Examples of MPIs

Don Bouchard: Alright, here's another activity. Whoa, alright, so what I would like you to do, we have three tables, ah, fantastic! This is going to work. Um, we have three components to performance indicators. We have language function. We have topic or support, uh, topic and we have support. Um, I want each table to work on one of the components, and it's going to be very simple. Let's have, since you guys [counts to himself] eh, you're tied. Alright, anyway, language functions. I would like at your table to make a list of language functions, ok? Language functions. This table over here, I want you to come up with supports. Make a list of supports. You folks [indicating final table] make a list of topics if you would, alright? Topics, and make it relate to the different standards, you know, give some examples from each.

[Time elapses for group discussions]

Bouchard: good, good, good. Ok. [Rings bell] Alright, so perhaps you've done this before. I know that, uh, Joy and I did it in Nevada and had fun with this with folks there, but this is a tactile/kinesthetic way in which you can have your audiences work with the components to the Model Performance Indicators, and so it's very simple. After a list has been created—Now what we usually do is, is, is have folks write them on pieces of paper because with, with, you know, with newbies, you want to make it very, very clear, um, uh what it being demonstrated here. So I'd like to have one representative with one selection from your list to come up to the, uh, front here, and I want the person here [indicating position] to represent the language function; the person here [indicating position] to represent the topic; and this person [indicating position] to represent the support, ok? A volunteer from each table.

[Discussion among participants]

Bouchard: Yay [inaudible from participant] No, you don't need to write it down. You guys are, ok, you're the support, that's right. You're there. Alright we need a, we need a, oh you're a content. You're a language function; you're going to be on the other side here. Ok, so very simple what then I would do would be to ask for the language function.

Participant 1: Classify

Bouchard: Classify

Participant 2: Classify the parts of the solar system.

Bouchard: Parts of the solar system

Participant 3: chants, like a chant

Bouchard: Ok, using channts, ok. So then there is a question. So it's classify the solar system using chants. Ooo, that is, I like that. It's kind of unique, isn't it? Yes, alright, so what grade cluster would, might that suggest?

Participants: Three-five, Three five

Bouchard: Ok. What is going to determine the grade cluster?

Participants: The content, the topic

Bouchard: The topic is going to determine, right, ok. What's the standard?

Participants: Science

Bouchard: Science is the standard, ok. What is the language domain?

Participants: classify, classify

Bouchard: We have classify parts of the solar system using chants.

Participants: Could be speaking; could be writing or speaking.

Bouchard: It could be, yes. It certainly is expressive or productive in the sense that by using chants it could be written or oral. And, um, let's see, there any other question here that's involved?

Participant 4: level conveyed

Bouchard: Yes, of course! What level? What English Language Proficiency level?

Participants: at least 3; [inaudible discussion] I'd say three

Participant 3: It depends on how thorough your standards are.

Participant 1: and if you use pictures, you can classify without much language.

Bouchard: Mm-hm. Ok, are you listening to the modifications here, ok, and so, so, it's, it's how you consider differentiating using these components that would determine the English Language Proficiency level. Ok? Alright. Well done!

Participant 2: This could be a reading activity, too, if you write the chant down and they read it, and then you put it on chart paper.

Bouchard: Ok, that's possible as well

Participant 5: [inaudible] if it's group or individual.

Bouchard: Mm-hm. Yep.

Participant 1: Then you could further define that by your support.

Bouchard: Yep, great. Good! Thank you very much. Let's do [applause] let's do, um, three examples. How about 3 more, um, uh, volunteers to come up here.

Participant: That means one from each table, you guys.

[Laughter]

Bouchard: I forgot to say that. One from each table, please. Alright, let's hear it.

Participant 6: Summarize.

Bouchard: Summarize.

Participant 7: How to reduce fractions.

Bouchard: How to reduce fractions.

Participant 8: With sentence frames.

Bouchard: Ok, with sentence frames. Alright, what is the standard?

Participant: Math

Bouchard: Math. What grade or grade cluster?

Participants: Three-five; Three-five

Bouchard: Three-five, ok, yep. Um, what is the language domain?

Participants: Summarize with sentences. Could be writing or speaking. Writing and speaking. Either way. [Discussion around domain]

Participant 8: It could be listening

Participant: you've got to comprehend it

Participant 8: with a partner or group.

[More discussion among participants]

Bouchard: Could be; could be, yep. And you know all of these responses are valid as long as they can be backed up, and they can be explained. And finally, what is the language proficiency level that we're dealing with here?

[Discussion among participants]

Participant: Well, you could go down to a level 2 if you have sentence strips.

[More discussion]

Bouchard: Exactly, and that's the thing about sentence frames, they could be minimal, or they could be extensive. And then that then varies the potential for different English Language Proficiency levels. Yes, Joy?

Joy: Later on you can add more support. You don't have to have just one support.

Bouchard: Good point.

Joy: You can add additional support, and that would make it even more accessible to a lower level.

Participant: You could say, "Sentence frame with a word bank." [inaudible] your level ones, level twos especially, [inaudible].

Bouchard: Yep, yep. Ok, now, stay right there. Folks who were in the previous…no, let's see who was, who was the language function from the previous one?

Participant 1: Me

Bouchard: Ok, could you come up, please? And stand side by side your language function colleague. Ok. One of the changes in the Amplified Standards is the possibility of engaging in two different language domains, which implies one or two different language functions. So what we have here is classify and summarize. Ok? So there's a difference. The topic would have to remain…you can't combine the topics…nah, just doesn't work. And, as Joy was saying, you can certainly combine, um, the language supports. Ok? Great. Good. Thank you. Alright. Ok, let's do one more. One more. [Participant discussion]

Participant 2: Who wants to be volunteered?

Bouchard: Who wants to be volunteered? [Laughter]

Participant 9: I'm voluntold

Bouchard: you're voluntold! [Laughter] Ah, great! If you remember what it is, then you're all set. Yeah, yeah, yeah. Yep. But notice, notice how important it is to use chart paper for something like this because this then adds the visual component so that, uh, folks who are tentative with this would understand. Ok, language function?

Participant 10: Identify.

Bouchard: Identify.

Participant 11: Landforms.

Bouchard: Landforms.

Participant 9: using graphic organizers.

Bouchard: Ok, identify landforms using graphic organizers. Standard?

Participants: Social studies.

Bouchard: Social studies. Ok [participant discussion] three-five. Science, three-five. Language domain? [Participant discussion] Mm-hm. Alright depends on how you…sometimes, sometimes it's very clear from the language function that,um, the language dom…one or, or two language domains do not fit, but usually what is possible is either a productive or a receptive language domain is the possibility. [inaudible] Yep, yep. And, what's the other one? Oh, uh, English, uh, ELP level?

Participants: One, two; it could really be any.

Bouchard: Mm-hm, ok. Identify, ok. Now, what I would like you folks to do is stand here [indicating left side of room]. I would like the second group of volunteers to come back here [indicating front of room], and I would like the first group of volunteers to come over here if you would please [indicating right side of room]. Uh, sorry, let me get out of the way. Yep, make sure you're in order. Ok, now. Now, we are getting into the territory—I have to tell you I've never done this before, so this is on the spur of the moment, but it seems to make sense to me. What is yours?

Participant 10: Identify.

Participant 11: Landforms.

Participant 9: Using graphic organizers.

Bouchard: Ok. What is yours please?

Participant 6: Summarize.

Participant 7: How to reduce fractions.

Participant 8: With sentence frames.

Bouchard: Ok.

Participant 1: Classify.

Participant 2: Parts of the solar system.

Participant 3: Using chants.

Bouchard: Ok. Let's look at the first group. Classify the solar system using chants. Let's now think about cognitive possibilities, cognitive function. I'm going to give you five choices. I wish I had a slide developed to, to tell you what they are, but I think you know: remembering, understanding; remembering is being able to answer *wh-* questions. Understanding is being able to use your own words to create understanding. Uh, applying, which is getting the gist of what is being done. Analyzing, which is understanding through detail. Evaluating, which is providing and informed opinion. Or, um, creating, creating something new. Ok, so, what we have here is again, please?

Participant 1: Classify.

Participant 2: Parts of the solar system.

Bouchard: What are, what are the possibilities for cognitive function here?

Participants: classifying? Analyze.

Participant 1: Analyzing, analyzing.

Bouchard: Analyzing perhaps, yep. Sounds like it.

Participant 1: Break it down into its individual parts.

Bouchard: Sounds like it, yep. Yep. Ok. You folks?

Participant 6: Summarizing is the language function.

Participant 7: How to reduce fractions.

Participant 8: With sentence frames.

Bouchard: Alright what would summarizing be as a cognitive, um, function?

[Participant discussion]

Participant 8: Couldn't it be analysis, analyzing? [Participant discussion]

Bouchard: We have choices. We have choices, and that's the one thing that you need to understand is that there are choices. The important part here is that this represents one possible proficiency level; actually, it could be a couple possible proficiency levels. The nature of the task must be true to the cognitive function, ok? The nature of the task as it is created to express the performance indicator must be true to the cognitive function, whatever that is selected, ok. And what is yours again?

Participant 10: Identify.

Participant 11: Landforms.

Bouchard: Landforms.

Participant 9: Using graphic organizers.

Bouchard: Using, ok, using graphic organizers. Identify landforms. What would that be in terms of cognitive?

Participants: Remembering

Participant 11: Well, it depends. It might be differentiating them, deciding which landform it is based on their criteria, so that could be analysis.

Bouchard: It could be, it could be analyzing. Yep.

Participant 9: [inaudible] Well, that would be an extension. Let's say if you didn't want to present an argument over which one would be more beneficial depending on climate and all of those things and factors.

Participant: [inaudible] a graphic organizer.

Bouchard: You see how we're going here from 101 understanding of using performance indicators into 202…201 and 301 level understanding, ok, which is really helpful and important. So your task would be in your professional development, um, uh,uh, context is to determine the level of depth that you want your, your teachers to go in and to understand and use these things. Great! Thank you so much!