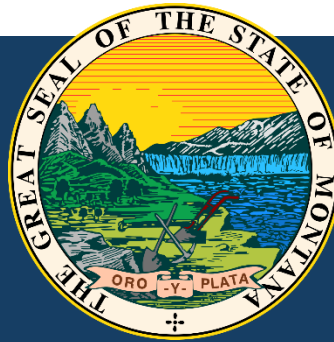


MONTANA K-12 ENGLISH LANGUAGE PROFICIENCY STANDARDS



Adopted 2024. Implemented July 1, 2025.
MONTANA OFFICE OF PUBLIC INSTRUCTION (OPI)

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INTRODUCTION TO THE K-12 MONTANA ENGLISH LANGUAGE PROFICIENCY STANDARDS

Overview

English Language Proficiency standards are the collective responsibility of all educators. Montana's objective is to enhance students' understanding of academic English to support their success in all academic pursuits, while also fostering an understanding of social English, as learning is fundamentally a social process. Additionally, as a member of the [WIDA consortium](#), Montana's standards are closely aligned with [WIDA assessment criteria](#).

Introduction to the Standards

Culturally and linguistically diverse students bring unique assets to the educational setting and enrich the experience for all learners. Supporting and affirming students' cultural identity is essential to social development and academic success.

Montana's Academic English Learners & Multilingual Learners (AELs & MLs), those in need of support to achieve academically, are an extremely diverse group. They include all those whose access to learning is impacted by a language barrier: the speakers of indigenous languages, heritage languages, immigrant languages, or varieties of English. Culturally and linguistically diverse students are federally protected and must be provided equal educational opportunities. However, the following English Language Proficiency (ELP) standards should be considered best practices for developing academic English literacy skills for all students.

Academic language development in the four domains (listening, speaking, reading, writing) is the fundamental vehicle to all Montana's content standards and the Indian Educational for All Essential Understandings. An integrated literacy approach fostering proficiency in social and academic language is foundational to academic success, as well as college and career readiness.

The intention of these ELP standards is to encourage districts and schools to embrace strategies and services that best support their students and community. These standards should be used in conjunction with all grade-level content standards and in accordance with Article X, Section 2 of the Montana Constitution. Wrap-around services and the implementation of a variety of instructional models may be utilized to meet the needs of AELs & MLs and their families.

Content standards define the knowledge or skills that every student should know and be able to do at the conclusion of a particular grade level (REL Southeast, 2020). Montana’s English Language Proficiency content standards apply to grades K-12.

What are the English Language Proficiency Standards?

Title I of the 2015 Every Student Succeeds Act (ESSA), Section 1111(b)(1)(F), formerly under Title III of Elementary and Secondary Education Act (ESEA), defines state requirements in creating English language proficiency standards. English language proficiency standards must define progressive levels of competence in English in the four domains of listening, speaking, reading, and writing. Additionally, ELP standards should set clear benchmarks of progress that reflect differences in proficiency levels for students entering the school at various grade levels. ELP standards must also be aligned to state content-area academic standards—this includes ELA, mathematics, science, and any other subject area for which a state adopts standards ([ESSA 20 U.S.C. § 1111](#)).

Title III, Section 3102 of ESSA additionally aims to support English learners, including immigrant children and youth, in becoming proficient in English and excelling academically. It focuses on requirements aimed at helping students meet challenging state standards, strengthening language instruction programs, building educator capacity, and encouraging involvement from families and communities in the educational process. ([ESSA 3102 20 U.S.C. 6812](#))

Relationships Between ELP Standards, Content Area Standards, and Assessments

As referenced in ESSA, ELP standards must be aligned with state academic content and achievement standards. The Department of Education provides the following guidance in the document [Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#):

It is especially important that the English language proficiency standards reflect the language demands of each content area. For example, as mathematics assessments become increasingly language-heavy, it is essential that ELs learn the corresponding English vocabulary of mathematics in order to succeed in that subject area. A State’s English language proficiency standards should reflect research on the process of language acquisition and, based on this research, reflect the elements needed for EL students to acquire the English language skills necessary to meet academic content standards. As such, English language proficiency standards should be designed to assist teachers in moving EL students towards both proficiency in the English language and proficiency on a State’s academic content standards. The goal of English language proficiency standards is to build a foundation in the English language that will enable EL students to succeed in each academic content area. (2016)

The crossover between Title I and Title III standards comes in academic English, the specific vocabulary and methods of discourse used to access academic content in various fields, such as science or history. Students who are proficient in conversational English, typically when they reach an intermediate level of ELP, may still not meet content requirements if they are not proficient in academic English, typically at a more advanced level of ELP.

