CLASS NOTES
All teachers should be familiar with incorporating ELL proficiency standards into their daily instruction because it ensure that all students are exposed to a curriculum that is challenging and prepared with content standards, which could define what students should identify with their capabilities and benchmarks, which categorize their understandings and abilities for a content standard at different grade levels. By focusing on these details, teachers can recognize ELLs learning objectives which engage all students’ potentials. Teachers should promote the use of multiple assessment approaches that allows each student to reach their proficient levels at different times in several ways. Also, it requires teachers to distinguish instruction to meet the readiness levels, learning profiles, and
interests of students.

The Oregon Department of Education (2004) states, “. . . ELP standards are designed to assist classroom teachers in assessing the progress their Limited English Proficient (LEP) students are making toward attaining full fluency in English.” These standards provide classroom teachers with references to guide their instruction; as well as assisting English language learners in becoming proficient.

If a student is spending a designated timeframe in a structured English immersion program and the teachers are basing their instruction/assessment on ELL proficiency standards, the students’ content teachers should be utilizing these same benchmarks to guide their lessons. When everyone is setting the same expectations and basing their teaching on the same standards, the goals are clear and the student will ultimately be more successful.

Oregon English language proficiency standards. (2004). Retrieved October 24, 2012, from http://www.ode.state.or.us/teachlearn/standards/elp/files/introductionfinal.rtf