

By the end of each of the given levels of English language proficiency\* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs</li> <li>• Selecting resources, places, products, or figures from oral statements and visual supports</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Matching oral descriptions of characters or main events in content-related topics</li> <li>• Following modeled oral commands</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying main ideas from short content-related oral presentations</li> <li>• Classifying examples of genres read aloud (<i>e.g., types of narration</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Following the steps of content-related tasks or assignments given orally</li> <li>• Identifying details from oral discussions (<i>e.g., when, who, where, what, and why</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Reconstructing past experiences or series of events based on oral discourse</li> <li>• Recognizing nuanced meanings of words and phrases in extended oral discourse</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Categorizing perspectives of multiple speakers</li> <li>• Identifying important information on specific events and concepts from lectures and presentations</li> </ul>
SPEAKING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Naming and briefly describing content topics using visual support (<i>e.g., posters, diagrams, pictures</i>)</li> <li>• Answering select yes/no or Wh-questions</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Restating information using content-specific terms</li> <li>• Providing examples of content-related information previously studied</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Posing and responding to questions in small group discussions</li> <li>• Describing the sequence of processes, cycles, procedures, or events with details</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Presenting factual information on content-related topics to the class</li> <li>• Paraphrasing and summarizing content-related ideas in large and small groups</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Engaging in extended discussion of effects, impacts, or events related to content topics</li> <li>• Giving multimedia oral presentations on content-related material learned from various sources</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience</li> <li>• Presenting information that follows discipline-specific organization (<i>e.g., orientation to topic, sequence of events, conclusion</i>)</li> </ul>

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READING	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Matching key content-related terms and ideas to images, graphs, icons, or diagrams</li> <li>Sequencing illustrated text of narrative or informational events</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>)</li> <li>Locating main ideas in a series of related sentences</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Recognizing lexical chains that show how characters and ideas are labeled across the text</li> <li>Identifying detailed descriptions, procedures, and information in paragraphs</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying how the authors make language choices and adjusts for audience and purpose</li> <li>Reflecting on various accounts of a subject told in different media (<i>e.g., print and multimedia</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying how text structure supports comprehension and retrieval of information and details</li> <li>Identifying the central idea or theme and how it is supported by clear descriptions and extended details</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Analyzing and comparing how authors use language for specific purposes and audiences</li> <li>Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts</li> </ul>
WRITING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Listing content words or phrases that relate to the topic</li> <li>Including images, diagrams, and charts to add details to the topic</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Following patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>)</li> <li>Sequencing narratives or informational text using linking words and phrases</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Summarizing content-related material</li> <li>Including important information and related details</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Creating narrative or informational extended text of past events or experiences (<i>e.g., lab reports, current events</i>)</li> <li>Connecting main points, events, and central ideas to conclusions</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Sequencing using language that creates coherence</li> <li>Organizing information according to content-specific expectations</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Summarizing content-related notes from lectures or readings</li> <li>Producing research reports using multiple sources of information</li> </ul>

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LISTENING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Ordering events or stages of phenomena from oral statements</li> <li>Identifying words and phrases related to sequence</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Sequencing steps in processes or procedures described orally</li> <li>Comparing information, symbols, or icons on charts or tables described orally</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Recognizing relationships in a series of oral statements</li> <li>Identifying causes for particular events or phenomena in short oral presentations</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying components of systems from multimedia</li> <li>Interpreting cause and effect from oral discourse</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying effects and consequences of events and phenomena from class discussions</li> <li>Identifying interdependence of different parts of systems from multimedia presentations</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Recognizing specific language used to enhance clarity and precision</li> <li>Recognizing and following language related to the same event or phenomenon throughout presentations</li> </ul>
SPEAKING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Ordering events or stages of phenomena with sequential language (<i>e.g., first, next, step 1</i>)</li> <li>Using words and phrases to identify visually supported phenomena</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Naming properties, characteristics or features of illustrated content-related topics</li> <li>Posing and responding to Wh-questions that relate to phenomena</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Connecting causes to effects in a series of statements</li> <li>Sequencing processes, cycles, or procedures in short extended discourse</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing components of systems in small groups and class discussions</li> <li>Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Presenting information using an objective, neutral tone in extended discourse</li> <li>Using nominalization to compress information and maintain coherence (<i>e.g., "This expansion..." "Weathering..." "An implication..."</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms</li> <li>Following discipline-specific organization (<i>e.g., orienting the reader, details, conclusion</i>) and supporting presentations with graphs, formulas, quotes or other media</li> </ul>

