

Levels 1-5

An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. ¹

1 By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: ^{1.1}

- a identify a few key words and phrases in oral communications and simple spoken and written texts ^{1.1.A}

2 By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: ^{1.2}

- a identify the main topic in oral presentations and simple spoken and written texts ^{1.2.A}
- b retell a few key details ^{1.2.B}

3 By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: ^{1.3}

- a determine a central idea or theme in oral presentations and spoken and written texts ^{1.3.A}
- b retell key details ^{1.3.B}
- c answer questions about key details ^{1.3.C}
- d explain how the theme is developed by specific details in texts ^{1.3.D}
- e summarize part of a text ^{1.3.E}

4 By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: ^{1.4}

- a determine a central idea or theme in oral presentations and spoken and written texts ^{1.4.A}
- b analyze the development of the themes/ideas ^{1.4.B}
- c cite specific details and evidence from texts to support the analysis ^{1.4.C}
- d summarize a text ^{1.4.D}

5 By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to: ^{1.5}

- a determine central ideas or themes in oral presentations and spoken and written texts ^{1.5.A}
- b analyze the development of the themes/ideas ^{1.5.B}
- c cite specific details and evidence from texts to support the analysis ^{1.5.C}

d summarize a text 1.5.D

An ELL can... participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. 2

1 By the end of English language proficiency level 1, an ELL can... 2.1

- a actively listen to others 2.1.A
 - b participate in short conversations and written exchanges about familiar topics and in familiar contexts 2.1.B
 - c present simple information 2.1.C
 - d respond to simple yes/no questions and some wh-questions 2.1.D
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2 By the end of English language proficiency level 2, an ELL can... 2.2

- a participate in short conversations and written exchanges about familiar topics and texts 2.2.A
 - b present information and ideas 2.2.B
 - c appropriately take turns in interactions with others 2.2.C
 - d respond to simple questions and wh- questions 2.2.D
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3 By the end of English language proficiency level 3, an ELL can... 2.3

- a participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues 2.3.A
 - b build on the ideas of others 2.3.B
 - c express his or her own ideas 2.3.C
 - d ask and answer relevant questions 2.3.D
 - e add relevant information and evidence 2.3.E
 - f restate some of the key ideas expressed 2.3.F
 - g follow rules for discussion 2.3.G
 - h ask questions to gain information or clarify understanding 2.3.H
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4 By the end of English language proficiency level 4, an ELL can... 2.4

- a participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues 2.4.A
 - b build on the ideas of others 2.4.B
 - c express his or her own ideas 2.4.C
 - d clearly support points with specific and relevant evidence 2.4.D
 - e ask and answer questions to clarify ideas and conclusions 2.4.E
 - f summarize the key points expressed 2.4.F
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5 By the end of English language proficiency level 5, an ELL can... 2.5

- a participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues 2.5.A

- b build on the ideas of others 2.5.B
- c express his or her own ideas clearly and persuasively 2.5.C
- d refer to specific and relevant evidence from texts or research to support his or her ideas 2.5.D
- e ask and answer questions that probe reasoning and claims 2.5.E
- f summarize the key points and evidence discussed 2.5.F

An ELL can... speak and write about level-appropriate complex literary and informational texts and topics. 3

1 By the end of English language proficiency level 1, an ELL can... with support, 3.1

- a communicate information and feelings about familiar texts, topics, and experiences 3.1.A

2 By the end of English language proficiency level 2, an ELL can... with support, 3.2

- a deliver short oral presentations 3.2.A
- b compose simple written narratives or informational texts about familiar texts, topics, experiences, or events 3.2.B

3 By the end of English language proficiency level 3, an ELL can... with support, 3.3

- a deliver short oral presentations 3.3.A
- b compose written informational texts 3.3.B
- c develop the topic with a few details about familiar texts, topics, or events 3.3.C

4 By the end of English language proficiency level 4, an ELL can... 3.4

- a deliver oral presentations 3.4.A
- b compose written informational texts 3.4.B
- c develop the topic with some relevant details, concepts, examples, and information 3.4.C
- d integrate graphics or multimedia when useful about a variety of texts, topics, or events 3.4.D

5 By the end of English language proficiency level 5, an ELL can... 3.5

- a deliver oral presentations 3.5.A
- b compose written informational texts 3.5.B
- c fully develop the topic with relevant details, concepts, examples, and information 3.5.C
- d integrate graphics or multimedia when useful about a variety of texts, topics, or events 3.5.D

An ELL can... construct level-appropriate oral and written claims and support them with

