

# TeachME Professional Development

## English Language Proficiency Standards that Support Adult Literacy and College/Career Readiness

### Introduction

**1. The English Language Proficiency (ELP) Standards for Adult Education (AE) are essential to ensuring that adult ELLs receive the focused and effective instruction they need to access states' academic content standards and that they acquire the language knowledge and skills necessary to achieve their post-secondary and career goals.**

- A. True
  - B. False
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**2. Academic content standards used to prepare students for college and careers require that, across disciplines, students are able to perform language functions that are:**

- A. Stringent
  - B. Complex
  - C. Extensive
  - D. Dynamic
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**3. Experts contend that there is a gap between what is generally taught in adult English language acquisition classes and the language demands of advanced education and employment.**

- A. True
  - B. False
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### Process of Selecting English Language Proficiency Standards for Adult Education

**4. Each of the following is an accurate statement about the guiding framework used in the selection of ELP standards for adult education EXCEPT:**

- A. The expert panel used a rigorous process for selecting the standards that was informed by a guiding framework, and that included an understanding of the importance of defining the language knowledge and skills ELLs need to access academic content standards
- B. In creating the supporting framework, the panel considered the theoretical foundation and evidence base of what is known about adult English language acquisition and ELLs

- C. The framework ensures that the standards lead adult educators to recognize how the strengths of adult ELLs impact learning
  - D. The framework assured that the selection process took the adult education program and classroom context into account
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**Guiding Principles-Table 1 One pertinent guiding principle to assist ELLs with English language is that non-verbal language has an important role in ELLs' English language acquisition process.**

**5. One pertinent guiding principle to assist ELLs with English language is that non-verbal language has an important role in ELLs' English language acquisition process.**

- A. True
  - B. False
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## **Adult ELLs Represent a Diverse Population of Learners**

**6. According to the authors, factors that may affect an ELL's language development include native language literacy, exposure to the English language, quality of instruction, and:**

- A. Motivation
  - B. Feedback
  - C. Reinforcement
  - D. Resolve
- 

## **Three Key Instructional Advances**

**7. The three advances in instruction prompted by the college and career readiness (CCR) standards are teaching soft skills and critical thinking strategies, student-centered instruction, and building knowledge through authentic practice.**

- A. True
  - B. False
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## **Scaffolding is Essential**

**8. Scaffolding helps facilitate ELL's acquisition of language and academic content by:**

- A. Providing temporary assistance to support the student in a task he or she could not do without help

- B. Enhancing the student's ability to independently complete a similar task in the future
  - C. Facilitating ELLs' construction of meaning and knowledge, acquisition of language, and advancement to the next level of language proficiency
  - D. All of the above
- 

## **Multimedia Technology Aligned to the ELP Standards for AE Should Be Integrated Into Instruction**

**9. Visual and digital literacies that incorporate knowledge of 21st century technologies such as video, online communities, search engines, and web pages require new literacy skills and practices.**

- A. True
  - B. False
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## **The Results- Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards**

**10. Micro-level linguistic features include determining the meaning of words and using appropriate speech and conventions of language.**

- A. True
  - B. False
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## **Level 1–5 Descriptors**

**11. Level 1–5 descriptors detail what student performance targets will look like in practice at each level, as demonstrated by learners, and they show the acquisition of specific knowledge, skills, and abilities in a:**

- A. Cyclical progression
  - B. Rhythmic progression
  - C. Linear progression
  - D. Fluctuating progression
- 

**12. While with a familiar text, ELL students may perform a particular language skill successfully, they may need additional opportunities to review and practice that skill when working with a more complex or unfamiliar text.**

- A. True
  - B. False
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**13. Within a classroom, students may be functioning at different descriptor levels, so targets within both level descriptions may be used to differentiate instruction to meet the needs of both groups.**

- A. True
  - B. False
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## **The Two Views of English Language Proficiency Standards for Adult Education**

**14. Which of the following is NOT a correct statement about the two views of ELP standards for adult learning?**

- A. The two views are intended to support instructors in multiple instructional contexts, and they are designed to support collaboration between language teachers and academic content teachers
  - B. View One is helpful for planning language acquisition lessons that foster adult ELLs' acquisition of discipline-specific language and skills needed to access state-adopted academic-content standards
  - C. View Two is structured to bring academic content to the forefront
  - D. View One identifies the language demands associated with social sciences, writing conventions, and research
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## **View One-ELP Standard 1**

**15. Content-specific practices corresponding to ELP Standard 1 include attending to precision and analyzing/interpreting data.**

- A. True
  - B. False
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## **ELP Standard 4**

**16. The speaking and listening CCR anchor standard corresponding to ELP Standard 4 includes presenting information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and:**

- A. Structure
  - B. Audience
  - C. Experience
  - D. Design
-

## ELP Standard 10

**17. A student who has achieved ELP level 5 for Standard 10 is able to use complex phrases and clauses and produce and expand simple, compound, and complex sentences.**

- A. True
  - B. False
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## How to Read View Two

**18. Collaboration between content teachers and EL acquisition instructors can provide opportunities for sharing materials and resources and allow for providing recommendations for scaffolding and supports to better assist ELLs in all classrooms.**

- A. True
  - B. False
- 

## View Two-Reading Standards

**19. Reading Anchor 1 for college and career readiness targets making positive inferences and reading closely to determine what the text says implicitly.**

- A. True
  - B. False
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## ELP Standard 8

**20. CCR reading standards that support the application of ELP Standard 8 include determining the meaning of:**

- A. Empirical context
  - B. Analytic context
  - C. Technical context
  - D. Rational context
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## Writing Standards

**21. The objective of CCR Writing Anchor 1 is to write arguments to support claims in an analysis of substantive topics or texts using drafting, reviewing, and interpreting.**

- A. True
  - B. False
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## **Speaking and Listening Standards**

**22. Speaking and Listening Anchor Standards include preparing for and participating effectively in a range of conversations and collaborations with diverse partners, and evaluating speaker's point of view, reasoning, and use of evidence and rhetoric.**

- A. True
  - B. False
- 

## **Language Standards**

**23. In order to demonstrate command of the conventions of standard English grammar and usage when writing or speaking, CCR standards call for using various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations, and for using:**

- A. Parallel structure
  - B. Patterns and sequences
  - C. Transitions and cohesion
  - D. None of the above
- 

## **Understanding and Using the Standards With the Correspondences**

**24. In general, Correspondences are comparisons between “nonequivalent artifacts” that help educators to understand the relationship between sets of standards, although they do not result in full alignment.**

- A. True
  - B. False
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## **Correspondence With Science Practices**

**25. Mapping Correspondences may be helpful to raise awareness of the intersections of science and language, and understanding the correspondences between the Science Practices and ELP**

**Standards for AE can help to contextualize instruction to draw on students' interests and engage them.**

- A. True
  - B. False
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