Regarding the assessment of ELP standards, Section 1111(b)(2)(G) requires that the “State plan shall demonstrate that local education agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the state education agency” and that these assessments “shall be aligned with the State’s English language proficiency standards” ([ESSA Section 1111\(b\)\(2\)\(G\), 2015](#)).

ESSA also outlines, in its Statewide Accountability System, the requirements for state long-term and interim goals that must include increases in the percentage of ELs making progress in achieving ELP within a state-determined timeline ([ESSA Section 1111\(c\)\(4\)\(A\)\(ii\), 2015](#)). Under ESSA, English Learners are defined as one of four “subgroups of students” whose progress must be documented.

Navigating this Document

This document contains specific sections that may be of interest to the reader. To increase clarity, and to support the readers’ efficient access to sections of personal interest, a brief explanation of each section, identifying its purpose, is provided here:

- **Montana K-12 English Language Proficiency Standards** (*Page 11*) – This section identifies each of Montana’s new English Language Proficiency standards, implemented in 2025.
- **Montana K-12 English Language Proficiency Performance Descriptors** (*Pages 11-13*) – This section identifies each of Montana’s new English Language Proficiency Performance Descriptors, which are not standards but instead provide descriptions of language skills that students demonstrate at varying levels of achievement. Performance descriptors are included to assist educators in guiding and implementing instruction and assessing students’ language skills in order to plan for further instruction.
- **Appendix A: K-12 Correspondence with Previous and National Standards** (*Pages 14-16*) – This appendix identifies correlations between the Montana English Proficiency Content Standards, the [2011 Montana English Language Proficiency Performance](#)

[Definitions](#), and the 2020 [WIDA English Language Development Standards Framework](#). Performance descriptors for the Montana English Proficiency Content Standards are also correlated to the [WIDA Performance Definitions - Speaking and Writing](#) and [WIDA Performance Definitions - Listening and Reading](#). While Montana's ELP standards are based upon the WIDA standards and performance definitions, note that **this resource merely supports educators in bridging the gap between standards that may be listed in a national curriculum**, and what the **State of Montana requires students to know and be able to do**. Educators should still critically examine their curriculum and instruction to ensure that the English Language Content Standards are being adequately addressed.

- **Appendix B: Assessment Resources** (*Page 17-18*) – This section aims to provide general guidance on statewide and classroom assessments and provides resources regarding the ACCESS assessment and additional OPI and WIDA resources that can be used to guide assessment. This can aid educators in determining what a student knows and can do, and understanding educator, school, and district responsibilities related to English Learners.
- **Appendix C: Program Administration Resources** (*Page 18*) – This appendix provides state and national resources for school districts to implement programs for English Learners.
- **Appendix D: IEFA Integration** (*Pages 18-19*) – This section includes general guidelines for, Administrative Rules of Montana policies for integrating Indian Education for All across the K-12 continuum, and IEFA instructional resources.
- **Appendix E: Instructional Guidance and Resources** (*Pages 20-21*) – This section provides educators, schools, and districts with guidance for selecting, developing, and aligning their curriculum and instruction to the ELP content standards. It includes specific resources for informing these practices including recommendations for identifying high-quality instructional materials and instructional resources for Montana educators.
- **Appendix F: Program Delivery Standards** (*Pages 22-25*) – This appendix describes the program requirements, outlined by the legislative requirements in ARM regarding English Language Proficiency instruction in Montana.

Research and Standards Revision

The English Language Proficiency (ELP) Development Team conducted a comprehensive review of multiple resources prior to formulating recommendations for the revision of the Montana ELP Standards. Several resources were meticulously assessed before modifying the existing standards. A principal objective of this undertaking was to examine the most recent updates to the WIDA assessment to ensure alignment between Montana's standards and the assessments that students would encounter. Throughout this process, an in-depth analysis was conducted on the 2020 WIDA framework, which is the latest iteration available. Additionally, the Development Team investigated the ELP standards of various states across the nation, evaluated current standards, critical language functions, and facets of language, and devoted considerable time to considering the perspectives of Montana's Native American Tribes and their language reclamation initiatives.

