



# Development of a Framework for High-Quality English Language Proficiency Standards and Assessments: Issues for State Considerations

A Carousel Activity

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## Purpose of the Carousel Activity

Reflect on and articulate an understanding of the issues that need to be considered in the development and proper utilization of high-quality systems of state standards and assessments.

## Five Issues to be Addressed

- The Nature of the Domain: English Language Proficiency
- The Heterogeneity of the English Language Learners Population
- Similarities and Differences in the Application of Technical Criteria
- Access and Accommodations
- State Context Factors

## Five Tasks

- Paraphrase the issue, write your interpretation of the meaning of the issue.
- Refine the description if needed.
- Write a specific strategy to address this issue.
- Provide a specific example of a challenge that may surface in addressing this issue.
- Design a bumper sticker or illustration to demonstrate an understanding of this issue.

# INSTRUCTIONS FOR CAROUSEL TASK

There are five charts for this task:

- Each group will be assigned to a “home” chart.
- Starting at the “home chart,” a group will perform a task and then move on to the next chart until returning to the home chart. They will use the information on pages 7–9 and 29–30 of the Framework.
- Each group will use the same color marker for their tasks as they move from chart to chart (about 5 minutes at each chart).
- There will be a signal before a group may move to the next chart. At the signal, groups will move to the next chart to their right.

## Home Chart

The group will paraphrase the issue, writing their interpretation of the meaning of the issue.

## Move to Next Chart

The group will read what has been recorded and refine the description if needed.

## Move to Next Chart

The group will read what has been recorded and write a specific strategy to address this issue.



## Move to Next Chart

The group will read what has been recorded and provide a specific example of a challenge that may surface in addressing this issue.

## Move to Next Chart

The group will read what has been recorded and design a bumper sticker or illustration to demonstrate their understanding of this issue.

## Return to Home Chart

The group will read what has been recorded on their chart and identify one interesting thing to share with the large group. Be ready to share in 3 minutes.



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## TIME'S UP



## Table Reflection

Return to table groups, reflect and discuss—

What do we currently have in place in our state that would facilitate our creating a state vision for ELLs? (7 minutes)

Be ready to share salient points of the reflection and discussion with the whole group.



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