



Proficiency Level Descriptors by Domain

English Language
Proficiency Assessment
For the 21st Century

DECEMBER 2020

As an essential component of the ELPA21 Standards, the Proficiency Level Descriptors (PLDs) are a tool for assessing an English learner's degree of language proficiency. This educator resource is the new and improved 2020 Achievement Level Indicators (ALIs) – based on domain and grade-level. This document should be used in place of the previous ALIs document.

© 2020 Regents of the University of California

For permission to use this work, please contact English Language Proficiency Assessment for the 21st Century at UCLA/CRESST.

info@elpa21.org

English Language Proficiency Assessment for the 21st Century. (2020). *Proficiency level descriptors by domain*. University of California, Los Angeles.

Table of Contents

Organization of ELP Standards 1–8	5
Modalities	5
Domains	5
Corresponding ELP Standards	5
Kindergarten PLDs by Domain	6
Listening	6
Reading	7
Writing	9
Speaking	10
Grade 1 PLDs by Domain	12
Listening	12
Reading	13
Writing	15
Speaking	16
Grade Band 2–3 PLDs by Domain	18
Listening	18
Reading	19
Writing	21
Speaking	22
Grade Band 4–5 PLDs by Domain	24
Listening	24
Reading	25
Writing	26
Speaking	28
Grade Band 6–8 PLDs by Domain	30
Listening	30
Reading	31
Writing	33
Speaking	35
Grade Band 9–12 PLDs by Domain	37
Listening	37
Reading	38

Writing.....	40
Speaking	41
References.....	43

Organization of ELP Standards 1–8

Keeping educators in mind, this document parenthetically includes the English Language Proficiency (ELP) Standards adjacent to each proficiency level descriptor in the domain tables. Also, the chart below supports readers’ understanding of the standards’ corresponding modalities and domains.

Modalities	Domains	Corresponding ELP Standards	
<p>Receptive¹ modalities: This mode refers to the learner as a reader or listener/viewer working with ‘text’ whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</p>	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
<p>Productive modalities: The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</p>	Speaking and Writing	3	Speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

Note. Adapted from “English language proficiency (ELP) standards” by Council of Chief State School Officers, 2020, p.5.

¹ The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELs and ELs with IEPs or 504 plans, it is particularly useful to consider EL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus on the construct(s) being instructed or assessed.

Kindergarten PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) listen with limited participation in short conversations on familiar topics to respond to simple yes/no questions and some wh-questions • (1) with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds & oral presentations • (5) with prompting and support, recall information from experience or from a provided source • (8) with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations & read-alouds about familiar 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversations familiar topics and texts to respond to simple yes/no questions and wh-questions • (1) with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words in read-alouds & oral presentations • (5) with prompting and support, recall information from experience or use information from a provided source to answer a question • (8) with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations & read-alouds about familiar 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversations on familiar topics and texts to respond to simple yes/no questions & wh-questions, and follow some rules for discussion • (1) with prompting and support (including context and visual aids), use a developing set of strategies to identify the main topics and answer questions about key details in read-alouds & oral presentations • (5) with prompting and support, recall information from experience or use information from a provided source to answer a question • (8) with prompting and support (including context and visual aids), answer questions to help determine the 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on a variety of topics and texts to ask/answer simple questions; follow increasing number of rules for discussion • (1) with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics and answer questions about key details or parts of stories; retell events from read-alouds, picture books, & oral presentations • (6) with prompting and support, identify a reason an author/speaker gives to support a point • (5) with prompting and support, recall information from experience or use information from a 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on a variety of topics and texts to ask & answer questions; follow rules for discussion • (1) with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics and answer questions about key details; retell familiar stories from read-alouds, picture books & oral presentations • (6) with prompting and support, identify appropriate reasons an author/speaker gives to support main points • (5) with prompting and support, recall information from experience or use information from a provided source to answer a question

topics, experiences, or events	topics, experiences, or events	meaning of some words and phrases in simple oral presentations & read-alouds about familiar topics, experiences, or events	provided source to answer a question <ul style="list-style-type: none"> (8) with prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations & read-alouds about a variety of topics, experiences, or events 	<ul style="list-style-type: none"> (8) with prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations & read-alouds about a variety of topics, experiences, or events
--------------------------------	--------------------------------	--	--	--

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> (2) listen with limited participation in short conversations to respond to simple yes/no and some wh-question about familiar topics (1) with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations of information/stories (5) with prompting and support from adults, recall information from 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversations to respond to simple yes/no and wh-question about familiar topics (1) with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations (5) with prompting and support from adults, recall information from experience or from a 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversations to take turns and respond to simple yes/no & wh-question about familiar topics (1) with prompting and support (including context and visual aids), use a developing set of strategies to identify main topics and ask and answer questions about key details in read-alouds and oral presentations (2) with prompting and support from adults, recall information from 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations and discussions to ask and answer simple questions and follow increasing number of rules for discussion about a variety of topics (1) with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics and answer questions about key details or parts of stories; (1) retell events from read-alouds, 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in written exchanges to ask and answer questions; follow rules for discussion about a variety of topics (1) with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics and answer questions about key details; retell familiar stories from read-alouds, picture books, and oral presentations (6) with prompting and support, identify

<p>experience or from a provided source</p> <ul style="list-style-type: none"> • (8) with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events 	<p>provided source to answer a question</p> <ul style="list-style-type: none"> • (8) with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events 	<p>experience or from a provided source to answer a question</p> <ul style="list-style-type: none"> • (8) with prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events 	<p>picture books, and oral presentations</p> <ul style="list-style-type: none"> • (6) with prompting and support, identify a reason an author or speaker gives to support a point • (5) with prompting and support from adults, recall information from experience or from a provided source to answer a question • (8) with prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events 	<p>appropriate reasons an author or speaker gives to support main points</p> <ul style="list-style-type: none"> • (5) with prompting and support from adults, recall information from experience or from a provided source to answer a question • (8) with prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events
--	---	--	---	--

Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) with support, respond to simple yes/no questions and some wh- questions about familiar topics • (3) express a feeling or opinion about a familiar topic • (4) with support, recall information from experience or from a provided source • (10) recognize and use a small number of frequently used nouns and verbs 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with support, respond to simple yes/no questions and wh-questions about familiar topics • (3) express an opinion or preference about a familiar topic • (4) with support, recall information from experience or use information from a provided source to answer a question • (10) with support, produce a few simple sentences in shared language activities; recognize and use frequently occurring nouns, verbs, and short phrases 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with support, respond to simple yes/no questions and wh- questions about familiar topics; (9) retell several events from experience or a familiar story with developing control of some linking words • (3) express an opinion or preference about a familiar topic or story • (4) with support, recall information from experience or use information from a provided source to answer a question • (10) with support, produce simple sentences in shared language activities; recognize and use frequently occurring regular plural nouns, verbs and prepositions 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with support, ask and answer simple questions, tell or dictate simple messages about a variety of topics or experiences, and (9) retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words • (3) express an opinion or preference about a variety of topics or stories • (4) with support, recall information from experience or use information from a provided source to answer a question • (6) with prompting and support, identify a reason an author/speaker gives to support a point • (10) with support, produce and expand simple sentences in shared language activities; recognize and 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with increasing independence, ask and answer questions and wh- questions; compose short written texts about a variety of topics, experiences, or events; (9) retell a short sequence of events from experience or a familiar story, with a beginning, middle and end using frequently occurring linking words • (3) express an opinion or preference about a variety of topics or stories • (4) with support, recall information from experience or use information from a provided source to answer a question • (6) with prompting and support, identify appropriate reasons an author or speaker gives to support main points • (10) with increasing independence, produce and expand simple sentences in shared

			use frequently occurring regular plural nouns, verbs and prepositions; (7) show a developing awareness of the difference between appropriate playground language and language of the classroom	language activities; use frequently occurring regular plural nouns, verbs, prepositions, and question words along with some newly learned words; (7) show awareness of differences between informal language and the language of the classroom
--	--	--	--	--