1 By the end of English language proficiency level 1, an ELL can... 4.1

- a express an opinion about a familiar topic, experience or event. 4.1.A
- b give a reason for the opinion 4.1.B

reasoning and evidence. 4

2 By the end of English language proficiency level 2, an ELL can... 4.2

- a construct a claim about familiar topics, experiences, or events 4.2.A
- b introduce the topic, experience, or event 4.2.B
- c give a reason to support the claim 4.2.C
- d provide a concluding statement 4.2.D

3 By the end of English language proficiency level 3, an ELL can... 4.3

- a construct a claim about familiar topics 4.3.A
- b introduce the topic 4.3.B
- c provide sufficient reasons or facts to support the claim 4.3.C
- d provide a concluding statement 4.3.D

4 By the end of English language proficiency level 4, an ELL can... 4.4

- a construct a claim about a variety of topics 4.4.A
- b introduce the topic 4.4.B
- c provide logically ordered reasons or facts that effectively support the claim 4.4.C
- d provide a concluding statement 4.4.D

5 By the end of English language proficiency level 5, an ELL can... 4.5

- a construct a substantive claim about a variety of topics 4.5.A
- b introduce the claim 4.5.B
- c distinguish it from a counter-claim 4.5.C
- d provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter- claim 4.5.D
- e provide a conclusion that summarizes the argument presented 4.5.E

An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems. 5

1 By the end of English language proficiency level 1, an ELL can... with support, 5.1

- a carry out short, shared research projects 5.1.A
- b gather information from a few provided print and digital sources 5.1.B
- c label collected information, experiences, or events 5.1.C
- d recall information from experience or from a provided source 5.1.D

2 By the end of English language proficiency level 2, an ELL can... with support, 5.2

- a carry out short individual or shared research projects 5.2.A
- b gather information from provided print and digital sources 5.2.B
- c record information in simple notes 5.2.C
- d summarize data and information 5.2.D

3 By the end of English language proficiency level 3, an ELL can... with support, 5.3

- a carry out short research projects to answer a question 5.3.A
 - b gather information from multiple provided print and digital sources 5.3.B
 - c paraphrase key information in a short written or oral report 5.3.C
 - d include illustrations, diagrams, or other graphics as appropriate 5.3.D
 - e provide a list of sources 5.3.E
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4 By the end of English language proficiency level 4, an ELL can... 5.4

- a carry out both short and more sustained research projects to answer a question 5.4.A
 - b gather information from multiple print and digital sources 5.4.B
 - c evaluate the reliability of each source 5.4.C
 - d use search terms effectively 5.4.D
 - e synthesize information from multiple print and digital sources 5.4.E
 - f integrate information into an organized oral or written report 5.4.F
 - g include illustrations, diagrams, or other graphics as appropriate 5.4.G
 - h cite sources 5.4.H
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5 By the end of English language proficiency level 5, an ELL can... 5.5

- a carry out both short and more sustained research projects to answer a question or solve a problem 5.5.A
 - b gather information from multiple print and digital sources 5.5.B
 - c evaluate the reliability of each source 5.5.C
 - d use advanced search terms effectively 5.5.D
 - e synthesize information from multiple print and digital sources 5.5.E
 - f analyze and integrate information into clearly organized spoken and written texts 5.5.F
 - g include illustrations, diagrams, or other graphics as 5.5.G
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An ELL can... analyze and critique the arguments of others orally and in writing. 6

1 By the end of English language proficiency level 1, an ELL can... with support, 6.1

- a identify a point an author or a speaker makes 6.1.A
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2 By the end of English language proficiency level 2, an ELL can... with support, 6.2

- a identify the main argument an author or speaker makes 6.2.A
 - b identify one reason an author or a speaker gives to support the argument 6.2.B
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3 By the end of English language proficiency level 3, an ELL can... with support, 6.3

- a explain the reasons an author or a speaker gives to support a claim 6.3.A

- b identify one or two reasons an author or a speaker gives to support the main point 6.3.B

4 By the end of English language proficiency level 4, an ELL can... 6.4

- a analyze the reasoning in persuasive spoken and written texts 6.4.A
- b determine whether the evidence is sufficient to support the claim 6.4.B
- c cite textual evidence to support the analysis 6.4.C

5 By the end of English language proficiency level 5, an ELL can... 6.5

- a analyze and evaluate the reasoning in persuasive spoken and written texts 6.5.A
- b determine whether the evidence is sufficient to support the claim 6.5.B
- c cite specific textual evidence to thoroughly support the analysis 6.5.C

