Nebraska English Language Proficiency

Grades 9-12

An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 9-12.1

1 **use a very limited set of strategies to:** 9-12.1.1

- a identify a few key words and phrases in oral communications and simple oral and written texts. 9-12.1.1.A

2 **use an emerging set of strategies to:** 9-12.1.2

- a identify the main topic 9-12.1.2.A
- b retell a few key details in oral presentations and simple oral and written texts. 9-12.1.2.B

3 **use a developing set of strategies to:** 9-12.1.3

- a determine the central idea or theme in oral presentations and written texts 9-12.1.3.A
- b explain how the theme is developed by specific details in the texts 9-12.1.3.B
- c summarize part of the text. 9-12.1.3.C

4 **use an increasing range of strategies to:** 9-12.1.4

- a determine two central ideas or themes in oral presentations and written texts 9-12.1.4.A
- b analyze the development of the themes/ideas 9-12.1.4.B
- c cite specific details and evidence from the texts to support the analysis 9-12.1.4.C
- d summarize a simple text. 9-12.1.4.D

5 **use a wide range of strategies to:** 9-12.1.5

- a determine central ideas or themes in presentations and written texts 9-12.1.5.A
- b analyze the development of the themes/ideas 9-12.1.5.B
- c cite specific details and evidence from the texts to support the analysis 9-12.1.5.C
- d summarize a text. 9-12.1.5.D

An ELL can . . . participate in grade-appropriate oral and written exchanges of inf an pe

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1 **Level 1** 9-12.2.1

- a participate in short conversational and written exchanges on familiar topics 9-12.2.1.A
- present information 9-12.2.1.B

respond to simple yes/no questions and some wh- questions. 9-12.2.1.C

reader comments and questions. 9-12.2

2 Level 2 9-12.2.2

- a participate in short conversational and written exchanges on familiar topics and texts 9-12.2.2.A
- b present information and ideas 9-12.2.2.B
- c respond to simple questions and whquestions. 9-12.2.2.C

3 Level 3 9-12.2.3

- a participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues 9-12.2.3.A
- b build on the ideas of others 9-12.2.3.B
- c express his or her own ideas 9-12.2.3.C
- d ask and answer relevant questions 9-12.2.3.D
- e add relevant information and evidence 9-12.2.3.E
- f restate some of the key ideas expressed. 9-12.2.3.F

4 Level 4 9-12.2.4

- a participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues 9-12.2.4.A
- b build on the ideas of others 9-12.2.4.B
- c express his or her own ideas clearly 9-12.2.4.C
- d support points with specific and relevant evidence 9-12.2.4.D
- e ask and answer questions to clarify ideas and conclusions 9-12.2.4.E
- f summarize the key points expressed. 9-12.2.4.F

5 Level 5 9-12.2.5

- a participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues 9-12.2.5.A
- b build on the ideas of others 9-12.2.5.B
- c express his or her own ideas clearly and persuasively 9-12.2.5.C
- d refer to specific and relevant evidence from texts or research to support his or her ideas 9-12.2.5.D
- e ask and answer questions that probe reasoning and claims 9-12.2.5.E
- f summarize the key points and evidence discussed. 9-12.2.5.F

An ELL can . . . speak and write about grade-appropriate complex lite inf top

1 with support (including modeled sentences), about familiar texts, topics, and experiences. 9-12.3.1

- a communicate information 9-12.3.1.A

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2 **with support (including modeled sentences), about familiar texts, topics, experiences, or events.** 9-12.3.2

- a deliver short oral presentations 9-12.3.2.A
- b compose written narratives or informational texts 9-12.3.2.B

3 **with support (including modeled sentences), about familiar texts, topics, or events.** 9-12.3.3

- a deliver short oral presentations 9-12.3.3.A
- b compose written informational texts 9-12.3.3.B
- c develop the topic with a few details 9-12.3.3.C

4 **about a variety of texts, topics, or events.** 9-12.3.4

- a deliver oral presentations 9-12.3.4.A
- b compose written informational texts 9-12.3.4.B
- c develop the topic with some relevant details, concepts, examples, and information 9-12.3.4.C
- d integrate graphics or multimedia when useful 9-12.3.4.D

5 **about a variety of texts, topics, or events.** 9-12.3.5

- a deliver oral presentations 9-12.3.5.A
- b compose written informational texts 9-12.3.5.B
- c fully develop the topic with relevant details, concepts, examples, and information 9-12.3.5.C
- d integrate graphics or multimedia when useful 9-12.3.5.D