Coding Scheme

The Montana English Language Proficiency Content Standards use a structured coding system to help educators, schools, and invested parties efficiently locate individual standards within the general framework. Because the English language proficiency standards include the addition of performance descriptors, there is a slight variation between the coding for the K-12 standards and the performance descriptors.

Elements across the K-12 World Languages Content Standards

K-12 standards follow a coding scheme that includes the following elements:

1. **State Indicator: MT**

Every Montana English language proficiency content standard begins with the MT designation, signifying that the standard is unique to the state of Montana and reflects the standards Montana has codified within its Administrative Rules.

2. **Content Area: Abbreviated Representation**

Because the English Language Proficiency Content Standards are not organized according to domains, a broad organizational category that groups related standards around a key concept in subject areas such as math and English language arts, the standards for world languages include the content area, represented by a short abbreviation.

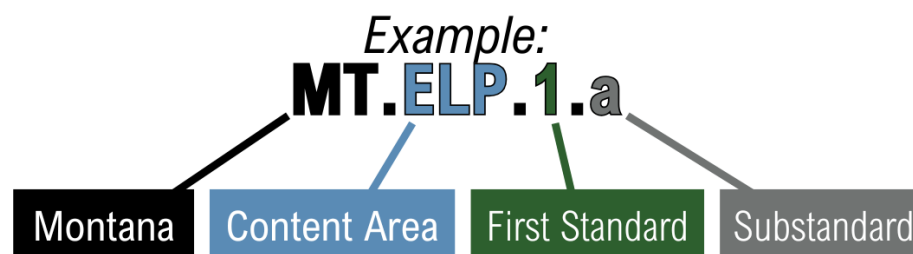
3. **Standard Item: Number and Letter**

This element specified the standard's sequence within the content standards. For standards that include sub-items, a letter may follow this number to indicate any subdivisions within the standard.

English Language Proficiency K-12 Content Standards Coding Scheme Exemplar

For K-12 content standards, the structure follows the sequence **MT [Content Area] [Standard Number] [Substandard Letter]**, illustrated in the figure provided:

State.Content Area.Standard.Substandard



Additional Elements in English Language Proficiency Content Standards

In addition to the standard coding elements used across K–12, Montana's K-12 English Language Proficiency Content Standards include the following additional components:

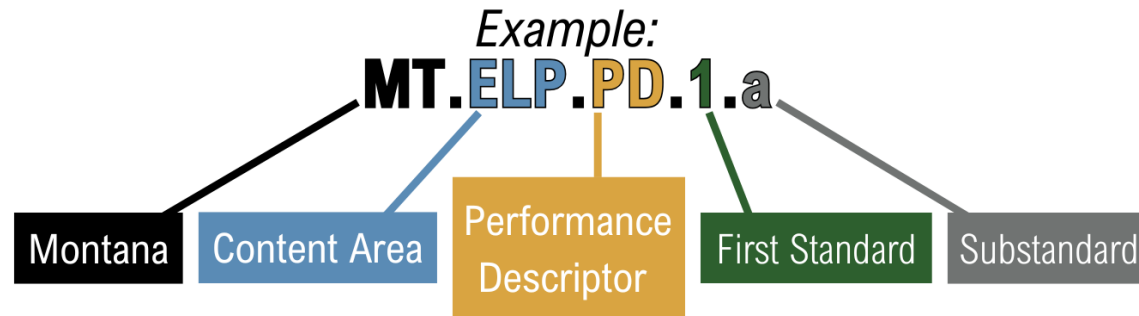
1. Designation as a Performance Descriptor

Performance Descriptors are not standards but are coded for ease of reference, using the abbreviation PD to distinguish between essential content and performance descriptors.

