

**UNDERSTANDING THE MODEL PERFORMANCE INDICATOR**

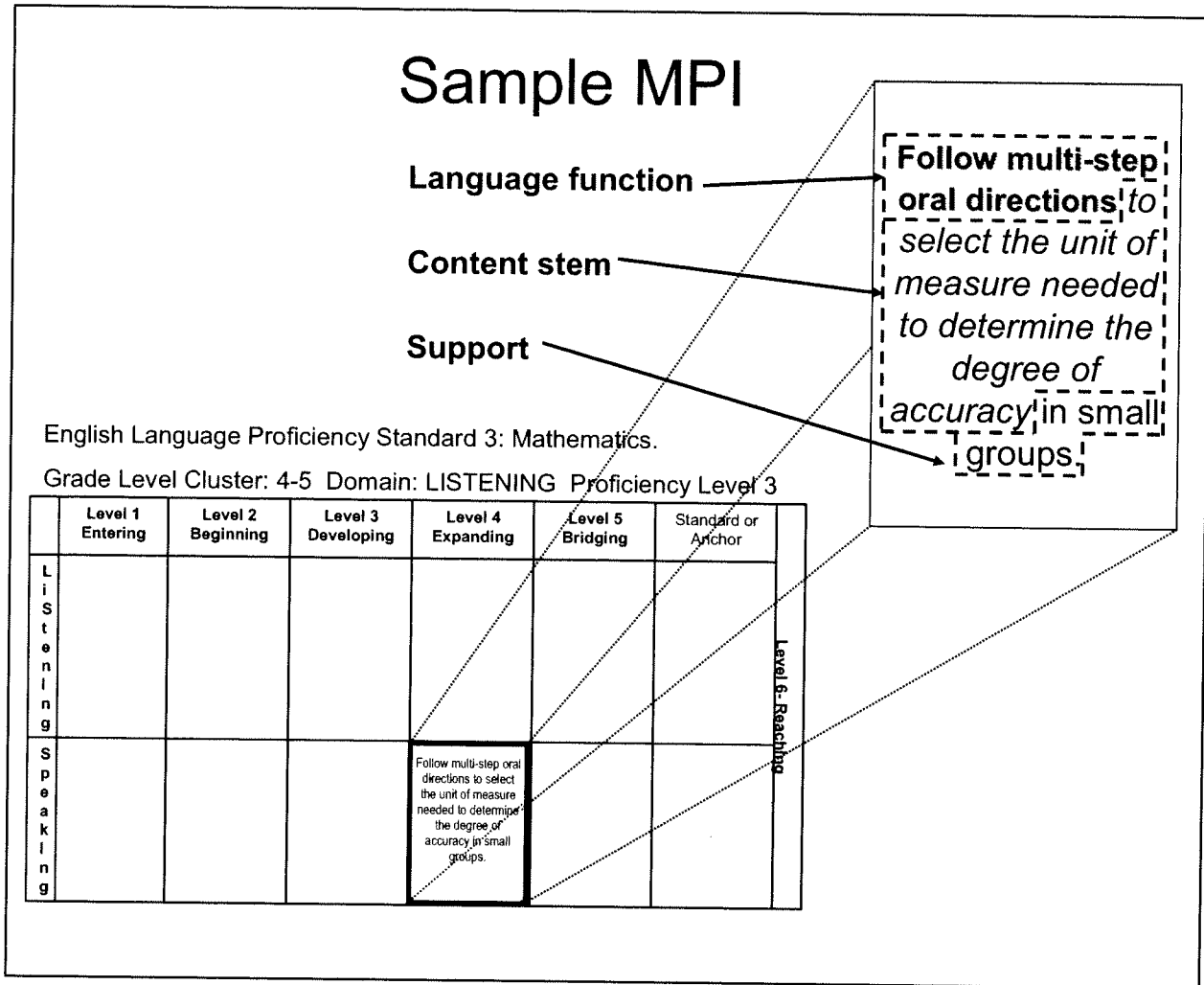


Figure 4: The components of a Model Performance Indicator (MPI).

The MPI in these frameworks are adapted from both the indicators listed in the TESOL PreK-12 ESL Standards (1997) developed by Teachers of English to Speakers of Other Languages (TESOL) for PA ELPS Standard 1, and Pennsylvania’s content standards for the PSSA and the PA Assessment Anchors for PA ELPS Standards 2 through 5, using the model performance indicators developed by the WIDA consortium as the guide.