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READING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying key words and phrases that describe the topics or phenomena</li> <li>Recognizing sequence statements and illustrations that describe phenomena</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying different types of connectors that show relationships between topics and phenomena</li> <li>Differentiating between technical and everyday vocabulary that describe phenomena</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying how language provides clarity and precision in describing topics or phenomena</li> <li>Summarizing information with diagrams, models, flow charts, or illustrations</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying the interdependence of parts of systems (e.g., <i>technical, government, chemical</i>)</li> <li>Comparing information on phenomena across a variety of multimedia sources</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms</li> <li>Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Recognizing discipline-specific patterns (e.g., <i>orienting the reader, part-whole classification, neutral/authoritative tone</i>)</li> <li>Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices</li> </ul>
WRITING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Producing short responses to questions using word/phrase banks</li> <li>Labeling charts, graphs, timelines, or cycles to describe phenomena</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Using transitions and connectors to show causal relationships or procedures</li> <li>Choosing everyday or technical language to describe phenomena</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures</li> <li>Integrating headings, introductory statements, and other features to organize text</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Presenting information objectively by using a neutral tone appropriate to the content area</li> <li>Integrating images, diagrams, formulas, or charts to describe phenomena</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Synthesizing information and details about phenomena from a variety of sources</li> <li>Organizing information and details logically and cohesively</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations</li> <li>Maintaining discipline-specific patterns that bridge across key uses (e.g., <i>explanation to argument in history, explanation to recount for information reports</i>)</li> </ul>

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LISTENING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Matching oral information to pictures, diagrams, or photographs that show points of view</li> <li>• Distinguishing words and phrases related to opinions or facts from oral statements</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Recognizing the pros or cons of issues from short oral statements</li> <li>• Identifying claims in oral statements</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Organizing information related to different perspectives presented orally</li> <li>• Identifying language choices that represent specific points of view from a series of oral statements</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Classifying claims and evidence from oral presentations</li> <li>• Differentiating multiple perspectives presented orally</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying how language choices connect to particular audiences</li> <li>• Evaluating the purpose of arguments presented by others</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying strengths, limitations, and potential biases from oral presentations</li> <li>• Organizing claims and counter claims presented in debates</li> </ul>
SPEAKING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Relating points of view with visual support (<i>e.g., posters, photographs</i>)</li> <li>• Stating pros and cons listed visually on a topic</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Responding to oral or written claims</li> <li>• Offering facts or opinion statements as appropriate to discussion</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Stating claims matched to evidence using a series of related sentences</li> <li>• Suggesting details or reasons to reinforce points of view</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Taking stances and defending them with evidence (<i>e.g., using data or citations</i>)</li> <li>• Comparing and contrasting different points of view</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Challenging evidence and claims in debates</li> <li>• Convincing audiences of personal points of view using persuasive language</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Organizing claims and counter claims in debates with evidence from multiple sources</li> <li>• Negotiating differing cultural perspectives in pairs or small groups</li> </ul>

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READING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Matching media (<i>e.g., posters, photos, banners</i>) with point of view words and phrases</li> <li>Connecting characters/historical figures with positions or stances on various issues</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Making connections between statements that make claims and those providing evidence</li> <li>Distinguishing language that identifies facts and opinions</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying their purposes and audiences</li> <li>Evaluating the strength of evidence statements</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying persuasive language across content areas</li> <li>Following the progression of logical reasoning</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Recognizing multiple perspectives and points of view on any given issue</li> <li>Identifying evidence of bias and credibility of sources</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions</li> <li>Identifying the logical connections among claims, counterclaims, reasons, and evidence</li> </ul>
WRITING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Selecting words and phrases to represent points of view</li> <li>Listing pros and cons of issues</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Expressing claims with evidence (<i>e.g., "Socialism is a good government system because..."</i>)</li> <li>Listing content-related ideas that represent different points of view on issues</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Justifying reasons or opinions with evidence</li> <li>Summarizing opposing positions with evidence</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Evaluating and challenging evidence presented</li> <li>Creating persuasive essays or reports making adjustments for specific audiences</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Organizing information to show logical reasoning</li> <li>Integrating multiple perspectives and evidence from a variety of sources</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Evaluating positive and negative implications associated with various positions (<i>e.g., historical events, scientific discoveries, individuals</i>)</li> <li>Organizing information logically and coherently to represent contrasting views</li> </ul>

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ORAL LANGUAGE	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Representing one's ideas using various media</li> <li>Responding to yes and no questions posed by the group</li> <li>Using nonverbal signals to demonstrate engagement in conversations</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Communicating need for clarity of messages</li> <li>Recognizing intonation used to achieve various purposes of communication</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Suggesting creative ways to resolve communication issues</li> <li>Clarifying one's own ideas using a variety of strategies (<i>e.g., analogies or metaphors, paraphrasing</i>)</li> <li>Asking clarifying questions in a respectful manner</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Demonstrating stamina when building ideas in a small group</li> <li>Validating ideas of others</li> <li>Sorting through one's own ideas to determine relevant ones</li> <li>Providing and receiving constructive feedback from others tactfully</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Co-creating novel perspectives on issues</li> <li>Responding to diverse perspectives and recognizing bias in one's own view</li> <li>Generating new ideas or questions to sustain conversations</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Identifying and reacting to subtle differences in speech and register (<i>e.g., hyperbole, satire, comedy</i>)</li> <li>Producing coherent oral discourse appropriate to task, purpose, and audience</li> <li>Synthesizing and sharing information from a variety of sources and perspectives</li> </ul>

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