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> (3) communicate simple information or feelings about familiar topics or experiences to (2) respond to simple yes/no and some wh-questions and express a feeling or opinion (4) with support, recall information from experience or from a provided source (10) with support, recognize and use a small number of frequently occurring nouns and verbs 	<p>The learner can</p> <ul style="list-style-type: none"> (3) communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment to participate in short conversations, (2) respond to simple yes/no and wh-questions, and (4) express an opinion or preference (3) with support, recall information from experience or use information from a provided source to answer a question 	<p>The learner can</p> <ul style="list-style-type: none"> (3) communicate information or feelings about familiar topics, experiences, or events to participate in short conversations following some rules for discussion; (2) respond to simple yes/no and wh- questions; (4) express an opinion or preference; (9) and with support, retell several events from experience or a familiar story with developing control of some linking words (10) with support, recall information from experience or use 	<p>The learner can</p> <ul style="list-style-type: none"> (2) tell or dictate simple messages about a variety of topics or experiences to participate in conversations and discussions, following increasing number of rules for discussion: ask and answer simple questions; (4) express an opinion or preference; (9) and with support, retell a simple sequence of events from experience or a familiar story with increasingly independent control of some linking words 	<p>The learner can</p> <ul style="list-style-type: none"> (3) make simple oral presentations about a variety of topics, experiences, or events to participate in conversations and discussions; (2) following rules for discussion, ask and answer questions; express an opinion or preference; (9) and with support, retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using common linking words

	<ul style="list-style-type: none"> • (10) with support, produce a few simple sentences in shared language activities while recognizing and using frequently occurring nouns, verbs, and short phrases 	<p>information from provided sources to answer a question</p> <ul style="list-style-type: none"> • (10) with support, produce simple sentences in shared language activities while recognizing and using common regular plural nouns, verbs, and prepositions 	<ul style="list-style-type: none"> • (6) with support, identifying a reason an author or speaker gives to support a point • (5) with support, recall information from experience or use information from provided sources to answer a question • (10) with support, produce and expand simple sentences in shared language activities while recognizing and using common regular plural nouns, verbs, and prepositions, showing a developing awareness of the difference between appropriate playground language and language appropriate to the classroom 	<ul style="list-style-type: none"> • (6) with support, identify appropriate reasons an author or speaker gives to support main points • (5) with support, recall information from experience or use information from provided sources to answer a question • (10) with increasing independence, produce and expand simple sentences in shared language activities while using common regular plural nouns, verbs, prepositions, and question words, using newly learned vocabulary and showing an awareness of informal “playground” speech and awareness of language appropriate to the classroom
--	--	--	---	---

Grade 1 PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) listen to short conversations on familiar topics to respond to simple questions and some wh-questions • (1) with prompting and support (including context and visual aids) use a very limited set of strategies to identify a few key words in oral presentations • (5) with prompting and support, participate in a shared research project and gather info and label info • (8) with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations about familiar topics, experiences, or events 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate (by listening) in short conversations and familiar topics and texts to respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify some key words in oral presentations • (6) with prompting and support, identify a reason a speaker gives to support a point • (5) with prompting and support, participate in a shared research project, gather info, and identify a summary from provided sources • (8) with prompting and support (including context and visual aids), answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations about 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate (by listening) in short conversations and discussions on familiar topics and texts to answer simple questions • (1) use a developing set of strategies to identify the main topics and answer questions about key details; retell some key details or events from oral presentations • (6) identify one or two reasons an author/speaker gives to support the main point • (5) with prompting and support, participate in a shared research project; gather info, and summarize info from provided sources • (8) using sentence-level context and visual aids, answer questions to help determine the meaning of some less frequently occurring words and phrases in 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate (by listening) in conversations and discussions on a variety of topics and texts to answer questions and respond to others' comments • (1) use an increasing range of strategies to determine the main topics and answer questions about an increasing number of key details in oral presentations • (6) identify reasons an author/speaker gives to support the main point • (5) with prompting and support, participate in a shared research project; gather info, summarize info, and answer question from provided sources • (8) using sentence context, visual aids, and some knowledge of frequently occurring 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate (by listening) in extended conversations and discussions on a variety of topics and texts to answer questions • (1) use a wide range of strategies to identify main topics and answer questions about key details in oral presentations • (6) identify reasons an author/speaker gives to support the main point • (5) with prompting and support, participate in a shared research project; gather info, summarize info, and answer question from provided sources • (8) using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), answer

	familiar topics, experiences, or events	oral presentations about familiar topics, experiences, or events	root words and their inflectional forms, answer questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations about a variety of topics, experiences, or events	questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations about a variety of topics, experiences, or events
--	---	--	---	---

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) respond to simple yes/no questions and some wh- questions about familiar topics • (1) with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds (presented with text) and picture books • (5) with prompting and support from adults, participate in shared research projects and label info • (8) with prompting and support (including context and visual aids), 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) respond to simple yes/no questions and wh- questions about familiar topics • (1) use an emerging set of strategies to identify key words and phrases in read-alouds (presented with text) and simple written texts • (6) with prompting and support, identify a reason an author gives to support a point • (5) with prompting and support from adults, participate in shared research projects and (identify a summary of 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchanges to answer simple questions about familiar topics • (1) use a developing set of strategies to identify main topics; answer questions about key details; retell some key details or events from read-aloud texts (presented with text) and simple written texts • (6) identify one or two reasons the author gives to support the main point • (5) with prompting and support from adults, participate in shared 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges to answer questions about a variety of topics, experiences, or texts • (1) use an increasing range of strategies to identify main topics; ask and answer questions about an increasing number of key details; retell familiar stories or episodes of stories in read-alouds (presented with text) and written texts • (6) identify reasons the author gives to support the main point 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges to answer questions about a variety of topics, experiences, or texts • (1) use a wide range of strategies to identify main topics; ask and answer questions about key details; retell stories, including key details in read-alouds (presented with text) and written texts • (6) identify reasons an author gives to support the main point • (5) with prompting and support from adults, participate in shared

<p>recognize the meaning of a few frequently occurring words and phrases in read-alouds about familiar topics, experiences, or events</p>	<p>key information) from provided sources</p> <ul style="list-style-type: none"> • (8) with prompting and support (including context and visual aids), answer simple questions to help determine the meaning of frequently occurring words and phrases in read-alouds about familiar topics, experiences, or events 	<p>research projects; (identify a summary of information) from provided sources</p> <ul style="list-style-type: none"> • (8) using sentence-level context and visual aids, answer questions to help determine the meaning of some less frequently occurring words and phrases in read-alouds and simple texts 	<ul style="list-style-type: none"> • (5) with prompting and support from adults, participate in shared research projects; (identify a summary of information); answer a question from provided sources • (8) using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, answer to help determine the meaning of less common words, phrases, and simple idiomatic expressions in written texts 	<p>research projects; (identify a summary of information); answer a question from provided sources</p> <ul style="list-style-type: none"> • (6) describe how reasons support the specific points an author/speaker makes • (5) with prompting and support, carry out short research projects, gathering info from multiple sources • (8) using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), answer questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in written texts
---	--	--	---	---

Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) with support, communicate simple information or feelings about familiar topics or experiences; (2) respond to simple yes/no questions and some wh-questions • (4) express a preference or opinion about a familiar topic • (5) with support, participate in shared research projects, label information • (10) with support, understand and use simple sentences, using a small number of frequently occurring nouns and verbs 	<p>The learner can</p> <ul style="list-style-type: none"> • (3) with support, communicate simple messages about familiar topics, experiences, events, or objects in environment; (9) retell an event and respond to simple yes/no questions and wh-questions • (4) express an opinion about a familiar topic • (5) with support, participate in shared research projects, summarize some key information • (6) with support, identify a reason an author/speaker gives to support a point • (10) with support, produce simple sentences using frequently occurring nouns, verbs, prepositions and conjunctions; (9) demonstrate emerging control of some frequently occurring linking words 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with support, participate in short written exchanges about familiar topics, stories, experiences, and events; (9) retell a simple sequence of events; (2) ask and answer simple questions about familiar topics • (4) express an opinion about a familiar topic or story and give a reason for the opinion • (5) with support, participate in a shared research project, summarize info from provided sources • (6) identify one or two reasons an author/speaker gives to support the main point • (10) with support, produce and expand simple sentences in response to prompts using some singular and plural nouns, verbs in the present and past tenses, frequently occurring prepositions 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges about a variety of texts, topics, experiences or events while adding some comments of own; (9) recount two or three events in sequence; (2) ask and answer questions • (4) express opinions about a variety of texts and topics and give a reason for opinion • (5) with support, participate in shared research projects, summarize information, and answer a question from provided sources • (6) identify reasons an author/speaker gives to support the main point • (10) produce and expand simple and some compound sentences, using some newly learned vocabulary words; use present and past verb tenses and demonstrate increasing independent 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended written exchanges of information and contribute own ideas about a variety of texts, topics experiences or events; (9) recount a more complex sequence of events; ask and answer questions • (3) express opinions about a variety of texts and topics, introduce the topic, give a reason for opinion, and provide a sense of closure • (4) with support, participate in shared research projects, summarize information, and answer a question from provided sources • (6) identify reasons an author/speaker gives to support the main point • (10) communicate in writing to produce and expand simple and some compound sentences, using newly learned vocabulary

		and conjunctions; (9) and show developing control of some frequently occurring linking words and temporal words while demonstrating a developing difference between appropriate playground language and classroom language	control of some temporal words and linking words, while showing an awareness of the difference between informal language and language appropriate to the classroom	words and correct noun-verb agreement; use past, present and future verb tenses and use temporal words and linking words while shifting appropriately between informal language and language appropriate to the classroom
--	--	--	--	---

