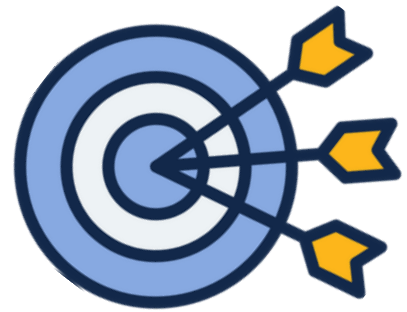


From STUDENT WORK to LANGUAGE GOALS

Using ELPA PLDs
with Purpose



PADLET

Access all handouts
and resources from
today's session.



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Feedback

Please wait until the
end of the session.



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Model



WRITING PROMPT

Write a narrative about a typical day in your life. Start with your morning routine (waking up, eating breakfast, getting ready). Include any interactions with family or people you live with. Then describe your day activities, such as school, work, errands, or hobbies. Mention places you go and people you meet. End by sharing a memorable moment or how your day made you feel.



WRITING SAMPLE

Beep!Beep!Beep! That is my alarm clock going off that is my signal to wake up when I wake up I get dresst for school then I brush my teeth eat brackfest then go to school I go to brakfast and then i go to 1 perord 2th 3th 4th 5th 6th 7th then I go to study hall at 2:49 i go back to homeroom and get dismist I go on my bus then go back home Play fortnight with my frends then I eat diner then I play FAFI and now i go to sleep t repet this on school days.

On satrday I dont set my alarm and I sleep in then I play fortnight and watch tik tok and go back to playing video games and go to chruch and I go back home and satay up late and plqy video games.

On sunday I go to church and then I go home and play video games and then I set my alarm and do all this again.



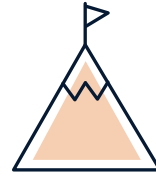
GUIDING QUESTIONS

1. Using the *Proficiency Level Descriptors (PLDs)*, where would I score this sample?

2. What did the student do to reach that level of proficiency, and which specific skills did they demonstrate?

3. What did the student not do to reach the **next level** of proficiency, and which specific skills prevented their advancement?

student's GOAL SETTING



STUDENT GOAL

Write a language goal for this quarter.

STRATEGY

To reach my goal I will...

Q

Goal	
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Plan for it!	
Action Steps	<i>Identify at least three things that you could add or revise in your instruction to help students reach this goal.</i>
Accountability	<i>How and when will you monitor student progress toward this goal?</i>
Next Steps	<i>What is the next instructional step for students who meet this goal?</i>

Elementary



WRITING PROMPT

What pet should you get?

Look at the following pets. Choose a pet you would like to write about. Look at the information. Decide if you would or would not want the animal as a pet. Then, write your claim with reasons.

Would a/an _____ make a good pet?
fish, rat, horse, chicken

			
fish	rat	horse	chicken
• Need a tank • Pebbles and plants to hid in • Make sure to keep the water clean • Feed every day • Eat fish flakes • Live 1-5 years	• Need a cage • Bedding to make the cage soft and clean • Clean their cage every day • More than 1 rat • Feed every day • Eat rat food, fruits and vegetables • Live 1-3 years	• Need a field with grass and shelter • Give lots of exercise • Room to run • Clean and spread manure • Feed every day • Eat grain and hay • Live 20-25 years	• Need a coop or fence area at night • Access to a dust bath to keep clean • Space to lay eggs • Clean area daily • More than 1 chicken • Eat feed, fruits, and vegetables • Live 5-10 years



WRITING SAMPLE

Would a fish make a good pet ? In my opinion ,I whould not want a fish as a pet. My first reason is I do't lik pets that are in water. Second reason is ou nede to clean it tanck. Lastly thay ole lives 5 yers that is not long. Now you can see that I not want a fish.

ELPA21 PROFICIENCY LEVEL DESCRIPTORS (PLDs)

2-3

	Level 1	Level 2	Level 3	Level 4	Level 5
Writing	The learner can • (3) with support, communicate simple information about familiar texts, topics, experiences, or events; (2) respond to simple yes/no questions and some wh-questions • (4) express an opinion about familiar topic • (5) with support, carry out short research project, gather info from provided sources, label info • (6) with support, identify a point that an author or speaker makes • (9) with support, use syntactically simple sentences with limited control using a narrow range of vocabulary and a small number of frequently occurring nouns and verbs • (7) recognize the meaning of some words	The learner can • (2) with support, participate in short written exchange (3) on familiar topics, texts, experiences, (9) recount two events in sequence; (2) respond to simple yes/no questions and wh-questions • (4) express an opinion about a familiar topic or story • (5) with support, carry out short research project, gather info from provided sources and record some information • (6) with support, identify a reason an author/speaker gives to support a point • with support, produce (10) simple sentences with some newly learned vocabulary and use some frequently occurring collective nouns, verbs, adjectives, adverbs, conjunctions and linking words while showing an increasing awareness of informal "playground" speech and classroom language	The learner can • (2) with some support, participate in short written exchanges on familiar topics, texts, and experiences; include a few details; (3) recount a short sequence of events; (9) use common linking words to connect ideas; (2) answers questions about familiar topics and texts • (4) express an opinion and give one or more reasons for the opinion about a familiar topic or story • (5) with support, carry out a short research project, gather info from provided sources, record info/observations in orderly notes • (6) tell how one or two reasons support the main point an author/speaker makes • (10) with support, produce and expand simple and some compound sentences using increased vocabulary and using some collective nouns, some frequently occurring past tense irregular verbs, adjectives, adverbs, and conjunctions while comparing examples of formal and informal use of English	The learner can • (2) with increasing independent control, participate in written exchanges about a variety of texts, topics, and experiences; (9) recount a sequence of events (use temporal words); use linking words to connect ideas or events • (4) introduce a topic, present facts about topic, express opinion, and give several reasons for opinion • (5) with support, carry out short research project, gather info from multiple sources • (6) tell how one or two reasons support the specific points an author/speaker makes • (10) produce and expand simple and compound sentences (and at Grade 3 a few complex sentences), using an increasing range of vocabulary, including some collective nouns, past tense irregular verbs, and an increasing number of adjectives, adverbs, and conjunctions while adapting language to formal and informal contexts	The learner can • (2) participate in extended written exchanges of information; express ideas about a variety of texts, topics and experiences; (9) recount a coherent sequence of events (using temporal words); (9) use linking words to connect ideas • (4) introduce a topic, present facts about topic, express opinions, give several reasons for opinion, and provide a concluding statement • (5) with support, carry out short research project, gather info from multiple sources • (6) describe how reasons support the specific points an author/speaker makes • (10) communicate in writing to produce and expand simple and some compound sentences (and at Grade 3 some complex sentences), using collective nouns, common abstract nouns, past tense irregular verbs, and use common coordinating and subordinating conjunctions, adjectives, and adverbs while adapting language choices to formal and informal contexts; at Grade 3 use a wide variety of general and content-specific academic words in short written text

Middle



WRITING PROMPT

Mia is a 14-year-old student who has developed bad sleep habits. She stays up late watching TV, playing video games, and chatting with friends on her phone. As a result, she struggles to wake up on time for school and often feels very tired during the day.

Imagine you are advising Mia to help her develop better sleep habits and convince her that good sleep habits are vital. Read the excerpt provided and share your recommendations on improving her screen routine. Provide specific suggestions and explain why this would be beneficial for her. Make sure to include and reference multiple sources to support your claim with strong evidence.

Excerpt: Common Sleep-Related Statistics

Average Recommended Sleep: The National Sleep Foundation recommends 7-9 hours of sleep per night for adults.

Sleep Disorders: Approximately 50-70 million adults in the United States have a sleep disorder, as per the American Sleep Association.

Insomnia: According to the American Psychiatric Association, about 30% of adults have symptoms of insomnia.

Sleep Deprivation and Productivity: The National Safety Council reports that sleep deprivation costs U.S. employers \$63.2 billion in lost productivity.

Impact of Screen Time: The National Sleep Foundation has found that around 95% of people use electronic devices within an hour before bedtime, which can negatively impact sleep.

Sleep and Mental Health: The Anxiety and Depression Association of America notes that people with anxiety and depression often experience sleep problems.

Sleep and Obesity: The Centers for Disease Control and Prevention (CDC) has reported that insufficient sleep is associated with a higher risk of obesity.



Middle

WRITING SAMPLE

I recommend mia should avoid her electronic device for atleast one houe before she is going to sleep. Removing the device from the bedroom, and replacing the screen time with a book before she is going to sleep to reach the recommended time. Which is 8-10 hours of sleep for teenagers. If she can do that, she would see how much she could improve alot if she gets the 8-10 hours of sleep.

ELPA21 PROFICIENCY LEVEL DESCRIPTORS (PLDs)

6-8

	Level 1	Level 2	Level 3	Level 4	Level 5
Writing	The learner can • (2) participate in short written exchanges on familiar topics, texts, and experiences, presenting simple and clear information; respond to simple questions and some wh-questions • (4) express an opinion about a familiar topic • (6) identify a main point that an author or speaker makes • (5) gather information from provided sources and label collected information • (9) use syntactically simple sentences with limited control using a narrow range of vocabulary	The learner can • (2) participate in short written exchange on familiar topics, texts, experiences or events, presenting ideas and information; respond to simple questions and wh-questions • (4) construct a written claim about a familiar topic and give a reason of support • (6) identify the main point and one reason an author or speaker makes to support the argument • (5) gather information from provided sources and record some data and information • (10) produce simple and compound sentences with support, using frequently occurring words and phrases, adapting language choices to task and audience	The learner can • (2) participate in written exchanges on familiar topics and texts, adding relevant information; introduce the topic and provide a concluding statement; respond to questions • (4) construct written claims and express opinions about familiar topics and provide several supporting reasons or facts in a logical order with a beginning, middle and end; develop texts with some details using common transition words and phrases to connect ideas • (6) explain the argument an author or speaker makes and distinguish between claims that are supported by reasons and evidence and those that are not • (5) gather information from multiple print and digital sources provided, cite sources and summarize or paraphrase observations, ideas and information • (10) produce and expand simple, compound, and a few complex sentences using an increasing number of general academic and content specific words and phrases in short written texts that shows developing style and tone	The learner can • (2) participate in written exchanges of information, ideas and analyses by expressing own ideas and paraphrase key ideas on a wide variety of topics, texts and issues; introduce topic and provide conclusion; ask and answer relevant questions • (4) construct written claims about familiar topics and texts and develop texts with reasons or facts with a beginning, middle and end, with sufficient reasons and facts to support the claim • (6) analyze written arguments and specific claims made in texts or speech and determine if the evidence is sufficient to support claims • (5) gather information from multiple print and digital sources provided and label collected information • (10) use standard English to accurately communicate using compound and complex sentences, including transitional words and phrases, adapting language to purpose, task and audience	The learner can • (2) participate in extended written exchanges of information, ideas and analyses on a variety of topics, texts, and issues using relevant details and a wide variety of academic and content specific words to express ideas and paraphrase and summarize info; effective use of introduction and conclusion; ask and respond to relevant questions • (4) construct written claims and develop texts with a well-developed beginning, middle and end, on complex literary and informational topics, with a high level of reasoning, support and evidence • (6) analyze and critique written arguments • (5) gather information from multiple sources, cite sources and evidence • (10) use standard English to accurately communicate using an appropriate style and tone with correct verb tense, pronouns, and clauses; use and expand compound and complex sentences, adapting language to the purpose, task and audience

High



WRITING PROMPT

Imagine that a wind farm is going to be built in your area.

Write a letter to the local newspaper expressing your support or opposition to the project. Use information from the text to support your opinion.



WRITING SAMPLE

Building a local wind farm is a bad investment and one of the worst methods to make energy for many reasons. One reason is that wind farms cause too much noise pollution, "The sound of the turbines is hardly music to anyone's ears." Another reason is the visual pollution caused by the wind farms, "Critics also argue about the visual pollution that cause" Opponents also argue that wind energy is not as environmental friendly as it seems, "For instance, a turbine's large rotating blades can kill passing birds and bats." In conclusion wind energy is not a bad method but is not the best one, we can use the examples of solar energy, that's more efficient and doesn't cause any noise and visual pollution.

ELPA21 PROFICIENCY LEVEL DESCRIPTORS (PLDs)

9-12

	Level 1	Level 2	Level 3	Level 4	Level 5
Writing	The learner can • (2) participate in short written exchanges on familiar topics, texts, and experiences, presenting simple and clear information; respond to simple questions and some whquestions • (4) express an opinion about a familiar topic • (5) gather information from provided sources and label collected information • (6) identify a main point that an author or speaker makes • (2) understand and respond to simple questions, and (9) communicate simple information about an event or topic using a narrow range of vocabulary and simple sentences with limit control • (8) recognize the meaning of some words	The learner can • (2) participate in short written exchange on familiar topics, texts, experiences or events, presenting ideas and information; respond to simple questions and wh-questions • (4) construct a written claim about a familiar topic and give a reason to support the claim, • (5) gather information from provided sources and record some data and information • (6) identifying the main point an author or speaker makes to support the argument • (10) produce simple and compound sentences with support, adapting language choices to task and audience • (9) begin to use frequently occurring words and phrases	The learner can • (2) participate in written exchanges on familiar topics and texts, adding relevant information, responding to questions • (4) introduce the topic and provide details, reasons or facts, and provide a concluding statement • (4) construct written claims and express opinions about familiar topics and provide several supporting reasons or facts in a logical order with a beginning, middle and end, (9) using common transition words and phrases to connect ideas • (6) explain the argument an author or speaker makes and distinguish between claims that are supported by reasons and evidence, and those that are not • (5) gather information from multiple print and digital sources provided, cite sources and summarize or paraphrase observations, ideas and information • (10) use an increasing number of general academic and contentspecific words and phrases in short written texts that shows developing style and tone	The learner can • (2) participate in written exchanges of information, ideas and analyses by expressing own ideas, asking and answering relevant questions, and paraphrasing key ideas on a wide variety of topics, texts and issues • (4) construct written claims about familiar topics and texts, with sufficient supporting reasons or facts with a beginning, middle and end, with sufficient reasons and facts to support the claim • (6) analyze written arguments and specific claims made in texts or speech and determine if the evidence is sufficient to support the claims • (5) gather information from multiple print and digital sources provided and label collected information • (10) use standard English to accurately communicate in writing using compound and complex sentences, including transitional words and phrases, adapting language to purpose, task and audience	The learner can • (2) participate in extended written exchanges of information, ideas and analyses on a variety of substantive and developed topics, texts, and issues using relevant evidence and a wide variety of complex academic and contentspecific words to clearly and persuasively express own ideas • (4) construct substantive claims with effective sequencing, introduction and concluding statement, on a variety of topics, with a high level of reason and evidence to support the claim and to refute the counter claim • (6) analyze and integrate information into clearly organized text; summarize key points and evidence discussed; ask and answer questions to probe reasoning (5) gather and synthesize information from multiple sources, cite sources appropriately; cite specific textual evidence to support analysis • (10) use standard English to accurately communicate in writing using an appropriate style and tone, producing and expanding simple, compound and complex sentences, adapting language with ease to the purpose, task and audience

Reflection



**what you are
already doing**



**what you want to
start or refine**