English Language Proficiency Performance Descriptors Coding Scheme Exemplar

For the world language performance descriptors, the structure follows the sequence **MT [Content Area Abbreviation] [Performance Descriptor Abbreviation] [Standard Number] [Substandard Letter]**, illustrated in the figure provided:

State.Content Area.Performance Descriptor.Standard.Substandard



MONTANA K-12 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS

- Communicate for social and instructional purposes within the school setting. (MT.ELP.1)
- Communicate information, ideas and concepts necessary for academic success in the content area of language arts. (MT.ELP.2)
- Communicate information, ideas and concepts necessary for academic success in the content area of mathematics. (MT.ELP.3)
- Communicate information, ideas and concepts necessary for academic success in the content area of science. (MT.ELP.4)
- Communicate information, ideas and concepts necessary for academic success in the content area of social studies. (MT.ELP.5)

K-12 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS

Entering

- At the **entering** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.1)
 - pictorial or graphic representation of the language of the content areas; (MT.ELP.PD.1.a)
 - words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support; and (MT.ELP.PD.1.b)
 - oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support. (MT.ELP.PD.1.c)

Emerging

- At the **emerging** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.2)

- general language related to the content areas; (MT.ELP.PD.2.a)
- phrases or short sentences; and (MT.ELP.PD.2.b)
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support. (MT.ELP.PD.2.c)

Developing

- At the **developing** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.3)
 - general and some specific language of the content areas; (MT.ELP.PD.3.a)
 - expanded sentences in oral interaction or written paragraphs; and (MT.ELP.PD.3.b)
 - oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support. (MT.ELP.PD.3.c)

Expanding

- At the **expanding** level of English language proficiency, English language learners will process, understand, produce or use: (MT.ELP.PD.4)
 - specific and some technical language of the content areas; (MT.ELP.PD.4.a)
 - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and (MT.ELP.PD.4.b)
 - oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support. (MT.ELP.PD.4.c)

Bridging

- At the **bridging** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.5)
 - specialized or technical language of the content areas; (MT.ELP.PD.5.a)
 - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; and (MT.ELP.PD.5.b)
 - oral or written language approaching comparability to that of proficient English peers when presented with grade level material. (MT.ELP.PD.5.c)

Reaching

- At the **reaching** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.6)
 - specialized or technical language reflective of the content areas at grade level; (MT.ELP.PD.6.a)
 - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and (MT.ELP.PD.6.b)
 - oral or written communication in English comparable to proficient English peers. (MT.ELP.PD.6.c)

APPENDIX A: K-12 Correspondence with Previous and National Standards

While the content standards reflect minimal updates, the coding system has undergone changes. Below is a correspondence table intended to provide the standards with the corresponding standards from the [2011 Montana English Language Proficiency Content Standards](#) and the [2020 WIDA English Language Development Standards Framework](#).

Corresponding performance descriptors are provided in the second table in this Appendix for the [2011 Montana English Language Proficiency Performance Definitions](#) and the [WIDA Performance Definitions - Speaking and Writing](#) and the [WIDA Performance Definitions - Listening and Reading](#). With the coding of the performance descriptors as sub-standards, as indicated by the final letter (MT.ELP.PD.1.a), the parent standard is used primarily as a heading to introduce the sub-standards. Therefore, there is no equivalent standard for these within the 2011 ELP Performance Definitions or the WIDA Performance Definitions.

K-12 English Language Proficiency Standards		
<i>Montana Standard Code</i>	<i>Correlated English Language Proficiency Standard, 2011</i>	<i>WIDA ELD STANDARDS FRAMEWORK</i>
MT.ELP.1	English Language Proficiency Standard 1	Standard 1
MT.ELP.2	English Language Proficiency Standard 2	Standard 2
MT.ELP.3	English Language Proficiency Standard 3	Standard 3
MT.ELP.4	English Language Proficiency Standard 4	Standard 4
MT.ELP.5	English Language Proficiency Standard 5	Standard 5

