is really important to somehow include examples of the type of language kinder students would be expected to use at each level for that particular standard (at least for the Interactive ones, but ideally for all 10.) We recommend using a linked box on the electronic version of the standards document to provide examples.</p> |
| <p>Standard 6</p> | <p>In looking at the difference between levels 2 and 3 (which is very minimal), we're wondering if it would be possible to include an example of the types of questions students are expected to answer at each level. For example, we are seeing level 2 kids as answering "basic" yes/no questions such as "Did you wash your hands?" Level 3 students could handle an additional phrase, such as "Did you wash your hands after recess?" Thus, making the question more complex. We aren't sure how to word the level 3 PLD to reflect this, but perhaps something along the lines of "more complex" yes/no questions.</p> <p>We are also concerned about the inclusion of written responses in the standard because of the developmental level of kinders. However, we noticed that in the PLDs there is really no mention of written responses, so is it then implied that in the</p> |



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| | kinder “version” of this generic standard, written doesn’t really come into play? Could this be more explicitly stated via a footnote or something? Can a different version of this standard be written excluding writing and analyses for kindergarten? |
| Standard 7 | We have the same issue/question about the “written” part of the standard. Can it be removed for kinder? |
| Standard 8 | We have the same issue/question about the “written” part of the standard. Can it be removed for kinder? |
| Linguistic Competencies and Resources including correspondences | |
| Standard 9 | We are having trouble telling the difference between the PLDs for levels 4 and 5. The only difference seems to be in wording that appears to use synonyms “use/ask” and “respond to/answer”. In standard 6, it specifically refers to “wh-“ questions. Can that language be used to clarify the difference? Is the terminology “frequently occurring” in the CCSS definitions? This goes back to the glossary suggestion. Again, we are concerned about the writing portion of this standard for Kinder. If the PLD’s are broken out for oral and written, then maybe dictation might appropriate. |
| Standard 10 | The PLD’s for 4 and 5 don’t seem differentiated. See edits for suggestion. |
| Other comments/feed back | <i>writing requirements seem high</i> <i>My concern is that there are not any standards that address the reading. Everything is oral even at level 5. Level 5 ELLs should have some reading and writing skills by the end of kindergarten. I also wonder if level 5 kinders need prompting and/or support from an adult as stated standard 7 and 8.</i> <i>The table on page 1 expresses an extremely low expectation for Kinders in not beginning to use sentences until Level 4. They use basic sentences ('I am happy. She is my friend.')</i> at level 1. I have never read research that supports such low standards as expressed here. This is frankly quite alarming. <i>I think that in general, Level 5 is not difficult enough. I'm worried that children who have Level 5 skills will exit an ESL program, but still not be proficient enough to keep up with their native peers. Also, difficult to tell if K will be expected to both listen & read or speak & write.</i> |



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| | <p><i>Expecting them to write and read at the same pace is unreasonable. Oral language develops first for them, then writing follows.</i></p> <p><i>Since the skills of speaking and writing for Kinders are drastically different I think it might be appropriate to separate these so that a student might be at a PL of 4 or 5 in speaking, but at a lower proficiency level in writing.</i></p> <p><i>There needs to be more gramatical structures in the standards. Where is the form and function?</i></p> <p><i>Need to be simplified/translated so it is easy to explain to parents.</i></p> <p><i>The draft ELP standards are very broad. Phrases like "few," "some" and "frequently" need to be defined because what I think these mean can have different meaning to other people. I like that the standards are aligned with math, science and language arts but that also leads to the broad standards and I don't know if I should be teaching the these standards with a math lesson, science lesson or language arts lesson. The vocabulary in these three subjects are very different.</i></p> |
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