An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. 9-12.4

1 **Level 1** 9-12.4.1

- a express an opinion about a familiar topic. 9-12.4.1.A

2 **Level 2** 9-12.4.2

- a construct a claim about familiar topics 9-12.4.2.A
- b introduce the topic 9-12.4.2.B
- c give a reason to support the claim 9-12.4.2.C
- d provide a concluding statement. 9-12.4.2.D

3 **Level 3** 9-12.4.3

- a construct a claim about familiar topics 9-12.4.3.A
- b introduce the topic 9-12.4.3.B

provide sufficient reasons or facts to support the claim 9-12.4.3.C

- d provide a concluding statement. 9-12.4.3.D

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4 **Level 4** 9-12.4.4

- a construct a claim about a variety of topics 9-12.4.4.A
- b introduce the topic 9-12.4.4.B
- c provide logically ordered reasons or facts that effectively support the claim 9-12.4.4.C
- d provide a concluding statement. 9-12.4.4.D

5 **Level 5** 9-12.4.5

- a construct a substantive claim about a variety of topics 9-12.4.5.A
- b introduce the claim 9-12.4.5.B
- c distinguish it from a counterclaim 9-12.4.5.C
- d provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim 9-12.4.5.D
- e provide a conclusion that summarizes the argument presented. 9-12.4.5.E

An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. 9-12.5

1 **Level 1** 9-12.5.1

- a gather information from a few provided print and digital sources 9-12.5.1.A
- b label collected information, experiences, or events. 9-12.5.1.B

2 **Level 2** 9-12.5.2

- a gather information from provided print and digital sources 9-12.5.2.A
- b summarize data and information. 9-12.5.2.B

3 **Level 3** 9-12.5.3

- a carry out short research projects to answer a question 9-12.5.3.A
- b gather information from multiple provided print and digital sources 9-12.5.3.B
- c evaluate the reliability of each source 9-12.5.3.C
- d paraphrase key information in a short written or oral report 9-12.5.3.D
- e include illustrations, diagrams, or other graphics 9-12.5.3.E
- f provide a list of sources. 9-12.5.3.F

4 **Level 4** 9-12.5.4

- a carry out both short and more sustained research projects to answer a question 9-12.5.4.A
- b gather and synthesize information from multiple print and digital sources 9-12.5.4.B
- c use search terms effectively 9-12.5.4.C
- d evaluate the reliability of each source 9-12.5.4.D
- e integrate information into an organized oral or written report 9-12.5.4.E

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f cite sources appropriately. 9-12.5.4.F

5 Level 5 9-12.5.5

a carry out both short and more sustained research projects to answer a question or solve a problem 9-12.5.5.A

b gather and synthesize information from multiple print and digital sources 9-12.5.5.B

c use advanced search terms effectively 9-12.5.5.C

d evaluate the reliability of each source 9-12.5.5.D

e analyze and integrate information into a clearly organized oral or written text 9-12.5.5.E

f cite sources appropriately. 9-12.5.5.F

An ELL can . . . analyze and critique the arguments of others orally and in writing. 9-12.6

1 Level 1 9-12.6.1

a identify a point an author or a speaker makes. 9-12.6.1.A

2 Level 2 9-12.6.2

a identify the main argument an author or speaker makes 9-12.6.2.A

b identify one reason an author or a speaker gives to support the argument. 9-12.6.2.B

3 Level 3 9-12.6.3

a explain the reasons an author or a speaker gives to support a claim 9-12.6.3.A

b cite textual evidence to support the analysis. 9-12.6.3.B

4 Level 4 9-12.6.4

a analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, 9-12.6.4.A

b determine whether the evidence is sufficient to support the claim, and 9-12.6.4.B

c cite textual evidence to support the analysis. 9-12.6.4.C

5 Level 5 9-12.6.5

a analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, 9-12.6.5.A

b determine whether the evidence is sufficient to support the claim, and 9-12.6.5.B

c cite specific textual evidence to thoroughly support the analysis. 9-12.6.5.C

An ELL can . . . adapt language choices to pu

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1 Level 1 9-12.7.1

recognize the meaning of some words learned through conversations, reading, and being read to. 9-12.7.1.A

audience when speaking and writing. 9-12.7

2 **Level 2** 9-12.7.2

- a adapt language choices to task and audience with emerging control 9-12.7.2.A
- b use some frequently occurring general academic and contentspecific words in conversation and discussion. 9-12.7.2.B

3 **Level 3** 9-12.7.3

- a adapt language choices and style according to purpose, task, and audience with developing ease 9-12.7.3.A
- b use an increasing number of general academic and content-specific words and expressions in speech and written text 9-12.7.3.B
- c show developing control of style and tone in oral or written text. 9-12.7.3.C

4 **Level 4** 9-12.7.4

- a adapt language choices and style according to purpose, task, and audience 9-12.7.4.A
- b use a wider range of complex general academic and content-specific words and phrases 9-12.7.4.B
- c adopt and maintain a formal style in speech and writing, as appropriate. 9-12.7.4.C

5 **Level 5** 9-12.7.5

- a adapt language choices and style according to purpose, task, and audience with ease 9-12.7.5.A
- b use a wide variety of complex general academic and content-specific words and phrases 9-12.7.5.B
- c employ both formal and more informal styles effectively, as appropriate. 9-12.7.5.C

An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.8

1 **relying heavily on context, visual aids, and knowledge of morphology in their native language, in texts about familiar topics, experiences, or events.** 9-12.8.1

- a recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions 9-12.8.1.A

2 **using context, visual aids, reference materials, and knowledge of morphology in their native language, in texts about familiar topics, experiences, or events.** 9-12.8.2

- a determine the meaning of frequently occurring words, phrases, and expressions 9-12.8.2.A

3 **using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), in texts about familiar topics, experiences, or events.** 9-12.8.3

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a determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions 9-12.8.3.A

4 using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, in texts about a variety of topics, experiences, or events. 9-12.8.4

a determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions 9-12.8.4.A

5 using context, complex visual aids, reference materials, and consistent knowledge of English morphology, in texts about a variety of topics, experiences, or events. 9-12.8.5

a determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions 9-12.8.5.A

An ELL can . . . create clear and coherent grade-appropriate speech and text. 9-12.9

1 with support (including context and visual aids) and non-verbal communication, with limited control. 9-12.9.1

a communicate basic information about an event or topic 9-12.9.1.A

b use a narrow range of vocabulary and syntactically simple sentences 9-12.9.1.B

2 with support (including modeled sentences), with emerging control. 9-12.9.2

a recount a short sequence of events in order, and 9-12.9.2.A

b introduce an informational topic 9-12.9.2.B

c provide one or two facts about the topic 9-12.9.2.C

d use common linking words to connect events and ideas (e.g., first, next, because) 9-12.9.2.D

3 with developing control. 9-12.9.3

a recount a sequence of events, with a beginning, middle, and end 9-12.9.3.A

b introduce and develop an informational topic with facts and details 9-12.9.3.B

c use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) 9-12.9.3.C

d provide a conclusion 9-12.9.3.D

4 with increasingly independent control. 9-12.9.4

a recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure 9-12.9.4.A

b introduce and develop an informational topic with facts, details, and evidence 9-12.9.4.B

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use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas 9-12.9.4.C

d provide a concluding section or statement 9-12.9.4.D

5 Level 5 9-12.9.5

a recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order 9-12.9.5.A

b introduce and effectively develop an informational topic with facts, details, and evidence 9-12.9.5.B

c use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas 9-12.9.5.C

d provide a concluding section or statement. 9-12.9.5.D

An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. 9-12.10

1 with support (including modeled sentences), 9-12.10.1

a recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions 9-12.10.1.A

b understand and respond to simple questions. 9-12.10.1.B

2 with support (including modeled sentences), 9-12.10.2

a use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions 9-12.10.2.A

b produce simple and compound sentences. 9-12.10.2.B

3 with support (including modeled sentences), 9-12.10.3

a use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) 9-12.10.3.A

b use simple clauses (e.g., independent, dependent, relative, adverbial) 9-12.10.3.B

c produce and expand simple, compound and a few complex sentences. 9-12.10.3.C

4 Level 4 9-12.10.4

a use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) 9-12.10.4.A

b use increasingly complex clauses 9-12.10.4.B

c produce and expand simple, compound, and complex sentences. 9-12.10.4.C

5 Level 5 9-12.10.5

a use complex phrases and clauses 9-12.10.5.A

b produce and expand simple, compound, and complex sentences. 9-12.10.5.B