English Language Proficiency Performance Descriptors			
Montana Standard Code	Montana ELP Performance Definition, 2011	WIDA Performance Definitions – Speaking and Writing	WIDA Performance Definitions – Listening and Reading
MT.ELP.PD.1	No equivalent	No equivalent	No equivalent
MT.ELP.PD.1.a	1- Entering	No equivalent	No equivalent
MT.ELP.PD.1.b	1- Entering	Level 1 Entering - Discourse Dimension: Linguistic Complexity; Sentence Dimension Language Forms and Conventions	Level 1 Entering - Discourse Dimension: Linguistic Complexity; Sentence Dimension Language Forms and Conventions
MT.ELP.PD.1.c	1- Entering	No equivalent	No equivalent
MT.ELP.PD.2	No equivalent	No equivalent	No equivalent
MT.ELP.PD.2.a	2- Emerging	Level 2 Emerging – Word/Phrase Dimension	Level 2 Emerging – Word/Phrase Dimension
MT.ELP.PD.2.b	2- Emerging	Level 2 Emerging – Discourse Dimension; Level 2 Emerging – Sentence Dimension	Level 1 Entering – Discourse Dimension; Level 2 Emerging – Sentence Dimension
MT.ELP.PD.2.c	2- Emerging	No equivalent	No equivalent
MT.ELP.PD.3	No equivalent	No equivalent	No equivalent
MT.ELP.PD.3.a	3- Developing	Level 2 Emerging – Word/Phrase Dimension Level 3 Developing – Word/Phrase Dimension	Level 2 Emerging – Word/Phrase Dimension Level 3 Developing – Word/Phrase Dimension
MT.ELP.PD.3.b	3- Developing	Level 3 Developing – Discourse Dimension	No equivalent
MT.ELP.PD.3.c	3- Developing	No equivalent	No equivalent
MT.ELP.PD.4	No equivalent	No equivalent	No equivalent

MT.ELP.PD.4.a	4- Expanding	Level 4 Expanding – Word/Phrase Dimension	Level 4 Expanding – Word/Phrase Dimension
MT.ELP.PD.4.b	4- Expanding	Level 4 Expanding – Discourse Dimension; Level 4 Expanding – Sentence Dimension	<i>No equivalent</i>
MT.ELP.PD.4.c	4- Expanding	<i>No equivalent</i>	<i>No equivalent</i>
MT.ELP.PD.5	<i>No equivalent</i>	<i>No equivalent</i>	<i>No equivalent</i>
MT.ELP.PD.5.a	5- Bridging	Level 5 Bridging – Word/Phrase Dimension	Level 5 Bridging – Word/Phrase Dimension
MT.ELP.PD.5.b	5- Bridging	Level 5 Bridging – Discourse Dimension; Level 5 Bridging – Sentence Dimension	Level 5 – Discourse Dimension; Level 5 Bridging – Sentence Dimension
MT.ELP.PD.5.c	5- Bridging	<i>No equivalent</i>	<i>No equivalent</i>
MT.ELP.PD.6	<i>No equivalent</i>	<i>No equivalent</i>	<i>No equivalent</i>
MT.ELP.PD.6.a	6 - Reaching	Level 6 Reaching – Word/Phrase Dimension	Level 6 Reaching – Word/Phrase Dimension
MT.ELP.PD.6.b	6 - Reaching	Level 6 Reaching – Discourse Dimension; Level 6 Reaching – Sentence Dimension	Level 6 Reaching – Discourse Dimension; Level 6 Reaching – Sentence Dimension
MT.ELP.PD.6.c	6 - Reaching	Level 6 - Reaching	<i>No equivalent</i>

APPENDIX B: Assessment Resources

ACCESS Statewide Assessment

ACCESS is Montana's statewide English Language Proficiency assessment for academic achievement reporting for students learning English in grades K-12. The ACCESS for ELLs is used to provide state, district, school, and individual student achievement information on the state-adopted content standards in English Proficiency. This assessment is administered annually between early December and late February. Students who take the ACCESS assessment are determined after the school sends home the Montana Home Language Survey to ALL students, then administers the WIDA screener for students who qualify based on the survey. The WIDA screener further determines which students should take the ACCESS assessment.

Below are resources to learn more about the Home Language Survey, WIDA screener, and ACCESS assessment—and how to interpret and use ACCESS scores.

