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Source of Content Standards

- Ohio English Language Proficiency Standards (2015)

Other Resources

- English Language Proficiency Standards (2015, yellow document)
  - The Learning and Performance Expectations come directly from this document

- Achievement Level Descriptors by Domain | ELPA21
  - ELP standards on Page 4 Organization of ELP Standards 1-8.pdf
  - ELP Standards to Hang.docx ELP standard booklet.pdf - Student-facing tools

Notes

- The Levels presented indicate, "By the end of each English Language Proficiency Level, an English Learner can…"
- Due to the nature of English learning, all of the VoLR competencies are part of each of the 10 standards. Depending on the theme of the unit, various competencies may be emphasized more at different times. Thus, we didn't note the VoLR with each standard.

Assessment of Learning Options

How will we know if they learned this skill?

Level 1	Level 2	Level 3	Levels 4 and 5
• Show me • Circle the • Where is… • Who has.. • Label and order the … • Arrange… • Point to… • Circle… • Draw… • Match… • Yes/no questions	• Why… • How… • Explain… • Questions that require phrases or short sentence answers • Names steps using phrases or short sentences	• What would happen if… • Why do you think… • Questions requiring more than a sentence response • Writes longer and more complex answers/responses	• Decide if… • Retell… • Elaborates with details

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• Either/or questions • Who… • What… • How many… • Name steps in process using one word			

Content Standards	Learning and Performance Expectations
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	**Level 1** use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. **Level 2** use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. **Level 3** use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations. **Level 4** use an increasing range of strategies to: • determine the main idea or message • 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. **Level 5**

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	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications.
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	**Level 1** listen to and occasionally participate in short conversations • respond to simple yes/no and some wh- questions about familiar topics. **Level 2** participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh- questions about familiar topics. **Level 3** participate in short discussions and written exchanges • follow the rules for discussion • ask questions to gain information or clarify understanding • respond to the comments of others • contribute his or her own comments about familiar topics and texts. **Level 4** participate in discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts. **Level 5** participate in extended discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • express his or her own ideas about a variety of topics and texts.

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3. Speak and write about grade-appropriate complex literary and informational texts and topics.	**Level 1** communicate simple information about familiar texts, topics, experiences, or events. **Level 2** deliver simple oral presentations • compose written text about familiar texts, topics, experiences, or events. **Level 3** deliver short oral presentations • compose written narratives • compose informational texts about familiar texts, topics, experiences, or events. **Level 4** deliver short oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events. **Level 5** with some details, • deliver oral presentations • compose written narratives • compose informational text about a variety of texts, topics, experiences, or events.
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence	**Level 1** express an opinion about a familiar topic. **Level 2** express an opinion about a familiar topic or story **Level 3** express an opinion • give one or more reasons for the opinion about a familiar topic or story **Level 4** introduce a topic

	• express opinions • give several reasons for the opinions about a variety of topics. **Level 5** introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement about a variety of topics.
5. Conduct research and evaluate and communicate findings to answer questions or solve problems	**Level 1** with prompting and support, • carry out short individual or shared research projects • gather information from provided sources • label information. **Level 2** with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/ observations in simple notes. **Level 3** with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record information/ observations in orderly notes. **Level 4** with prompting and support, • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into provided categories. **Level 5** carry out short individual or shared research projects, • recall information from experience

	• gather information from multiple sources • sort evidence into categories.
6. Analyze and critique the arguments of others orally and in writing	**Level 1** with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes **Level 2** with prompting and support, • identify a reason an author or a speaker gives to support the main point. **Level 3** tell how one or two reasons support the main point an author or a speaker makes. **Level 4** tell how one or two reasons support the specific points an author or a speaker makes. **Level 5** describe how reasons support the specific points an author or a speaker makes
7. Adapt language choices to purpose, task, and audience when speaking and writing	**Level 1** recognize the meaning of some words learned through conversations, reading, and being read to. **Level 2** show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom • use some words learned through conversations, reading, and being read to **Level 3** compare examples of the formal and informal use of English • (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. **Level 4**

	adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. **Level 5** adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	**Level 1** relying heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. **Level 2** 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 simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events **Level 3** 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 oral discourse, readalouds, and written texts about familiar topics, experiences, or events. **Level 4** using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),

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	• determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) some general academic and content specific vocabulary in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events. **Level 5** using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), • determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions • (at Grade 3) some general academic and content specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.
9. Create clear and coherent grade-appropriate speech and text	**Level 1** with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.. **Level 2** with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount two events in sequence • use frequently occurring linking words (e.g., and, then) with emerging control. **Level 3** with support (including modeled sentences), • present a few pieces of information about a topic • recount a short sequence of events • use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.

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	Level 4 with increasingly independent control, • introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (before, after, soon) • use linking words (e.g., because, and, also) to connect ideas or events. **Level 5** with independent control, • introduce an informational topic • present facts about the topic • use temporal words to recount a coherent sequence of events, • use linking words (e.g., because, and, also) to connect ideas and events • provide a concluding statement about the topic.
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing	**Level 1** with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • respond to simple questions **Level 2** with support (including visual aids and modeled sentences), • recognize and use some frequently occurring collective nouns (e.g. group) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts. **Level 3** with support (including modeled sentences), • use some collective nouns • use the past tense of some frequently occurring irregular verbs • use some frequently occurring adjectives, adverbs, and conjunctions

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	• produce and expand simple and some compound sentences. **Level 4** use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • produce and expand simple, compound, and (at Grade 3) a few complex sentences. **Level 5** use collective and commonly occurring abstract nouns (e.g. childhood) • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences.