

**Grade/Subject Area/Course Title**  
Framework for **FORMATIVE/CLASSROOM** Instruction and Assessment

**Step 1.**

**Pennsylvania English Language Proficiency Standard**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of

**Pennsylvania content area standard(s)**

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<b>Step 3. Instructional Objective:</b>									
<b>Step 5. Language Target</b>									
<b>Step 4. Cognitive Function:</b> Students at all levels of English proficiency will									
<b>Step 3. Domain-(Receptive) Listening OR (Productive) Speaking</b>									
Concepts	Competencies	Vocabulary/Topic Related Language	Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging		
Step 2	Step 2	Step 5	<b>Language Function</b>						
			Step 7	Step 7	Step 7	Step 7	Step 7		
			← Step 9 →						
			<b>Content Stem</b>						
			Step 6						
			<b>Instructional Support</b>						
			Step 8	Step 8	Step 8	Step 8	Step 8	Step 8	
			← Step 9 →						
			<b>Model Performance Indicator ( MPI)</b>						
			Step 10	Step 10	Step 10	Step 10	Step 10	Step 10	Step 10

Step 3. Domain-(Receptive) Reading OR (Productive) Writing									
Concepts	Competencies	Vocabulary/Topic Related Language	Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging		
Step 2	Step 2	Step 5	<b>Language Function</b>						
			Step 7	Step 7	Step 7	Step 7	Step 7		
			← Step 9 →						
			<b>Content Stem</b>						
			Step 6						
			<b>Instructional Support</b>						
			Step 8	Step 8	Step 8	Step 8	Step 8	Step 8	
			← Step 9 →						
			<b>Model Performance Indicator ( MPI)</b>						
			Step 10	Step 10	Step 10	Step 10	Step 10	Step 10	Step 10