OPI Assessment Resources

- [OPI's English Language Acquisition Webpage](#)
- [Montana Home Language Survey](#)
 - [Home Language Survey video resource](#)
- [Webinar: WIDA Screeners](#)
- [Webinar: ACCESS for ELLs](#)

WIDA Instructional and Assessment Resources

The state of Montana is a member of the WIDA consortium which provides standards and assessments for English Language Development. Additional WIDA resources useful for instructional planning and assessment are included below:

- [WIDA Website](#)
- [WIDA English Language Development Standards Framework](#)
- [WIDA Can-do Descriptors](#)
- [ACCESS for ELLs FAQ](#)
- [Preparing for ACCESS Testing](#)

- [ACCESS for ELLs Scores and Reports: Types of Scores and How to Use Them](#)
- [ACCESS for ELLs Interpretive Guide for ACCESS Score Reports Grades K-12 Spring 2025: Understanding Student Scores](#)
- [How to Use Access for ELL Scores to Help Your Students](#)

APPENDIX C: Program Administration Resources

- [OPI's English Language Acquisition page](#) for Montana school districts: This webpage features the resources linked below as well as additional resources on guidance and Title III, resources for administering English Learner Programs, OPI guidance modules, guidance on family and community engagement, and more
- [OPI's English Learner Guidance for School Districts](#)
- [OPI's English Learner Checklist for Districts](#)
- [Office of English Language Acquisition \(OELA\) English Learner Toolkit for State and Local Education Agencies](#)
- [OELA English Learner Newcomer Toolkit](#)

APPENDIX D: Indian Education For All (IEFA) Integration

Article X of the Montana Constitution states that, “The State recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of the cultural integrity, and is reaffirmed by MCA 20-1-501, which states “Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner” (1972). According to MCA 20-9-309, a "basic system of free quality public elementary and secondary schools" means:

(c) educational programs to implement the provisions of Article X, section 1(2), of the Montana constitution and Title 20, chapter 1, part 5, through development of curricula designed to integrate the distinct and unique cultural heritage of American Indians into the curricula, with particular emphasis on Montana Indians.

IEFA in the Administrative Rules of Montana

The Administrative Rules of Montana include IEFA in various sections, which you can access in the links below:

- [10.53.102 INDIAN EDUCATION](#)
- [10.55.603 CURRICULUM AND ASSESSMENT](#)
- [10.55.803 LEARNER ACCESS](#)
- [10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY](#)
- [10.55.902 BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL](#)
- [10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL](#)
- [10.55.1003 PROGRAM FOUNDATION STANDARDS](#)

IEFA Integration Resources

- [OPI Indian Education Classroom Resources](#)
- [Essential Understandings Regarding Montana Indians](#)
- [The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All](#)
- [Learning Hub course: How to Use the Framework: A Practical Guide for Implementing IEFA](#)
- [Audra Waite and Jacie L. Jeffers \(Billings\): Best Practices for American Indian ELs](#)

APPENDIX E: Instructional Guidance and Resources

Instructional Materials Selection Guidance

- [Guide for Selecting Materials Aligned to Montana's Content Standards \(word version\)](#)
- [Criteria for Selecting Materials \(word version\)](#)
- [EdReports Guide: How School Boards Can Support Districts to Adopt High-Quality Instructional Materials Guide](#)
- [Quality Examples of Science Lessons and Units](#)
- [Tools for Teachers Instructional Resources](#)

Montana Educators Resources

- [A Beginner's Guide to Teaching English Learner's](#): This document features resources compiled by our English Learner Specialist at OPI, and covers considerations teachers should keep in mind teaching ELs and a 10-step checklist to set your students up for success.
- [OPI's English Language Acquisition page](#) for Montana school districts: Along with English Learner program administration resources, this webpage also features resources for teaching and learning for general education teachers, learning modules, webinars, professional development opportunities, cultural and native language resources and more.
- Montana English Learner Instructional Network (MELIN): join by visiting [OPI's English Language Acquisition page](#)
- [OPI's English Language Proficiency Standards](#) webpage
- [Embedding the Can-Do Cycle Throughout the Year](#) WIDA Focus Bulletin
- [WIDA's Guiding Principles of Language Development](#)
- [National Clearinghouse for English Language Acquisition \(NCELA\)](#)
- [TESOL Trainer's SIOP Components and Features](#): While the SIOP method is copyrighted, this website provides an overview of the eight components and 30 features that define the evaluation model and guidance of ELL instruction within content areas.
- [Colorín Colorado](#): Offers resources for teachers and families, including articles accompanied with instructional videos, and curates additional resources for English learners.
- [Universal Design for Learning](#)

