

To help English language learners (ELLs) acquire the content knowledge and English proficiency necessary to be successful in school, WestEd, in collaboration with ELL educators from across the country, developed English Language Proficiency (ELP) Standards that correspond with states' college- and career-ready (CCR) standards — the benchmarks many teachers use to evaluate students in the subjects of math, language arts, and science. The ELP Standards focus on the language skills ELLs need to do well in these subjects, making it possible for ELLs to acquire critically important competencies.

Meeting the Needs of Teachers

In many schools, language development has been the responsibility of ESL/ELD teachers, while content development has been handled by subject area teachers. Now that students are held to rigorous CCR standards that span multiple subjects, teachers must work more closely together to support ELLs. Content area teachers need the tools to fuel the academic performance of English language learners, while ESL/ELD teachers must have command of the language used in subject areas so that ELLs can succeed. The ELP Standards offer a common language for ESL/ELD teachers and content teachers to best support ELLs.

Deepening Connections Between Language and Content

With the ELP Standards, standards for ELLs are now fully integrated with content standards. The ELP Standards correspond to existing CCR standards, underscoring the interconnectivity between language and standards-driven content.

Articulating Expectations Clearly

The 10 ELP Standards are organized according to how language skills correspond with ELA and literacy, mathematics, and science standards in six grades and grade bands: kindergarten, 1, 2–3, 4–5, 6–8, and 9–12. If a different approach is preferred, they also are organized at each grade or grade band into five overarching domains for language learning.



The ELP Standards move the focus from “What language does a student have?” to “What is a student able to do with language within subject areas?”

Improving Education

The ELP Standards, developed in 2014, are designed to improve ELL education by:

- Corresponding to CCR standards for English language arts, mathematics, and science.
- Highlighting and amplifying the critical aspects of language, knowledge about language, and skills using language that are needed by ELLs as they develop competence in each grade.
- Being concise and measurable, understandable and coherent.

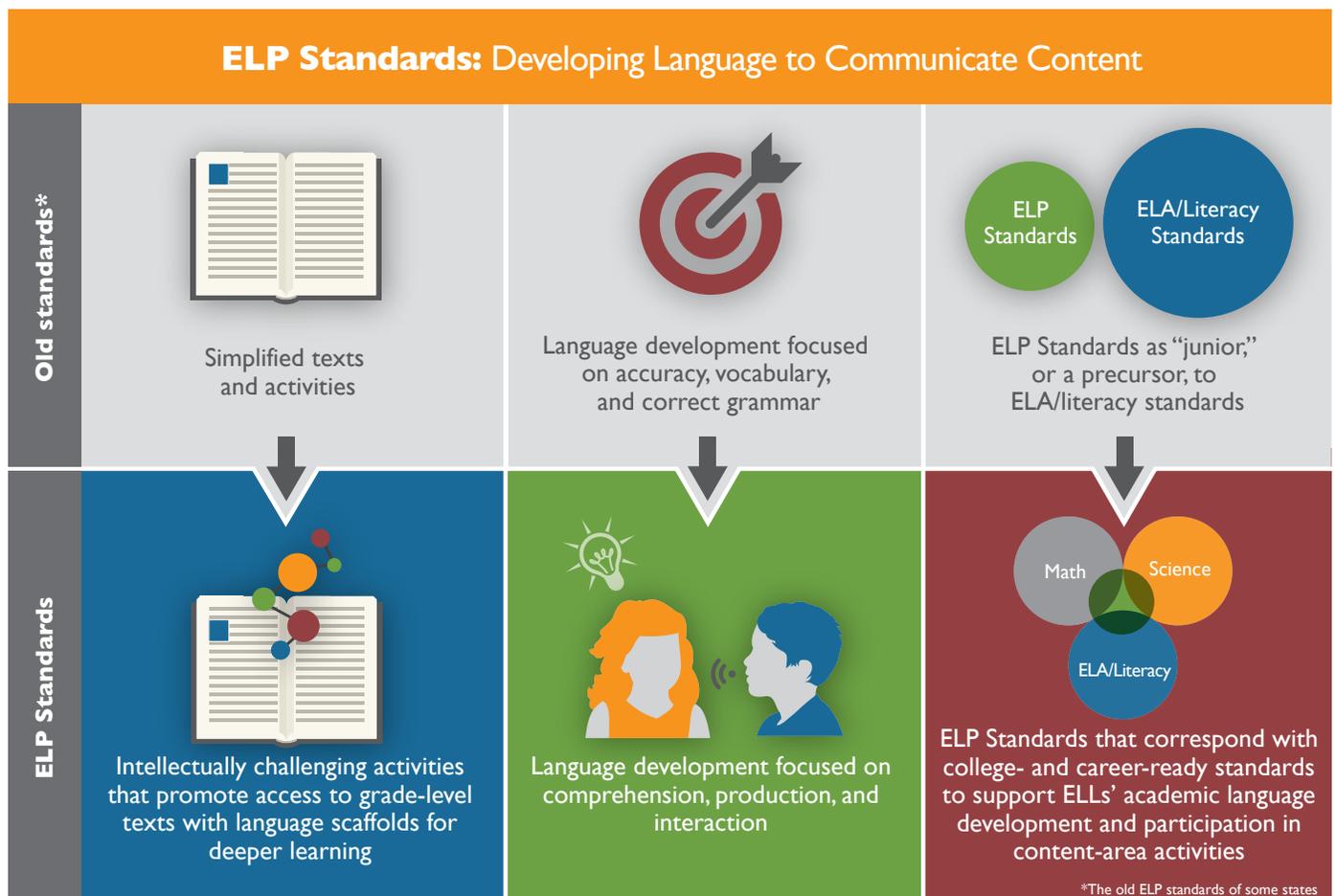
No longer are ELLs improving their grammatical accuracy solely through such options as simplified texts and activities. The ELP Standards allow students to take on complex text and challenging activities to develop language necessary to master each subject and to effectively participate in the classroom.

To Learn More: Resources and Professional Development

ELPA21 has developed a set of tools so that all educators can learn to use the ELP Standards:

- [Standards at a Glance](#), introducing the ELP Standards (a great desk-side reference guide for teachers)
- [Organization of the ELP Standards](#)
- [Alternate Organization of the ELP Standards](#)
- The [complete ELP Standards document](#), developed by WestEd

In addition, ELPA21's Professional Development Task Force is working with ELL experts and educators from all ELPA21 states to develop materials and guidance that can be used in group trainings and by teachers. This comprehensive toolkit will consist of six online training modules that focus on how to implement the ELP Standards in the classroom. ELPA21 plans to release its professional development materials to the public in the fall of 2015.



For more news about professional development resources and the ways ELPA21 is working with teachers and educators to best serve English language learners, visit elpa21.org. For more information about ELP Standards, visit the ELP Standards page. Visit the Professional Development page at elpa21.org.