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Year: 2025-26

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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 • Either/or 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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• 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 the main topic** **• retell a few key details from read-alouds, simple written texts, and oral presentations.** **Level 3** **Use a developing set of strategies to:** **• determine the main idea or theme, and** **• retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.** **Level 4** **Use an increasing range of strategies to:** **• determine the main idea or theme, and** **• explain how some key details support the main idea or theme** **• summarize part of a text from read-alouds, written texts, and oral presentations.**

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	Level 5 **Use a wide range of strategies to:** **• determine two or more main ideas or themes** **• explain how key details support the main ideas or themes** **• summarize a text from read-alouds, written texts, and oral presentations.**
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** **• participate in short conversations** **• participate in short written exchanges** **• actively listen to others** **• respond to simple questions and some wh- questions about familiar topics.** **Level 2** **• participate in short conversations** **• participate in short written exchanges** **• actively listen to others** **• respond to simple questions and wh- questions about familiar topics and texts.** **Level 3** **• participate in short conversations and discussions** **• participate in short written exchanges** **• respond to others' comments** **• add some comments of his or her own** **• ask and answer questions about familiar topics and texts.** **Level 4** **• participate in conversations and discussions** **• participate in written exchanges** **• build on the ideas of others** **• express his or her own ideas** **• ask and answer relevant questions**

	• add relevant information and evidence about a variety of topics and texts. **Level 5** **• participate in extended conversations and discussions** **• participate in extended written exchanges** **• build on the ideas of others** **• express his or her own ideas clearly** **• pose and respond to relevant questions** **• add relevant and detailed information using evidence** **• summarize the key ideas expressed about a variety of topics and texts.**
3. Speak and write about grade-appropriate complex literary and informational texts and topics.	**Level 1** **• communicate simple information about familiar texts, topics, events, or objects in the environment.** **Level 2** **• deliver short oral presentations** **• compose written texts about familiar texts, topics, and experiences.** **Level 3** **including a few details,** **• deliver short oral presentations** **• compose written narratives or informational texts about familiar texts, topics, and experiences.** **Level 4** **including some details, • deliver short oral presentations • compose written narratives or informational texts about a variety of texts, topics, and experiences.** **Level 5**

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	including details and examples to develop a topic, **• deliver oral presentations** **• compose written narrative or informational texts about a variety of texts, topics, and experiences.**
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** **• construct a simple claim about a familiar topic • give a reason to support the claim.** **Level 3** **• construct a claim about familiar topics** **• introduce the topic** **• provide a few reasons or facts to support the claim.** **Level 4** **• construct a claim about a variety of topics** **• introduce the topic** **• provide several reasons or facts to support the claim** **• provide a concluding statement.** **Level 5** **• construct a claim about a variety of topics** **• introduce the topic** **• provide logically ordered reasons or facts to support the claim** **• provide a concluding statement.**
5. Conduct research and evaluate and communicate findings to answer questions or solve problems	**Level 1** **• recall information from experience** **• gather information from a few provided sources** **• label some key information.**

	Level 2 **• recall information from experience** **• gather information from provided sources.** **• record some information.** **Level 3** **• recall information from experience** **• gather information from print and digital sources to answer a question** **• identify key information in orderly notes.** **Level 4** **• recall information from experience** **• gather information from print and digital sources to answer a question** **• record information in organized notes, with charts, tables, or other graphics, as appropriate.** **• provide a list of sources.** **Level 5** **• recall information from experience** **• gather information from print and digital sources** **• summarize key ideas and information in detailed and orderly notes, with graphics as appropriate.** **• provide a list of sources.**
6. Analyze and critique the arguments of others orally and in writing	**Level 1** **• identify a point an author or speaker makes** **Level 2** **• identify a reason an author or speaker gives to support a main point** **• agree or disagree with the author or speaker.**

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	Level 3 **• tell how one or two reasons support the specific points an author or speaker makes or fails to make.** **Level 4** **• describe how reasons support the specific points an author or speaker makes or fails to make.** **Level 5** **• explain how an author or speaker uses reasons and evidence to support or fail to support particular points** **• (at grade 5) identify which reasons and evidence support which points**
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** **With emerging control,** **• adapt language choices to different social and academic contents** **• use some words learned through conversations, reading, and being read to.** **Level 3**. **With developing control,** **• adapt language choices according to purpose, task, and audience** **• use an increasing number of general academic and contentspecific words, phrases, and expressions in conversation, discussions, and short written text.**

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	Level 4 **With increasing ease,** **• adapt language choices and style (includes register) according to purpose, task, and audience** **• use a wider range of general academic and content-specific words and phrases in speech and writing.** **Level 5** **• adapt language choices and style according to purpose, task, and audience** **• use a wide variety of general academic and content-specific words and phrases in speech and writing.**
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	**Level 1** **Relying heavily on context, visual aids, and knowledge of morphology in his or her native language,** **• recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** **Level 2** **Using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,** **• determine the meaning of some 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, visual aids, reference materials, and a developing knowledge of English morphology,** **• determine the meaning of frequently occurring words and phrases** **• determine the meanings of some idiomatic expressions in texts**

	about familiar topics, experiences, or events. **Level 4** **Using context, reference materials, and an increasing knowledge of English morphology,** **• determine the meaning of general academic and content-specific words, phrases** **• determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events** **Level 5** **using context, reference materials, and knowledge of English morphology,** **• determine the meaning of general academic and content-specific words and phrases** **• determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in 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 a simple sequence of events in order** **• use frequently occurring linking words (e.g., and, then) with emerging control.**

	Level 3 **With support (including modeled sentences),** **• introduce an informational topic** **• present one or two facts about the topic** **• recount a short sequence of events in order** **• use an increasing range of temporal and other linking words (e.g., next, because, and, also)** **• provide a concluding statement with developing control.** **Level 4** **• introduce an informational topic** **• develop the topic with facts and details** **• recount a more detailed sequence of events, with a beginning, middle, and end** **• use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)** **• provide a conclusion with increasingly independent control.** **Level 5** **• introduce an informational topic** **• develop the topic with facts and details** **• recount a more detailed sequence of events, with a beginning, middle, and end** **• use a variety of linking words and phrases to connect ideas, information, or events** **• provide a concluding statement or section.**
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing	**Level 1** **With support (including context and visual aids),** **• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs** **• understand and respond to simple questions.**

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	Level 2 **With support (including visual aids and modeled sentences),** **• recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions** **• produce simple sentences in response to prompts.** **Level 3** **With support (including modeled sentences),** **• use some relative pronouns (e.g., who, whom, which, that),** **• use some relative adverbs (e.g., where, when, why),** **• use some prepositional phrases** **• produce and expand simple and compound sentences.** **Level 4** **• use relative pronouns (e.g., who, whom, which, that),** **• use relative adverbs (e.g., where, when, why),** **• use prepositional phrases** **• use subordinating conjunctions** **• produce and expand simple, compound, and a few complex sentences.** **Level 5** **• use relative pronouns (e.g., who, whom, which, that),** **• use relative adverbs (e.g., where, when, why)** **• use prepositional phrases** **• use subordinating conjunctions** **• use the progressive and perfect verb tenses** **• produce and expand simple, compound, and complex sentences.**