Professional Learning

- [Learning Hub](#) course: [Identifying and Supporting English Language Learners](#)
- Additional upcoming ELL [Learning Hub](#) courses featuring instructional strategies
- Last Best Learning Podcast
 - [Episode 5 – Every Voice Every Day: Addressing an Expanding in Montana](#)
 - [Episode 7 – Every Voice Every Day: Embracing Diversity Through Inclusive Instruction](#)
- OPI's English Language Acquisition Video Resources
 - [Newcomers' First 30 Days: Part 1](#)
 - [Welcoming Families](#)
 - [Cultural Awareness](#)

- [WIDA Self-Paced Workshops](#)
- [WIDA Annual Conference](#)
- [Montana State University's Culturally and Linguistically Diverse Certificate](#)

APPENDIX F: Program Delivery Standards

Montana teachers from all grade levels and content areas must include instruction that is aligned to state standards. It is up to local schools and teachers to design instructional strategies and content to teach those standards. Included below are relevant policies in the Administrative Rules of Montana regarding curriculum, educational programming, and English Learners.

Administrative Rules of Montana

10.53.3	ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARDS
10.55.602	<p>DEFINITIONS</p> <p>(32) "Program area standards" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: English language arts, arts, health enhancement, mathematics, science, social studies, career and technical education, technology, workplace competencies, library media, world languages, and school counseling.</p> <p>(33) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific grade-level learning progressions.</p>
10.55.603	<p>CURRICULUM AND ASSESSMENT</p> <p>(1) Local school districts shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.</p>
10.55.701	BOARD OF TRUSTEES
10.55.803	LEARNER ACCESS
10.55.806	EDUCATIONAL OPPORTUNITY: ENGLISH LEARNERS
10.55.901	BASIC EDUCATION PROGRAM: ELEMENTARY

<u>10.55.902</u>	BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7 TH AND 8 TH GRADE, OR MIDDLE SCHOOL
<u>10.55.904</u>	BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL
<u>10.55.1001</u>	PROGRAM STANDARDS (1) It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific grade-level learning progressions.
<u>10.55.1003</u>	PROGRAM FOUNDATION STANDARDS

Educational Opportunity: English Learners

[10.55.1003](#) PROGRAM FOUNDATION STANDARDS

- (1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities.
- (2) Program foundation standards are the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific grade-level or grade-band learning progressions. All programs shall follow the content standards in the Administrative Rules of Montana. The local board of trustees shall:
 - (a) meet the following conditions:
 - (i) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas;
 - (ii) ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none;
 - (iii) maintain high expectations for student performance, behavior, and lifelong learning; and
 - (iv) encourage collaboration among school personnel to plan, assess, and support instruction.

(b) include the following practices:

- (i) offer engaging and relevant experiences that enable students to develop effective communication skills in their personal lives, workplaces, and communities;
- (ii) teach ethical behavior, including use of technology (social media) and the implications of one's choices;
- (iii) implement research-based instructional skills and strategies to improve student learning;
- (iv) challenge students to think creatively and critically, and use the inquiry process to solve problems and make informed decisions;
- (v) encourage interdisciplinary instruction;
- (vi) use relevant data to inform decision making, modify instruction, and increase student learning;
- (vii) integrate information literacy skills and technology tools, to support learning in all curricular areas; and
- (viii) provide equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

History: NEW, 2001 MAR p. 953, Eff. 6/8/01; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2006 MAR p. 755, Eff. 3/24/06; AMD, 2012 MAR p. 2042, Eff. 7/1/13; AMD, 2023 MAR p. 255, Eff. 7/1/23.

Educational Opportunity

10.55.806 ENGLISH LEARNERS

(1) Districts shall provide educational services to help English learners become proficient in English and meet state standards by creating high level language instruction programs, professional development, and family outreach.

(2) Each district shall comply with all federal and state laws and regulations addressing English learners.

(3) Each district shall identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their initial placement in, progress within, and exit from the language program.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

History: NEW, 2023 MAR p. 255, Eff. 7/1/23.

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