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple information or feelings about familiar topics or experiences to (2) respond to simple yes/no and some wh-questions and (4) express a preference or opinion • (5) with support, participate in shared research projects from provided sources • (10) with support, understand and use very simple sentences while recognizing and using a small number of frequently used nouns and verbs 	<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple messages about familiar topics, experiences, events, or objects in the environment to (2) participate in short conversations and take turns; respond to simple yes/no and wh-questions; (4) express an opinion; (9) and with support, retell an event • (6) with support, identify a reason an author/speaker gives to support a point • (5) with support, participate in shared research projects and summarize some key 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about familiar topics, stories, experiences, or events to participate in short discussions/ conversations while following rules for discussion; (3) deliver short simple oral presentations; (2) ask and answer simple questions; (4) express an opinion and give a reason for the opinion; (9) with support, retell a simple sequence of events • (6) identify one or two reasons an author/speaker gives to support the main point 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about a variety of topics, texts, experiences, or events to participate in discussions/ conversations, following rules for discussion, while responding to others with own comments; (3) deliver short simple oral presentations; (2) ask and answer questions; (4) express an opinion and give a reason for the opinion; (9) recount two or three events in sequence • (6) identify reasons an author/speaker gives to support the main point 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about a variety of topics, texts, experiences, or events to participate in extended discussions/ conversations, following rules for discussion while building on comments of others along with own contributed comments; (3) deliver oral presentations with descriptive details, an introduction and a sense of closure; (2) ask and answer questions; (4) express an opinion and give a reason for the opinion; (9) and recount a more complex

	<p>information from provided sources</p> <ul style="list-style-type: none"> • (10) with support, produce simple sentences while using frequently occurring nouns, verbs, prepositions, and conjunctions, demonstrating emerging control of some frequently used linking words 	<ul style="list-style-type: none"> • (5) with support, participate in shared research projects and summarize some key information from provided sources • (7) show a developing awareness of the difference between “playground” language and classroom language • (10) with support, produce and expand simple sentences using some singular and plural nouns, present and past tense verbs, prepositions and conjunctions, demonstrating developing control of some frequently used linking words and temporal words 	<ul style="list-style-type: none"> • (5) with support, participate in shared research projects and summarize some key information from provided sources to answer a question • (7) show an awareness between appropriate “playground” language and classroom language; apply new vocabulary • (10) produce and expand simple and some compound sentences using singular and plural nouns, present and past tense verbs, prepositions and conjunctions, demonstrating increasingly independent control of some temporal words and frequently used linking words 	<p>sequence of events in order</p> <ul style="list-style-type: none"> • (6) identify reasons an author/speaker gives to support the main point • (5) with support, participate in shared research projects and summarize some key information from provided sources to answer a question • (7) shift appropriately most of the time between appropriate “playground” language and classroom language; apply new vocabulary • (10) produce and expand simple and compound sentences using singular and plural nouns, present and past verbs, prepositions and conjunctions, using temporal words and linking words
--	--	---	---	---

Grade Band 2–3 PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) listen to and occasionally participate in short conversations on familiar topics to respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words and phrases from read alouds & oral presentations • (6) with prompting and support, use a few frequently occurring words/phrases to identify a point a speaker makes • (5) with prompting and support, carry out a research project and gather info from provided sources and label info • (8) relying heavily on context, visual aids, and knowledge of morphology in their native language, 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversations and discussions on familiar topics and texts to take turns and respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify some key words and the main topic or message/lesson in read alouds & oral presentations • (6) with prompting and support, identify a reason a speaker gives to support the main point • (5) with prompting and support, carry out a research project and gather info from provided sources and record info in simple notes • (8) using context, visual aids, reference materials, and knowledge of 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and short discussions on familiar topics and texts to follow rules for discussion, ask questions to gain info/clarify, and respond to others' comments & contribute own comments • (1) use a developing set of strategies to determine the main topic or message and answer questions, retell some key details from read alouds & oral presentations • (6) tell how one or two reasons support the main point an author/speaker makes • (5) with prompting and support, carry out a research project, gather info from provided sources, and record info in simple notes 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on a variety of topics and texts to follow the rules for discussion, ask/answer questions, and build on others' ideas & contribute own ideas • (1) use an increasing range of strategies to determine the main idea or message, identify or answer some questions about key details that support the main idea/message, and retell a variety of stories from read alouds & oral presentations • (6) tell how one or two reasons support the main point an author/speaker makes • (5) with prompting and support, carry out a research project and gather info from multiple sources 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended conversations and discussions on a variety of topics and texts to follow the rules for discussion, ask/answer questions, build on others' ideas & express own ideas, and summarize key ideas • (1) use a wide range of strategies to determine the main ideas or message in presentations and tell how key details support the main ideas; retell a variety of stories from read alouds & oral presentations • (6) describe how reasons support the specific points an author/speaker makes • (5) with prompting and support, carry out a research project and gather info from multiple sources

recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions about familiar topics, experiences, or events	morphology in their native language, ask and answer questions about the meaning of some frequently occurring words, phrases, and expressions about familiar topics, experiences, or events	<ul style="list-style-type: none"> • using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less-frequently occurring words and phrases, content specific words, and some idiomatic expressions about familiar topics, experiences, or events 	<ul style="list-style-type: none"> • (8) using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words & some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary about a variety of topics, experiences, or events 	<ul style="list-style-type: none"> • (8) using context, referencing materials and knowledge of morphology (root words, simple inflectional endings, & common prefixes), determine the meaning of less-frequently occurring words and phrases; some idiomatic expressions; and (at Grade 3) some general academic and content-specific vocabulary about a variety of topics, experiences, or events
--	--	--	---	---

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate occasionally in short conversations on familiar topics to respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words & phrases from read-alouds, simple written texts, and oral presentations 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversations, discussions, and written exchanges on familiar topics to take turns & respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify some key words & phrases and identify the main topic or message/lesson from 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short discussions and written exchanges on familiar topics, experiences, and texts to follow rules for discussion & ask questions; respond to others' comments and contribute own comments • (1) use a developing set of strategies to identify the main topic or message, answer 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations, discussions and written exchanges about a variety of topics, experiences, and texts to follow rules for discussion, ask & answer questions, and build on others' ideas and contribute own ideas • (1) use an increasing range of strategies; determine the main 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended discussions, conversations, and written exchanges about a variety of topics, experiences, and texts to follow rules for discussion, ask & answer questions, and build on others' ideas and express own ideas • (1) use a wide range of strategies to determine the main idea or

<ul style="list-style-type: none"> • (6) with prompting and support, use a few words to identify a point an author/speaker makes • (5) with prompting and support, carry out short research projects & gather info from provided sources; label info • (8) relying heavily on visual aids, context, and knowledge of morphology in native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts 	<p>read-alouds, simple written texts, and oral presentations</p> <ul style="list-style-type: none"> • (6) with prompting and support, identify a reason an author/speaker gives to support the main point • (5) with prompting and support, carry out short research projects, gather info from provided sources; record some simple notes • (8) using context, visual aids, and knowledge of morphology in his or her native language, ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in texts 	<p>questions, retell some key details from read-alouds, simple written texts, and oral presentations, stories/texts</p> <ul style="list-style-type: none"> • (6) tell how one or two reasons support the main point an author/speaker makes • (5) with prompting and support, carry out short research projects, gather info from provided sources; record some orderly notes • (8) using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in texts 	<p>idea/message and identify or answer questions about some key details that support the main idea/message; retell a variety of stories from read-alouds, written texts, and oral presentations</p> <ul style="list-style-type: none"> • (6) tell how one or two reasons support the specific points an author/speaker makes • (5) with prompting and support, carry out short research projects, gathering info from multiple sources • (8) using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in texts 	<p>message, tell how key details support main idea, and retell a variety of stories from read-alouds, written texts, and oral communications</p> <ul style="list-style-type: none"> • (6) describe how reasons support the specific points an author/speaker makes • (5) with prompting and support, carry out short research projects, gathering info from multiple sources • (8) using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in texts
--	--	--	---	--

Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) with support, communicate simple information about familiar texts, topics, experiences, or events; (2) respond to simple yes/no questions and some wh- questions • (4) express an opinion about familiar topic • (5) with support, carry out short research project, gather info from provided sources, label info • (6) with support, identify a point that an author or speaker makes • (9) with support, use syntactically simple sentences with limited control using a narrow range of vocabulary and a small number of frequently occurring nouns and verbs • (7) recognize the meaning of some words 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with support, participate in short written exchange (3) on familiar topics, texts, experiences, (9) recount two events in sequence, (2) respond to simple yes/no questions and wh-questions • (4) express an opinion about a familiar topic or story • (5) with support, carry out short research project, gather info from provided sources and record some information • (6) with support, identify a reason an author/speaker gives to support a point • with support, produce (10) simple sentences with some newly learned vocabulary and use some frequently occurring collective nouns, verbs, adjectives, adverbs, conjunctions and linking words while showing an increasing awareness of informal 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with some support, participate in short written exchanges on familiar topics, texts, and experiences; include a few details; (3) recount a short sequence of events; (9) use common linking words to connect ideas; (2) answers questions about familiar topics and texts • (4) express an opinion and give one or more reasons for the opinion about a familiar topic or story • (5) with support, carry out a short research project, gather info from provided sources, record info/observations in orderly notes • (6) tell how one or two reasons support the main point an author/speaker makes • (10) with support, produce and expand simple and some compound sentences 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) with increasing independent control, participate in written exchanges about a variety of texts, topics, and experiences; (9) recount a sequence of events (use temporal words); use linking words to connect ideas or events • (4) introduce a topic, present facts about topic, express opinion, and give several reasons for opinion • (5) with support, carry out short research project, gather info from multiple sources • (6) tell how one or two reasons support the specific points an author/speaker makes • (10) produce and expand simple and compound sentences (and at Grade 3 a few complex sentences), using an increasing range of vocabulary, including some collective nouns, past 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended written exchanges of information; express ideas about a variety of texts, topics and experiences; (9) recount a coherent sequence of events (using temporal words); (9) use linking words to connect ideas • (4) introduce a topic, present facts about topic, express opinions, give several reasons for opinion, and provide a concluding statement • (5) with support, carry out short research project, gather info from multiple sources • (6) describe how reasons support the specific points an author/speaker makes • (10) communicate in writing to produce and expand simple and some compound sentences (and at Grade 3 some complex sentences), using collective nouns,

	“playground” speech and classroom language	using increased vocabulary and using some collective nouns, some frequently occurring past tense irregular verbs, adjectives, adverbs, and conjunctions while comparing examples of formal and informal use of English	tense irregular verbs, and an increasing number of adjectives, adverbs, and conjunctions while adapting language to formal and informal contexts	common abstract nouns, past tense irregular verbs, and use common coordinating and subordinating conjunctions, adjectives, and adverbs while adapting language choices to formal and informal contexts; at Grade 3 use a wide variety of general and content-specific academic words in short written text
--	--	--	--	--

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple information about familiar texts, topics, experiences, or events • (2) to occasionally participate in short conversations, respond to simple yes/no and some wh- questions, and (4) express an opinion • (5) with support, carry out short research project, gather info, and label info • (6) identify a point an author/speaker makes 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate simple messages about familiar topics, experiences, events, or objects in the environment to participate in short conversations, discussions, and take turns • (3) deliver simple oral presentations; (2) respond to simple yes/no and wh- questions; (4) express an opinion; (9) with support, recount two events in a sequence 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about familiar texts, topics, experiences, or events to participate in short discussions, following rules for discussion, while responding to others and contributing own comments; (3) deliver short oral presentations; (2) ask questions to gain information or clarify; (4) express an opinion and give one or more reasons for the opinion; (9) with support, 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate variety of texts, topics, experiences, or events to participate in discussions/ conversations following rules for discussion, while building on the ideas of others and contributing own comments; (3) deliver short oral presentations including an introduction; (2) ask and answer questions; (4) express an opinion and give several reasons for 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about a variety of topics, texts, experiences, or events to participate in extended discussions/ conversations, following rules for discussion while building on comments of others along with expressing own ideas; (3) deliver oral presentations with descriptive details, an introduction, and a concluding statement; (2) ask and answer questions; (4) express

<ul style="list-style-type: none"> • (7) recognize the meaning of some words • (9) with support, use a narrow range of vocabulary (nouns and verbs) and syntactically simple sentences with limited control 	<ul style="list-style-type: none"> • (5) with support, carry out short research project, gather and record info • (6) with support, identify a reason an author/speaker gives to support the main point • (10) with support, produce simple sentences while using high frequency collective nouns, verbs, adjs., advs., conj., while demonstrating emerging control of some frequently used linking words; use some newly learned words; (7) show an increasing awareness of differences between “playground” language and classroom language 	<p>recount a short sequence of events</p> <ul style="list-style-type: none"> • (5) with support, carry out short research project, gather info record info • (6) tell how one or two reasons support the main point an author/speaker makes • (10) with support, produce and expand simple and some compound sentences using some collective nouns, verbs, adjs., advs., conj., and some past tense irregular verbs with an increasing number of academic & content specific words (at Grade 3), demonstrating developing control of common linking words; compare examples of the formal and informal use of English 	<p>the opinion; (9) recount a sequence of events using temporal words</p> <ul style="list-style-type: none"> • (5) with support, carry out short research project, gathering info from multiple sources • (6) tell how one or two reasons support the specific points an author/speaker makes • (10) produce and expand simple, compound, and (at Grade 3) a few complex sentences using collective nouns, verbs, adjs., advs., conj., past tense irregular verbs and linking words with a wider range of general academic & content-specific words (at Grade 3) adapting language choices to contexts 	<p>an opinion and give a reason for the opinion; (9) recount a coherent sequence of events using temporal words</p> <ul style="list-style-type: none"> • (5) with support, carry out short research project, gathering info from multiple sources • (6) describe how reasons support the specific points an author/speaker makes • (10) produce and expand simple, compound, and (at Grade 3) some complex sentences using collective nouns (including abstract), verbs, adjs., advs., conj., past tense irregular verbs, and temporal words & linking words with a wide range of general academic & content-specific words (at Grade 3) adapting language choices to contexts
---	--	--	---	---

Grade Band 4–5 PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversational exchanges on familiar topics to actively listen to others and respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words and phrases from read-alouds & oral presentations • (6) identify a point a speaker makes • (5) gather information from a few provided sources and label collected information • (8) relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words; simple phrases; and formulaic expressions about 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversational exchanges on familiar topics and texts to actively listen to others and respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify the main topic and retell a few key details in read-alouds & oral presentations • (6) identify the main argument a speaker makes and agree/disagree with speaker • (5) gather information from provided sources and record some info • (8) using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of some frequently 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on familiar topics, texts and issues to respond to others' comments & add some comments of own • (2) answer questions • (1) use a developing set of strategies to determine the main idea or theme in oral presentations and retell a few details; retell familiar stories from read-alouds & oral presentations • (6) tell how one or two reasons support the specific points an author/speaker makes or fails to make • (5) gather information from print and digital sources to answer a question and identify key info in orderly notes • (8) using context, some visual aids, reference materials, and a 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on a range of topics, texts, and issues to express own ideas and answer relevant questions • (1) use an increasing range of strategies to determine the main idea or theme and explain how some details support the main idea or theme; summarize part of a text from read-alouds & oral presentations • (6) describe how reasons support the specific points an author/speaker makes or fails to make • (5) gather information from print and digital sources to answer a question and record info in organized notes with appropriate graphics • (8) using context, reference materials, and 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended conversations and discussions on a range of substantive topics, texts, and issues to respond to relevant questions and summarize key ideas • (1) use a wide range of strategies to determine two or more main ideas or themes in presentations and explain how key details support the main ideas or themes; summarize a text from read-alouds & oral presentations • (6) explain how an author/speaker uses reasons/evidence to support particular points and (at Grade 5) identify which reasons/evidence support which points • (5) gather information from print and digital sources to answer a question and summarize

familiar topics, experiences, or events	occurring words, phrases, and expressions about familiar topics, experiences, or events	developing knowledge of English morphology, determine the meaning of frequently occurring words and phrases and determine the meaning of some idiomatic expressions about familiar topics, experiences, or events	an increasing knowledge of morphology, determine the meaning of general academic and content-specific words and phrases, and determine the meaning of a growing number of idiomatic expressions about a variety of topics, experiences, or events	key ideas & info in organized notes with appropriate graphics <ul style="list-style-type: none"> (8) using context, reference materials and knowledge of morphology; determine the meaning of general academic and content-specific words and phrases; and determine the meaning of figurative language (e.g., metaphor, simile, adages & proverbs) about a variety of topics, experiences, or events
---	---	---	---	--

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in written exchanges on familiar topics, experiences and texts to present simple information and respond to simple questions and some wh-questions (1) with a limited set of strategies, identify a few key words and phrases from simple written texts 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short written exchanges on familiar topics, experiences, and texts to present information and ideas and respond to simple questions and wh-questions (1) with emerging strategies, identify the main topic and retell a few key details from simple written texts 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short written exchanges on familiar topics, experiences, and texts to respond to others' comments and answer questions about familiar topics and texts (1) with a developing set of strategies, identify main idea or theme, retell a few key details, and retell familiar stories/texts 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations, discussions and written exchanges about a variety of topics, experiences, and texts to answer relevant questions about a variety of topics and texts (1) with an increasing range of strategies, determine the main idea or theme and 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in written exchanges about a variety of topics, experiences, and texts to respond to relevant questions; add relevant and detailed information using evidence; summarize the key ideas (1) with a wide range of strategies, determine two or more main ideas or themes and explain

<ul style="list-style-type: none"> • (6) identify a point an author makes • (5) gather information from a few provided sources and label collected information • (8) use context, visual aids and knowledge of morphology in native language to recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple written texts 	<ul style="list-style-type: none"> • (6) identify a reason an author gives to support a main point and agree/disagree with the author • (5) gather information from provided sources and record some info • (8) using context, some visual aids, reference materials, and knowledge of morphology in his or her native language to determine the meaning of some frequently occurring words, phrases, and expressions in simple written texts 	<ul style="list-style-type: none"> • (6) tell how one or two reasons support the specific points an author makes or fails to make • (5) gather information from print and digital sources to answer a question and identify key info in orderly notes • (8) using context, visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of frequently occurring words and phrases and determine the meanings of some idiomatic expressions in texts 	<p>explain how some key details support the main idea or theme; summarize part of a text from written texts</p> <ul style="list-style-type: none"> • (6) describe how reasons support the specific points an author makes or fails to make • (5) gather information from print and digital sources to answer a question and record information in organized notes, with charts, tables & graphics • (8) using context, reference materials, and an increasing knowledge of morphology, determine the meaning of general academic and content-specific words and determine the meaning of a growing number of idiomatic expressions in texts 	<p>how key details support the main ideas or themes; summarize a text from written texts</p> <ul style="list-style-type: none"> • (6) explain how an author uses reasons and evidence to support or fail to support particular points and (at Grade 5), identify which reasons and evidence support which points • (5) gather information from print and digital sources and summarize key ideas/information in detailed and orderly notes • (8) using context, reference materials, and knowledge of morphology; determine the meaning of general academic and content-specific words; determine the meaning of figurative language in texts
--	--	---	--	--

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchanges on familiar topics, texts, and experiences or 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchange on familiar topics, texts, experiences; recount a 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchanges on familiar topics, texts, and experiences, 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges about a variety of texts, topics, and experiences, adding 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended written exchanges of information and express

<p>objects; respond to simple questions and some wh-questions</p> <ul style="list-style-type: none"> • (4) express an opinion about familiar topic • (5) gather information from a few provided sources and label some key info • (6) identify a point that an author/speaker makes • (9) with support, use syntactically simple sentences with limited control using a narrow range of vocabulary (10) including a small number of frequently occurring nouns and verbs 	<p>simple sequence of events; respond to simple questions and wh-questions</p> <ul style="list-style-type: none"> • (4) construct a simple claim about a familiar topic with a reason to support the claim • (5) gather information from provided sources and record some information • (6) identify a reason an author/speaker gives to support a main point and agree/disagree with author/speaker • (10) with support, produce simple sentences using frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions, (9) including frequently occurring linking words with emerging control, while adapting language choices to task and audience 	<p>include a few details and/or 1-2 facts and concluding statement; (9) recount a short sequence of events; answers questions about familiar topics and texts</p> <ul style="list-style-type: none"> • (4) construct a claim about familiar topics, introduce topic & provide a few reasons of support • (5) gather information from print and digital sources to answer question; identify key information in orderly notes • (6) tell how 1-2 reasons support the specific points an author/speaker makes or fails to make • (10) with support, produce and expand simple and compound sentences using an increasing number of general academic and content-specific words and using temporal and linking words, adapting language choices to purpose, task, and audience 	<p>relevant details and evidence, transitions and a conclusion; (9) recount a more detailed sequence of events</p> <ul style="list-style-type: none"> • (4) construct a claim about a variety of topics, providing several reasons of support, include an introduction and concluding statement • (5) gather information from print and digital sources to answer a question; record info in organizer; list sources • (6) describe how reasons support the specific points an author/speaker makes or fails to make • (10) use standard English to accurately communicate in writing, producing and expanding simple, compound, and a few complex sentences using a wider range of general academic and content-specific words, adapting language to purpose, task and audience 	<p>and develop ideas about a variety of texts, topics and experiences adding relevant details and evidence, transitions, and a conclusion; summarize key ideas; recount a detailed sequence of events</p> <ul style="list-style-type: none"> • (3) construct a claim about a variety of topics, providing logically ordered reasons/facts to support claim, include an introduction and concluding statement • (6) analyze and critique written arguments, paraphrase and summarize; ask and respond to relevant questions • (5) gather information from print and digital sources with orderly notes, list sources • (6) explain how author/speaker uses reasons/evidence as support • (10) use standard English to accurately communicate in writing producing and expanding simple, compound, and
--	---	---	--	---

				complex sentences using a wide range of general academic and content-specific words with correct verb tense adapting language to the purpose, task and audience
--	--	--	--	---

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple information about familiar texts, topics, events, or objects in the environment (2) to participate in short conversations, respond to simple questions and some wh- questions, and (4) express an opinion • (5) gather info from a few provided sources • (6) identify a point an author or speaker makes • (8) recognize the meaning of some words • (9) with support, use a narrow range of vocab (nouns and verbs) and syntactically simple sentences with limited control 	<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple messages about familiar texts, topics, and experiences to deliver short oral presentations, (2) participate in short conversations, respond to simple questions and wh- questions, (4) construct a claim and give a reason to support, (9) and with support, recount a simple sequence of events • (5) gather info from a few provided sources • (6) identify a reason an author/speaker gives to support main point; agree or disagree • (10) with support, produce simple 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about familiar texts, topics, and experiences to participate in short discussions, respond to others' comments, and add own comments; (3) deliver short oral presentations; (4) present one or two facts; include an intro and concluding statement; (2) ask and answer questions; (4) construct a claim and provide several supporting reasons; construct a claim and provide several reasons; (9) recount a short sequence of events • (5) gather info from print and digital sources to answer a question 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate variety of texts, topics, and experiences to participate in discussions/ conversations, build on others' ideas, and express own ideas; (3) deliver short oral presentations; (2) add relevant info; include an intro and a concluding statement; ask and answer relevant questions; (4) construct a claim and provide sufficient reasons; (9) recount a short sequence of events • (5) gather info from print and digital sources to answer a question • (6) describe how reasons support specific 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about a variety of texts, topics, experiences to participate in extended discussions/ conversations, build on others' ideas, and express own ideas; summarize key ideas; (3) deliver oral presentations with relevant details (using evidence) to develop; (4) include intro and a concluding statement; pose and respond to relevant questions; construct a claim with logically ordered reasons/facts; (9) recount a more detailed sequence of events • (5) gather info from print and digital sources

	<p>sentences while using some frequently occurring nouns, pronouns, verbs, prep., adj., adv., and conj.; (9) shows emerging control of some frequently used linking words; use some newly learned words; adapt lang. choices to different social & academic contexts</p>	<ul style="list-style-type: none"> • (6) tell how 1-2 reasons support specific points an author/speaker makes or fails to make • (10) with support, produce and expand simple and compound sentences using some relative pronouns, relative adverbs and some prepositional phrases with an increasing number of academic & content specific words; (9) use an increasing range of temporal & linking words; adapt lang. choices according to purpose, task, and audience 	<p>points an author/speaker makes or fails to make</p> <ul style="list-style-type: none"> • (10) produce and expand simple, compound, and a few complex sentences using relative pronouns, relative adverbs, prepositional phrases, and subordinating conjunctions; use a wider range of general academic & content-specific words; adapt lang. choices and style according to purpose, task, and audience 	<ul style="list-style-type: none"> • (6) explain how an author/speaker uses evidence to support or fail to support particular points; (at Grade 5) identify which reasons support which points • (10) produce and expand simple, compound and complex sentences using relative pronouns, relative adverbs, prepositional phrases, and subordinating conjunctions with progressive and perfect verb tenses; use a wide variety of general academic and content-specific words; adapt lang. choices and style according to purpose, task, and audience
--	--	--	---	--

Grade Band 6–8 PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversational exchanges on familiar topics to present simple info & ideas and respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words and phrases in oral communications • (6) identify a point a speaker/author makes • (5) gather information from a few provided sources and label collected information • (8) relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions about 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short conversational exchanges on familiar topics and texts to present info & ideas and respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify the main topic and retell a few key details in oral presentations • (6) identify the main argument a speaker makes and identify one reason a speaker gives to support that argument • (5) gather information from provided sources and record some info • (8) using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of frequently occurring 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on familiar topics, texts and issues to build on others' ideas & express own ideas and answer/ask relevant questions • (1) use a developing set of strategies to determine the central idea or theme in oral presentations and explain how the theme is developed by specific details in the texts; summarize part of the text • (6) explain the argument a speaker makes and distinguish between claims supported by evidence and those that are not • (5) gather information from multiple digital sources provided; summarize or paraphrase ideas/findings 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in conversations and discussions on a range of topics, texts and issues to build on others' ideas & express own ideas, answer/ask relevant questions & add relevant info/evidence, and paraphrase key ideas • (1) use an increasing range of strategies to determine two or more central ideas/themes in oral presentations and explain how the central idea/themes are supported by specific textual details; summarize a simple text • (6) analyze the argument and specific claims made in speech and determine whether the evidence is sufficient to support the claims; cite textual evidence to support analysis 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended conversations and discussions on a range of substantive topics, texts, and issues to build on others' ideas & clearly express own ideas, pose and respond to relevant questions & add relevant and specific evidence, and summarize & reflect on key ideas • (1) use a wide range of strategies to determine central ideas/themes in presentations and explain how the central idea/themes are developed by supporting ideas or evidence; summarize a text • (6) analyze and evaluate the argument and specific claims made in speech/presentations and determine whether the reasoning is sound and if evidence is

familiar topics, experiences, or events	words, phrases, and expressions about familiar topics, experiences, or events	<ul style="list-style-type: none"> (8) using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions about familiar topics, experiences, or events 	<ul style="list-style-type: none"> (5) gather information from multiple sources using search terms effectively; quote or paraphrase data & conclusions (8) using context, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions about a variety of topics, experiences, or events 	<p>sufficient; cite textual evidence to support analysis</p> <ul style="list-style-type: none"> (5) gather information from multiple sources using search terms effectively; (Grade 8) evaluate the credibility of each source; quote or paraphrase data & conclusions (8) using context, reference materials, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, idiomatic expressions, figurative language (e.g., metaphor, personification) about a variety of topics, experiences, or events
---	---	--	--	---

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversational and written exchanges on familiar topics and texts to present information and ideas, respond to 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations, discussions and written exchanges on familiar topics and texts to build on the ideas of others and express own ideas 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations, discussions, and written exchanges about a variety of topics, texts and issues to build on the ideas of others and 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in extended conversations, discussions and written exchanges about a variety of topics, texts, and issues using relevant and specific

<p>questions and some wh-questions</p> <ul style="list-style-type: none"> • (1) use a very limited set of strategies to identify a few key words and phrases in simple text • (6) identify a point an author makes • (5) gather information from a few provided sources and label collected information • (8) use context, visual aids and knowledge of morphology in native language to recognize the meaning of a few frequently occurring words and simple phrases in texts 	<p>simple questions and wh-questions</p> <ul style="list-style-type: none"> • (1) use an emerging set of strategies to identify the main topic in simple written texts • and retell a few key details • (6) identify the main argument an author makes and identify one reason an author or speaker gives to support that argument • (5) gather information from provided sources • (5) record some data and information • (8) use context, visual aids, reference materials, and a knowledge of morphology in native language to determine meaning of frequently occurring words, phrases, and expressions in texts 	<p>and ask and answer relevant questions, and add relevant information</p> <ul style="list-style-type: none"> • (1) use a developing set of strategies to determine the central idea or theme in simple written text & explain how the theme is supported by specific details; summarize part of the text • (6) explain the argument an author makes and distinguish between claims that are supported by reasons and evidence and those that are not • (5) gather information from multiple print and digital sources provided • (1) summarize or paraphrase, citing sources • (8) use context, visual aids, reference materials, and a developing knowledge of English morphology to determine meaning of words, phrases, and frequently occurring expressions in texts 	<p>express own ideas, ask and answer relevant questions, and add relevant information and evidence, and paraphrase key ideas</p> <ul style="list-style-type: none"> • (1) use an increasing range of strategies to determine two or more central ideas or themes in written text & explain how the central ideas/themes are supported by specific textual details; summarize a simple text • (6) analyze argument and specific claims made in texts & determine if the evidence is sufficient to support claims; cite textual evidence to support analysis using standard format • (5) gather information from multiple print and digital sources; quote or paraphrase data and conclusions as appropriate • (8) use context, reference materials and knowledge of English morphology to determine meanings of words, phrases, and 	<p>evidence to build on the ideas of others and clearly express own ideas, pose and respond to relevant questions, analyzing and evaluating arguments and claims, and determine whether reasoning and evidence in texts are sufficient</p> <ul style="list-style-type: none"> • (1) use a wide range of strategies to determine central ideas or themes in written text & explain how the central ideas/themes are developed by supporting ideas/evidence; summarize a text • (6) analyze & evaluate argument and specific claims made in texts and determine if the evidence is sound & sufficient to support claims; cite textual evidence to support analysis using standard format • (5) gather information from multiple print and digital sources; cite textual evidence and sources using standard format
--	--	--	--	---

			some idiomatic expressions in texts	<ul style="list-style-type: none"> • (5) quote or paraphrase data and conclusions as appropriate • (2) summarize and reflect on key ideas expressed • (8) use context, reference materials and knowledge of English morphology to determine meanings of words, phrases, idiomatic expressions, and figurative language in texts
--	--	--	-------------------------------------	--

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchanges on familiar topics, texts, and experiences, presenting simple and clear information; respond to simple questions and some wh-questions • (4) express an opinion about a familiar topic • (6) identify a main point that an author or speaker makes • (5) gather information from provided sources 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchange on familiar topics, texts, experiences or events, presenting ideas and information; respond to simple questions and wh-questions • (4) construct a written claim about a familiar topic and give a reason of support • (6) identify the main point and one reason an author or speaker 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges on familiar topics and texts, adding relevant information; introduce the topic and provide a concluding statement; respond to questions • (4) construct written claims and express opinions about familiar topics and provide several supporting reasons or facts in a logical order with a beginning, middle and end; develop texts with 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges of information, ideas and analyses by expressing own ideas and paraphrase key ideas on a wide variety of topics, texts and issues; introduce topic and provide conclusion; ask and answer relevant questions • (4) construct written claims about familiar topics and texts and develop texts with sufficient supporting 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended written exchanges of information, ideas and analyses on a variety of topics, texts, and issues using relevant details and a wide variety of academic and content-specific words to express ideas and paraphrase and summarize info; effective use of introduction and conclusion; ask and

<p>and label collected information</p> <ul style="list-style-type: none"> • (9) use syntactically simple sentences with limited control using a narrow range of vocabulary 	<p>makes to support the argument</p> <ul style="list-style-type: none"> • (5) gather information from provided sources and record some data and information • (10) produce simple and compound sentences with support, using frequently occurring words and phrases, adapting language choices to task and audience 	<p>some details using common transition words and phrases to connect ideas</p> <ul style="list-style-type: none"> • (6) explain the argument an author or speaker makes and distinguish between claims that are supported by reasons and evidence and those that are not • (5) gather information from multiple print and digital sources provided, cite sources and summarize or paraphrase observations, ideas and information • (10) produce and expand simple, compound, and a few complex sentences using an increasing number of general academic and content-specific words and phrases in short written texts that shows developing style and tone 	<p>reasons or facts with a beginning, middle and end, with sufficient reasons and facts to support the claim</p> <ul style="list-style-type: none"> • (6) analyze written arguments and specific claims made in texts or speech and determine if the evidence is sufficient to support claims • (5) gather information from multiple print and digital sources provided and label collected information • (10) use standard English to accurately communicate using compound and complex sentences, including transitional words and phrases, adapting language to purpose, task and audience 	<p>respond to relevant questions</p> <ul style="list-style-type: none"> • (4) construct written claims and develop texts with a well-developed beginning, middle and end, on complex literary and informational topics, with a high level of reasoning, support and evidence • (6) analyze and critique written arguments • (5) gather information from multiple sources, cite sources and evidence • (10) use standard English to accurately communicate using an appropriate style and tone with correct verb tense, pronouns, and clauses; use and expand compound and complex sentences, adapting language to the purpose, task and audience
---	---	---	--	--

Speaking

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (3) communicate simple information about familiar texts, topics, and experiences (2) to participate in short conversational exchanges, respond to simple questions and some wh- questions, and express an opinion • (5) gather info from a few provided sources and label info • (6) identify a point an author or speaker makes • (8) recognize the meaning of some words • (9) with support & limited control, use a narrow range of vocab & syntactically simple sentences 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate simple messages about familiar texts, topics, experiences or events (3) to deliver short oral presentations participate in short conversational exchanges; deliver short oral presentations; include an intro and concluding statement and 1-2 facts; (2) respond to simple questions and wh- questions; (4) construct a claim and give a reason to support; (9) with support, recount a simple sequence of events • (5) gather info from a few provided sources and record some data and info • (6) identify the main argument an author/speaker makes and identify one reason an author/speaker gives to support the argument 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about familiar texts, topics, experiences to participate in conversations/ discussions and build on others' ideas and add own comment; (3) deliver short oral presentations; present a few facts; include an intro and concluding statement; (2) ask and answer relevant questions; (4) construct a claim and several supporting reasons; (9) recount a short sequence of events • (5) gather info from multiple sources, summarize info, include graphics, and cite sources • (6) explain an author/speaker argument and distinguish between supported/unsupported claims • (10) with support, produce and expand simple, compound and a 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate variety of texts, topics, experiences to participate in conversations/ discussions, build on others' ideas, and express own ideas; (3) deliver oral presentations; add relevant info; introduce and develop topic & provide conclusion; (2) ask and answer relevant questions; (4) construct a claim and sufficient reasons; (9) recount a more detailed sequence of events or steps • (5) search and gather info from multiple sources; quote & paraphrase data and include graphics; use citations • (6) analyze the argument and specific claims & determine sufficiency of evidence; cite evidence to support analysis • (10) produce and expand simple, 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) communicate about a variety of texts, topics, experiences and issues to participate in extended conversations/ discussions, build on others' ideas, and clearly express own ideas; summarize and reflect on key ideas; (3) deliver oral presentations with relevant details; include intro and effectively develop topic & provide conclusion; (2) pose and respond to relevant questions; (4) construct a claim with logically ordered reasons/facts; (9) recount a more complex sequence of events or steps • (5) search and gather info from multiple sources; quote & paraphrase data and include graphics; use citations • (6) analyze the argument and specific claims; determine

	<ul style="list-style-type: none"> • (10) with support, produce simple and compound sentences using English forms; use linking words; with emerging control, adapt lang. choices to task and audience; begin to use academic and content-specific words 	<p>few complex sentences using relative pronouns, relative adverbs, subordinating conjunctions, and prep. phrases; use common transitions; use increasing academic & content-specific words; show developing style & tone; adapt lang. choices to purpose, task, and audience</p>	<p>compound, and a few complex sentences; use intensive/reflexive pronouns & clauses within sentence; use a variety of transitional words; use wider range of academic & content-specific words; maintain style & tone; adapt lang. choices to purpose, task, and audience</p>	<p>sufficiency and “soundness” of evidence; cite evidence to support analysis</p> <ul style="list-style-type: none"> • (10) produce and expand simple, compound, and complex sentences; use intensive/reflexive pronouns & place phrase/clauses within sentence; use wide variety of transitional words; use variety of academic & content-specific words; maintain appropriate style & tone; adapt lang. choices to purpose, task, and audience
--	--	---	--	---

Grade Band 9–12 PLDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate by listening in short conversational exchanges on familiar topics to respond to simple questions and some wh-questions • (1) use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral texts • (6) identify a point a speaker makes • (5) gather information from a few provided sources and label collected information • (8) relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in oral presentations about 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate by listening in short conversational exchanges on familiar topics and texts to respond to simple questions and wh-questions • (1) use an emerging set of strategies to identify the main topic and retell a few key details in oral presentations • (6) identify the main argument a speaker makes and identify one reason an author or speaker gives to support that argument • (5) gather information from provided digital sources • (8) using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of frequently occurring 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate by listening in conversations on familiar topics, texts and issues to answer relevant questions • (1) use a developing set of strategies to determine the central idea or theme in oral presentations and explain how the theme is developed by specific details in the texts; summarize part of the text • (6) explain the reasons a speaker gives to support a claim • (5) gather information from multiple digital sources provided; evaluate the reliability of sources • (8) using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate by listening in conversations on a range of topics, texts and issues to answer questions and summarize key point expressed • (1) use an increasing range of strategies to determine two central ideas/themes in oral presentations, analyze the development of the theme/ideas and cite specific details/evidence from the texts to support analysis; summarize a simple text • (6) analyze the reasoning and use of rhetoric in persuasive speeches and determine whether the evidence is sufficient to support the claim • (5) gather and synthesize information from multiple digital 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended conversations and discussions on a range of substantive topics, texts, and issues to answer questions that probe reasoning & claims and summarize key points & evidence discussed • (1) use a wide range of strategies to determine central ideas/themes in presentations, analyze the development of the theme/ideas, cite specific details/evidence from the texts to support analysis, summarize a text • (6) analyze and evaluate the reasoning and use of rhetoric in persuasive texts • (5) gather and synthesize information from multiple digital sources and evaluate the reliability of sources

familiar topics, experiences, or events	words, phrases, and expressions in oral presentations about familiar topics, experiences, or events	words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in oral presentations about familiar topics, experiences, or events	sources; evaluate the reliability of sources <ul style="list-style-type: none"> (8) using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in oral presentations about a variety of topics, experiences, or events 	<ul style="list-style-type: none"> (8) using context, complex visual aids, reference materials, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative language (e.g., irony, hyperbole), and idiomatic expressions in oral presentations about a variety of topics, experiences, or events
---	---	---	---	--

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh-questions (1) use a very limited set of strategies to identify a few key words and phrases in simple written texts 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in short conversational and written exchanges on familiar topics and texts to present information and ideas and respond to simple questions and wh-questions (1) use an emerging set of strategies to identify the main topic and retell a few key details in simple written texts 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations, discussions and written exchanges on familiar topics, texts and issues to build on the ideas of others and express own ideas, support points with specific and relevant evidence, ask and answer relevant questions and add relevant information 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in conversations, discussions and written exchanges on a range of topics, texts and issues to build on the ideas of others and clearly express own ideas, support points with specific and relevant evidence, and ask and answer questions to clarify ideas and conclusions 	<p>The learner can</p> <ul style="list-style-type: none"> (2) participate in extended conversations, discussions and written exchanges on a range of substantive topics, texts, and issues using specific and relevant evidence to support own ideas and build on the ideas of others, clearly and persuasively express own ideas, and ask and answer questions that

<ul style="list-style-type: none"> • (6) identify a point an author makes • (5) gather information from a few provided sources and label collected information • (8) use context, visual aids and knowledge of morphology in native language to recognize the meaning of a few frequently occurring words and simple phrases in texts 	<ul style="list-style-type: none"> • (6) identify the main argument an author makes and identify one reason an author or speaker gives to support that argument • (5) gather information from provided sources • (5) record some data and information • (8) use context, visual aids, reference materials, and a knowledge of morphology in native language to determine meaning of frequently occurring words, phrases, and expressions in texts 	<p>and evidence, and restate some of the key ideas expressed</p> <ul style="list-style-type: none"> • (1) use a developing set of strategies to determine the central idea or theme in written texts and explain how the theme is developed by specific details; identify a summary of/ summarize part of the text • (6) explain the reasons an author gives to support a claim; cite textual evidence • (5) gather information from multiple print and digital sources provided; evaluate the reliability of sources • (2) summarize key points expressed • (8) use context, visual aids, reference materials, and a developing knowledge of English morphology to determine meaning of words, phrases, and frequently occurring expressions in texts 	<ul style="list-style-type: none"> • (1) use an increasing range of strategies to determine two central ideas/themes in written texts, analyze the development of the theme/ideas, cite specific details/evidence from the texts to support analysis, identify a summary of/summarize a simple text • (5) use search terms & gather information from multiple print and digital sources; evaluate the reliability of sources • (6) analyze the reasoning and use of rhetoric in persuasive texts and determine whether the evidence is sufficient to support the claim • (6) cite textual evidence to support • (2) summarize key points expressed • (8) use context, increasingly complex visual aids, reference materials and an increasing knowledge of English morphology to determine meanings of words, phrases, and some idiomatic expressions in texts 	<p>probe reasoning and claims</p> <ul style="list-style-type: none"> • (1) use a wide range of strategies to determine central ideas/themes in written texts, analyze the development of the theme/ideas, cite specific details/evidence from the texts to support analysis, identify a summary of/summarize a text • (5) gather and synthesize information from multiple print and digital sources; evaluate the reliability of sources • (6) analyze and evaluate the reasoning and use of rhetoric in persuasive texts and cite specific textual evidence to thoroughly support summarize the key points and evidence discussed • (8) use context, complex visual aids, reference materials and consistent knowledge of English morphology to determine meanings of words, phrases, figurative language, and idiomatic expressions in texts
--	---	---	--	--

Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchanges on familiar topics, texts, and experiences, presenting simple and clear information; respond to simple questions and some wh-questions • (4) express an opinion about a familiar topic • (5) gather information from provided sources and label collected information • (6) identify a main point that an author or speaker makes • (2) understand and respond to simple questions, and (9) communicate simple information about an event or topic using a narrow range of vocabulary and simple sentences with limit control • (8) recognize the meaning of some words 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in short written exchange on familiar topics, texts, experiences or events, presenting ideas and information; respond to simple questions and wh-questions • (4) construct a written claim about a familiar topic and give a reason to support the claim, • (5) gather information from provided sources and record some data and information • (6) identifying the main point an author or speaker makes to support the argument • (10) produce simple and compound sentences with support, adapting language choices to task and audience • (9) begin to use frequently occurring words and phrases 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges on familiar topics and texts, adding relevant information, responding to questions • (4) introduce the topic and provide details, reasons or facts, and provide a concluding statement • (4) construct written claims and express opinions about familiar topics and provide several supporting reasons or facts in a logical order with a beginning, middle and end, (9) using common transition words and phrases to connect ideas • (6) explain the argument an author or speaker makes and distinguish between claims that are supported by reasons and evidence, and those that are not • (5) gather information from multiple print and 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in written exchanges of information, ideas and analyses by expressing own ideas, asking and answering relevant questions, and paraphrasing key ideas on a wide variety of topics, texts and issues • (4) construct written claims about familiar topics and texts, with sufficient supporting reasons or facts with a beginning, middle and end, with sufficient reasons and facts to support the claim • (6) analyze written arguments and specific claims made in texts or speech and determine if the evidence is sufficient to support the claims • (5) gather information from multiple print and digital sources provided and label collected information 	<p>The learner can</p> <ul style="list-style-type: none"> • (2) participate in extended written exchanges of information, ideas and analyses on a variety of substantive and developed topics, texts, and issues using relevant evidence and a wide variety of complex academic and content-specific words to clearly and persuasively express own ideas • (4) construct substantive claims with effective sequencing, introduction and concluding statement, on a variety of topics, with a high level of reason and evidence to support the claim and to refute the counter claim • (6) analyze and integrate information into clearly organized text; summarize key points and evidence discussed; ask and answer questions to probe reasoning

		<p>digital sources provided, cite sources and summarize or paraphrase observations, ideas and information</p> <ul style="list-style-type: none"> (10) use an increasing number of general academic and content-specific words and phrases in short written texts that shows developing style and tone 	<ul style="list-style-type: none"> (10) use standard English to accurately communicate in writing using compound and complex sentences, including transitional words and phrases, adapting language to purpose, task and audience 	<ul style="list-style-type: none"> (5) gather and synthesize information from multiple sources, cite sources appropriately; cite specific textual evidence to support analysis (10) use standard English to accurately communicate in writing using an appropriate style and tone, producing and expanding simple, compound and complex sentences, adapting language with ease to the purpose, task and audience
--	--	--	--	--

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> (3) communicate simple information about familiar texts, topics, and experiences to participate in short conversational exchanges; (2) respond to simple questions and some wh- questions; (4) express an opinion (5) label collected information, experiences, or events 	<p>The learner can</p> <ul style="list-style-type: none"> (3) communicate simple messages about familiar texts, topics, experiences or events to deliver short oral presentations; (2) participate in short conversational exchanges; (3) deliver short oral presentations, include an intro and 1-2 facts or ideas and a concluding statement; 	<p>The learner can</p> <ul style="list-style-type: none"> (2) communicate about familiar texts, topics, experiences to participate in conversations/discussions; build on others' ideas; add own comments & relevant info/evidence; (3) deliver short oral presentations; present a few facts/details; include an intro and 	<p>The learner can</p> <ul style="list-style-type: none"> (2) communicate variety of texts, topics, experiences to participate in conversations/discussions; build on others' ideas and clearly express own ideas; (3) deliver oral presentations; add relevant info; introduce and develop topic & provide conclusion; 	<p>The learner can</p> <ul style="list-style-type: none"> (2) communicate about a variety of texts, topics, experiences and issues to participate in extended conversations/discussions; build on others' ideas and clearly express own ideas and cite specifics; summarize and reflect on key ideas; (3) deliver oral presentations with relevant details; include

<ul style="list-style-type: none"> • (6) identify a point an author or speaker makes • (8) recognize the meaning of some words • (10) with support & limited control, use syntactically simple sentences with a narrow range of frequently used nouns, verbs, conj., and prep. 	<p>(2) respond to simple questions and wh-questions; (4) construct a claim and give a reason to support; with emerging control, (9) recount a simple sequence of events</p> <ul style="list-style-type: none"> • (5) summarize data and info • (6) identify main argument an author/speaker makes; identify a reason an author/speaker gives to support the argument • (10) with support, produce simple and compound sentences using frequently occurring English grammar forms; use common linking words; with emerging control, adapt lang. choices to task and audience; use some academic and content-specific words 	<p>develop ideas; include a conclusion; (2) ask and answer relevant questions; (4) construct a claim and sufficient reasons; (9) recount a sequence of events</p> <ul style="list-style-type: none"> • (2) paraphrase/restate key info; include graphics • (6) explain the reasons an author/speaker gives to support a claim; cite textual evidence to support analysis • (10) with support, produce and expand simple, compound and a few complex sentences using simple phrases and simple clauses; use common transitions; use increasing academic & content-specific words; show developing style & tone; adapt lang. choices to purpose, task, and audience 	<p>integrate graphics/multimedia; (2) ask and answer relevant questions to clarify; (4) construct a claim and logically ordered reasons; (9) clearly recount a detailed sequence of events; (2) summarize key points</p> <ul style="list-style-type: none"> • (5) gather and synthesize info & evaluate reliability of source; integrate info; cite sources • (6) analyze the reasoning and use of rhetoric in persuasive speeches; determine sufficiency of evidence; cite textual evidence • (10) produce and expand simple, compound, and complex sentences; use complex phrases & clauses; use a variety of complex transitional words; use wider range of academic & content-specific words; maintain formal style; adapt lang. choices to purpose, task, and audience 	<p>intro and fully develop topic & provide conclusion; integrate graphics/multimedia; (2) ask and answer questions that probe reasoning and claims; (4) construct a substantive claim with logically ordered reasons/facts; distinguish it from counterclaim; (9) recount a more complex sequence of events; summarize key points</p> <ul style="list-style-type: none"> • (5) gather and synthesize info from multiple sources • (6) analyze the reasoning and use of rhetoric in persuasive speeches; cite textual evidence • (10) produce and expand simple, compound, and complex sentences; use complex phrases & clauses; use wide variety of complex transitional words; use a wide variety of academic & content-specific words; employ formal & informal styles; with ease, adapt lang. choices to purpose, task, and audience
---	--	--	--	--

References

- Council of Chief State School Officers (CCSSO). *English language proficiency (ELP) standards*. (2014). CCSSO. https://ccsso.org/sites/default/files/2017-11/Final%204_30%20ELPA21%20Standards%281%29.pdf
- Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, 41(1), 93–102.



English Language Proficiency Assessment
for the 21st Century

English Language Proficiency Assessment for the 21st Century

Graduate School of Education & Information Studies
University of California, Los Angeles
300 Charles E. Young Drive North
GSE&IS Bldg., Box 951522
Los Angeles, CA 90095-1522

www.elpa21.org