An ELL can... adapt language choices to purpose, task, and audience when speaking and writing. 7

1 By the end of English language proficiency level 1, an ELL can... 7.1

- a show emerging awareness of differences between informal and formal language use 7.1.A
- b recognize the meaning of some words learned through conversations, reading, and being read to 7.1.B

2 By the end of English language proficiency level 2, an ELL can... 7.2

- a show increasing awareness of differences between informal and formal language use 7.2.A
- b adapt language choices to task and audience with emerging control in various social and academic contexts 7.2.B
- c begin to use some frequently occurring general academic and content-specific words 7.2.C

3 By the end of English language proficiency level 3, an ELL can... 7.3

- a adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts 7.3.A
- b use an increasing number of general academic and content-specific words and expressions in spoken and written texts 7.3.B
- c show developing control of style and tone in spoken and written texts 7.3.C

4 By the end of English language proficiency level 4, an ELL can... 7.4

- a adapt language choices and style according to purpose, task, and audience in various social and academic contexts 7.4.A
- b use a wider range of complex general academic and content-specific word and phrases 7.4.B
- c adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate 7.4.C

5 By the end of English language proficiency level 5, an ELL can... 7.5

- a adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts 7.5.A
 - b use a wide variety of complex general academic and content-specific words and phrases 7.5.B
 - c employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate 7.5.C
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An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text. 8

1 By the end of English language proficiency level 1, an ELL can... relying heavily on context, questioning, and knowledge of morphology in their native language(s), 8.1

- a recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events 8.1.A
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2 By the end of English language proficiency level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s), 8.2

- a determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events 8.2.A
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3 By the end of English language proficiency level 3, an ELL can... using context, questioning, and a developing knowledge of English and their native language(s)' morphology, 8.3

- a determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events 8.3.A
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4 By the end of English language proficiency level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology, 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 in spoken and written texts about a variety of topics, experiences, or events 8.4.A
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5 By the end of English language proficiency level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology, 8.5

- a determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events 8.5.A
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An ELL can... create clear and coherent level-appropriate speech and text. 9

1 By the end of English language proficiency level 1, an ELL can... with support, 9.1

- a • communicate basic information about an event or topic 9.1.A
- b • use a narrow range of vocabulary and syntactically simple sentences 9.1.B

2 By the end of English language proficiency level 2, an ELL can... with support, 9.2

- a recount a short sequence of events in order 9.2.A
 - b introduce an informational topic 9.2.B
 - c provide one or two facts about the topic 9.2.C
 - d use common linking words to connect events and ideas 9.2.D
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3 By the end of English language proficiency level 3, an ELL can... with support, 9.3

- a recount a sequence of events, with a beginning, middle, and end 9.3.A
 - b introduce and develop an informational topic with facts and details 9.3.B
 - c use common transitional words and phrases to connect events, ideas, and opinions 9.3.C
 - d provide a conclusion 9.3.D
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4 By the end of English language proficiency level 4, an ELL can... 9.4

- a recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure 9.4.A
 - b introduce and develop an informational topic with facts, details, and evidence 9.4.B
 - c use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas 9.4.C
 - d provide a concluding section or statement 9.4.D
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5 By the end of English language proficiency level 5, an ELL can... 9.5

- a recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order 9.5.A
 - b introduce and effectively develop an informational topic with facts, details, and evidence 9.5.B
 - c use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas 9.5.C
 - d provide a concluding section or statement 9.5.D
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An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. 10

1 By the end of English language proficiency level 1, an ELL can... with support, 10.1

- a recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions 10.1.A
 - b understand and respond to simple questions 10.1.B
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2 By the end of English language proficiency level 2, an ELL can... with support, 10.2

- a use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions 10.2.A
- b produce simple and compound sentences 10.2.B

3 By the end of English language proficiency level 3, an ELL can... with support, 10.3

- a** use simple phrases 10.3.A
 - b** use simple clauses 10.3.B
 - c** produce and expand simple, compound, and a few complex sentences 10.3.C
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4 By the end of English language proficiency level 4, an ELL can... 10.4

- a** use increasingly complex phrases 10.4.A
 - b** use increasingly complex clauses 10.4.B
 - c** produce and expand simple, compound, and complex sentences 10.4.C
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5 By the end of English language proficiency level 5, an ELL can... 10.5

- a** use complex phrases and clauses 10.5.A
- b** produce and expand simple, compound, and complex sentences 10.5.B