The MPI are presented in a developmental sequence across language proficiency levels (horizontal) and language domains (vertical). In effect, these levels of language proficiency operationalize Cummins research on BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) by creating a continuum which illustrates and delineates these levels of social and

academic language development. They represent a full progression of linguistic complexity across content areas necessary for English language learners to move towards the attainment of PA academic content standards. For English Language Proficiency Standard 1 (Social and Instructional), the MPI refer to the language acquisition that may occur socially or within classroom and school contexts. For English Language Proficiency Standards 2 through 5 (language arts, math, science, and social studies) the MPI refer to academic language acquisition that must take place in content specific contexts.

The content stems in each MPI were carefully drawn from the PA academic content standards and PSSA Assessment Anchors. The specific standards and/or anchors addressed in each strand are noted in a vertical column to the right of the *Level 5 Bridging* column. Standard 1 (Social and Instructional) is the only standard in which the MPI content stems were not drawn from PA academic content standards and PSSA Assessment Anchors, since social and instructional language is a content unique to ESL.

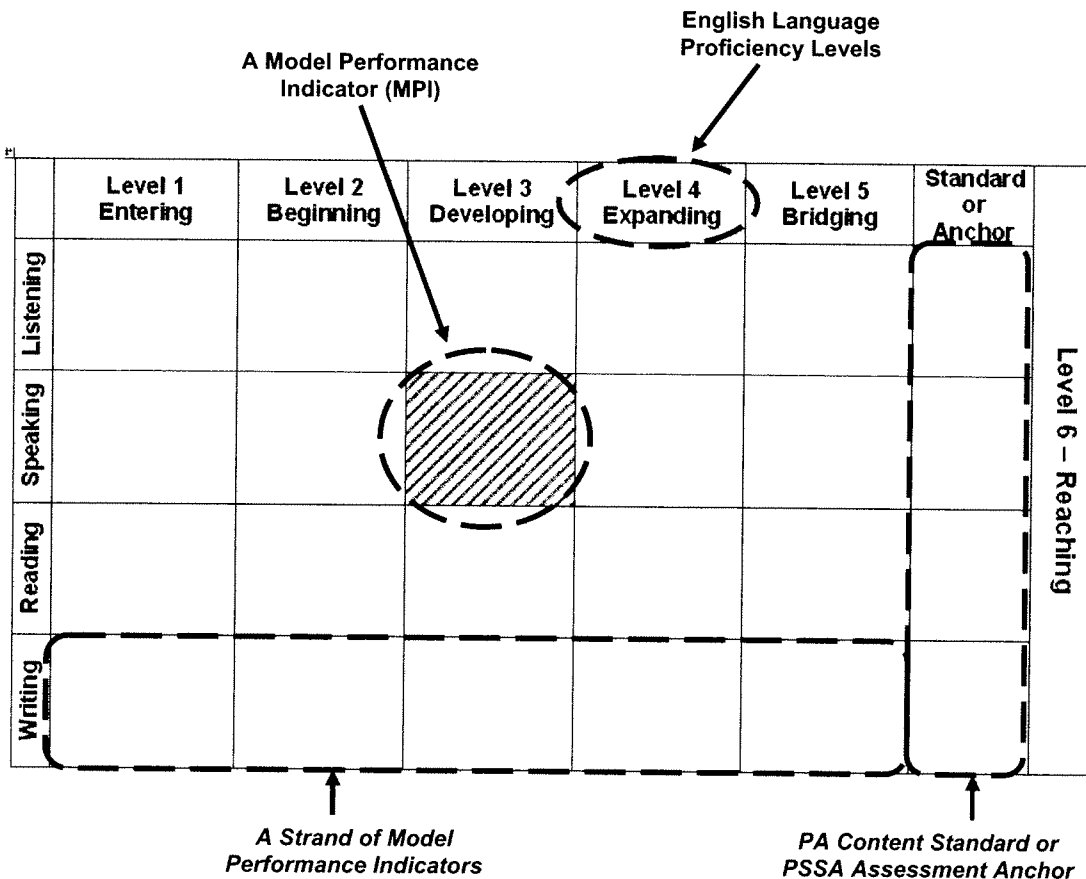


Figure 5: The format of the English language proficiency standards framework for classroom instruction and performance-based assessment.

The MPI designed for Levels 1 through 4 (Entering, Beginning, Developing, and Expanding) incorporate visual, interactive, or graphic support in order to provide the students access to meaning. These supports or strategies provide multiple modalities to assist ELL to gain meaning from an age/grade appropriate task. This is consistent with Vygotsky's concept of the *Zone of Proximal Development*. The MPI for Bridging (language proficiency level 5) assume students are exposed to and working with grade level material. Support at this level may be specifically stated or implied. It is important to note that English language learners identified as Bridging have still not achieved English language parity with their native English-speaking peers. Educators should be mindful of this, even though these English language learners are working with grade level material.

