



Proposed Connecticut English Language Proficiency (CELP) Standards

Information for Parents, Families and Community Members

The Connecticut State Department of Education is hoping to adopt new English Language Proficiency Standards in the fall of 2015.

Q: What are the new standards?

A: The 10 English Language Proficiency Standards describe the English skills (speaking, listening, reading, and writing) students should have in order to participate in the classroom. They are designed to be used by both English as Second Language (ESL) teachers and content-area teachers to address English language use in classrooms. The Standards recognize that English Learners (ELs) have the same potential as native speakers to excel in learning. **See the next page to review the standards.**

Q: Why do we need new standards?

A: Currently, the state has an English Language Learner Framework that needs to be updated to meet the growing needs of ELs in Connecticut classrooms to align with new standards in English language arts and mathematics. The new standards focus on social and academic language, so students can participate in grade-level activities and be college and career ready.

Q: What do new CELP standards potentially mean for students?

A:

- English Learners will be more engaged in learning if they have the right supports.
- English Learners in classrooms will have greater access to what everyone else is learning.
- Students will make progress toward English proficiency *and* academic achievement.

Q: How do I get more information or provide feedback?

A: If you would like to ask questions, please contact CSDE ESL/Bilingual consultant Megan Alubicki Flick at megan.alubicki@ct.gov. If you would like to give feedback, please e-mail sde.celpstandards@ct.gov.

Proposed CELP Standards

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
 2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
 3. Speak and write about grade-appropriate complex literary and informational texts and topics.
 4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
 5. Conduct research and evaluate and communicate findings to answer questions or solve problems.
 6. Analyze and critique the arguments of others orally and in writing.
 7. Adapt language choices to purpose, task, and audience when speaking and writing.
 8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
 9. Create clear and coherent grade-appropriate speech and text.
 10. Make accurate use of Standard English to communicate in grade-appropriate speech and writing.
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To learn more, please visit:

http://ctcorestandards.org/?page_id=9844