

Using the MPIs from the Standards

Don Bouchard: Now we're going to take a very brief look at EL, ELD Standards and, and, uh, focus a little bit more on the um, uh, Model Performance Indicators. What I want to say about the ELD Standards is that um demonstrating to your audiences a, um, uh, particular, um, strand itself that demonstrates across the proficiency level I think is an important thing to do to show that, um, literally, there are five different proficiency levels that can be articulated, but to stress the fact that, um, one does not necessarily have to develop all five all the time. In fact, that is usually what folks jump to conclusion, thinking that they need to do, so, um, you know, discussion around that, I think, is very helpful. As you can see here, the MPI, um, the notion that it is formulaic; that it consists of language function, topic and support, and that doesn't vary at all, and having practice with that I think is, is important. Um, then we have here the, um, different language domains that are replicated here, and the names of the different proficiency levels, sample topics, and the strand itself in an MPI. I'm just going to skip through, um, much of this stuff here. Um, this is just another visual that shows the different components and how this varies. Now, there are a number... a couple of things that can be said about, about the strands, and that is that language functions vary or not. You could have, literally, you could have the same language function across all five proficiency levels, and the important thing to stress is that each proficiency level has embedded in it the performance definition and performance criteria and an understanding, a deepening understanding, which is why we spent so much time looking at ways in which, um, we can get our audiences to really understand what the performance definitions are. The other thing to connote is the fact that, uh, that, um, the integrity of the cognitive function similarly very important, and we are going to look at that in just a few minutes here. Transformation and or slash differentiation is what we're looking at with regard to Model Performance Indicators because the trend is to create performance indicators, which are related specifically to the lessons, um, the subject matter that the teachers are involved in. And so the notion of transforming, um, can be, um, explored in a variety of ways, exploring the language...rather transforming the language function, the content stem, and the um, um, support. And I think just to repeat again but really important to have a focused examination of supports and what they connote in terms of the amount or lack of language that is connoted by the support. The support is really important to, to, to have conversations around, ok? Make sense, kind of? Yep. Alright.

So what we have is Example Topic, which is not different from what it, what it was before. We have the MPI, which is same as before. We have a strand, which is the same as before. Now, here's where we get a little bit different. Now we're getting grade specific in the Amplified Strands, and we're grade specific from K through 8. K through 8. You will see samples ,examples specific to each grade. When you get to the ninth grade, it's 9-10 and the cluster is 11-12, so the clusters have kind of pared down a bit at the secondary level. We still have the reference to the standards connection. Now, what we have here--and this is, you know, trying to keep up with the changes in terms of the slides is really, is really a challenge here—but what we have here instead of topic vocabulary because this represents one iteration. You will find in your amplified, um, uh, booklets topic related language. Now very clearly there's a reason for this, and that is this connotes only one performance criteria. What we want to be sure of is topic related language connotes reference to linguistic complexity, forms and conventions, and/or vocabulary, so that's an important piece

right there, ok. Then what we have here is cognitive function. Now the templates that you will see in your amplified booklet will be basically the same components, but you're going to see the arrangement a little bit differently. You will easily understand this as long as you understand the differences in the components in this edition. So what we have in effect is cognitive function is what is related to here, and in capital letters will be any one of six words: remembering, understanding, applying, analyzing, evaluating or creating. Those are the five standard words that WIDA is using all the way through just to keep it simple. If you have other reference points that you want to use then, by all means, um, uh, do so. Ok, and then we have, very importantly, as part of the amplification, example context for language use and that is referencing our discussion here at the beginning of yesterday in terms of social and cultural context. So you can see there's a really strong emphasis here to, to talk about how can the, the, um, exemplar that's being demonstrated here, what are the expectations? How can it be used? What is the, the, uh, the situation in which, um, it takes place? So you have that. Then what we have here connoted all the way through—and I'm going to go back here—is that in this instance, what we have is evaluate, so what is connoted here is that level one MPI, two, three, four, and five, whether it's represent, state, describe, explain or critique, every single MPI connotes the cognitive function of evaluating. I think this is going to be your greatest challenge with your audiences, and perhaps the area where the greatest amount of practice and, um, and discussion should take place, ok? Um that and I would say secondarily and the importantly is the social and cultural context. And so the notion here is that whatever the cognitive function is, it plays itself out according to the cognitive process. The challenge is when you engage folks in discussing the particular Model Performance Indicator, how can it be one of analysis? How can it be one of the determined cognitive function? And that's where people have to put their thinking caps on because how can you make something that is so limited in language at a level one, a level two to be so cognitively demanding in, in terms of, you know, analyzing, you know, evaluating and creating? And, um, you'd be surprised at how people can come up with some solutions. Um, it's not easy, but I would go back to that Palinscar and Brown, um, um, statement of try it 21 times before you reject it. With increased practice comes efficiency, and that is an important understanding, I think, in terms of how the Amplified Standards, really how the standards framework should be, should be used.