A visual layout of the components of the standards is displayed in Figure 5. The English language proficiency levels head each vertical column and the language domains begin each horizontal row. The remaining cells contain model performance indicators, creating a strand or strands across proficiency levels within a grade level cluster.

To summarize, the total of more than 500 unique MPI in the completed Pennsylvania English Language Proficiency Standards document is calculated from the:

**5 English language proficiency standards**

**X**

**4 language domains**

**X**

**5 grade level clusters, and**

**X**

**5 levels of language proficiency**

The Grade Level Clusters have been thoughtfully designated. The increasing numbers of Preschool and K programs serving ELL are addressed with the PreK-K Grade Level Cluster. Pennsylvania's Early Childhood Standards informed the development of the MPI at this level. The division between Grade 3 (the end of the 'learning to read' / skills development curriculum) and Grade 4 (the beginning of the 'reading to learn/skills application curriculum) are recognized by the grade level clusters 1-3 and 4-5. The middle school and high school distinction are reflected in grade level clusters 6-8 and 9-12.

Professional development for all educators (including practitioners, administrators, counselors and teacher educators) working with English language learners in the Commonwealth of Pennsylvania will facilitate the implementation and use of *Pennsylvania's English Language Proficiency Standards* in all content areas in all grades. The Pennsylvania Department of Education ESL/Bilingual Education program

area will provide this professional development. Continued conversations and sharing of ideas for implementation, as well as the inclusion of the matrices in statewide teacher preparation programs, will also familiarize personnel with and facilitate usage of the system.

### **III. Alignment of the Model Performance Indicators and Versatility of the Framework**

The spiraling nature of curriculum across all grade levels and the developmental progression of the second language acquisition process across all ages of students have been taken into account in the development of the MPI. Reading the MPI horizontally across language proficiency levels from 1 (Entering) to 5 (Bridging) is the basis for horizontal alignment while reading them downward (vertically) by language proficiency levels across grade level clusters (from PreK-K to 9-12) produces vertical alignment. The conscious attempt to align the MPI vertically and horizontally across the frameworks promotes systemic validity, from curriculum planning to delivery of instruction and serves to inform assessment of English language proficiency across all content areas.




*The MPI for each grade level cluster are built on the assumption that students have acquired the social and academic language proficiency associated with the previous indicators. However, students with limited formal schooling who enter high school may also need to be exposed to requisite MPI from lower grade level clusters as building blocks. It should be noted, however, that in all circumstances, the specific tasks designed for these students should be reflective of their age and cognitive development, and not just their language proficiency.*

With the goal of producing a teacher-friendly document and in order to avoid redundancy (thus reducing the size of the document), an attempt has been made not to repeat MPI (either in other language domains or grade level clusters). To gain a thorough understanding of the scope of the content of the MPI for a grade level cluster, it is best to examine all language domains (listening, speaking, reading, and writing) across the classroom framework.

The flexibility and power of the MPI become evident through *transformations*. A transformation is the activity through which one of the 3 elements of the MPI (see figure 4) is changed or transformed to extend the usage of the MPI while being mindful of the language proficiency level for that MPI.

## Transforming a MPI within a strand

*English Language Proficiency Standard 3: Mathematics. Classroom framework  
Grade Level Cluster: 4-5 Domain: SPEAKING Proficiency Level 3*

<i>Language function</i>	<i>Content Stem</i>	<i>Support</i>
Tell a story	that involves a specific mathematical operation	with a partner
		
<u>Describe the steps</u>	that involve a specific mathematical operation	with a partner
		
Describe the steps	<u>to locate points using the coordinate plane</u>	with a partner
		
Describe the steps	to locate points using the coordinate plane	<u>in a small group</u>

#### IV. Rationale for the English Language Proficiency Standards

The need to develop English language proficiency standards that compliment and extend Pennsylvania's academic content standards stems from three sources: 1) pedagogy, 2) assessment, and 3) educational policy. These changes, spurred by the standards-based movement and federal regulations, directly impact English language learners in elementary and secondary schools throughout the United States. The Commonwealth of Pennsylvania, now required to implement English language proficiency standards, is responding to this mandate.

The notion of how we, as bilingual and English as second language (ESL) educators, envision language proficiency as a vehicle for instruction has changed quite drastically over the past decade. In K-12 classrooms with English language learners, educators are recognizing the need to infuse subject matter content into language learning as an instructional approach (Chamot & O'Malley, 1994; Echevarria, Vogt, & Short, 2000; Snow & Brinton, 1997). As a result, our vision of language proficiency has expanded to encompass both contexts for developing language in school, in general, and standards, curriculum, and instruction, in particular. Standards-based instruction that integrates language and content represents a refinement of the seminal work by Cummins (1980,