

English Language Proficiency Standards



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**Department of
Education &
Workforce**

Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools.

The 10 ELP Standards highlight a strategic set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, “What might an ELL’s language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?”

How to Navigate this Document

The ELP Standards and supporting tools in this document are arranged in layers, with more detail added in each new layer. Use the hyperlinks in the bookmarks to the left of each page to navigate to the level of detail needed. The bookmark feature [in PDFs] and the navigation pane or Document Map [in Word documents] can be activated using the document toolbar. The ELP Standards with correspondences are labeled using the dot notation system (e.g., ELP Kindergarten Standard 3 = ELP.K.3.).

Guiding Principles

1. Potential

ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate¹ curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their

¹ Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.

native-English-speaking peers, “it is possible [for ELLs] to achieve the standards for college-and-career readiness” (NGA Center & CCSSO, 2010b, p. 1).

2. Funds of Knowledge

English Language Learners’ primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their “funds of knowledge” [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities’ valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELLs since “the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text” (National Standards in Foreign Language Education Project, 2006, p. 37).

3. Diversity in English Language Learner Progress in Acquiring English Language Proficiency

A student’s ability to demonstrate proficiency at a particular English language proficiency level will depend on context, content-area focus, and developmental factors. Thus, a student’s designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., “Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development, for example, “a student at Level 1” or “a student whose listening performance is at Level 1.” Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELLs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. “Research has shown that ELLs can develop literacy in English even as their oral proficiency in English develops” (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. Scaffolding

English language learners at all levels of English language proficiency should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student’s ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

5. Students with Limited or Interrupted Formal Education

English language learners with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the Common Core State Standards (CCSS) for ELA section “Reading: Foundational Skills” (NGA Center & CCSSO, 2010) for this purpose.

6. Special Needs

English language learners with disabilities can benefit from English language development services (and it is recommended that language development goals be part of their Individualized Education Plans [IEPs]). Educators should be aware that these students may take slightly different paths toward English language proficiency.

7. Access Supports and Accommodations

Based on their individual needs, all English language learners, including English language learners with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Standards. When identifying the access supports and accommodations that should be considered for English language learners and English language learners with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider English language learner needs in relation to receptive and productive modalities. (See footnote in Table 2 for more information.)

8. Multimedia, Technology, and New Literacies

New understandings around literacy (e.g., visual and digital literacies) have emerged around the use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the ELP Standards, should be integrated into the design of curriculum, instruction, and assessment for ELLs.

Design Features of the Standards

The 10 ELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) and content area teachers in both English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits ELLs' learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development is that of the subject area teacher. Given the new [content] standards' explicitness in how language must be used to enact disciplinary knowledge and skills, such a strict division of labor is no longer viable. Content area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students' engagement with rich content and fuel their academic performance. ESL/ELD teachers must cultivate a deeper knowledge of the disciplinary language that ELL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

The levels 1–5 descriptors for each of the 10 ELP Standards describe targets for ELL performance by the end of each ELP level at a particular point in time. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each ELP Standard, the levels 1–5 descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. This is done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels.

An ELL at any given point along his or her trajectory of English learning may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular skill at a lower proficiency level but need review at the next higher proficiency level when presented with a new or more complex type of text. As a reminder, by definition, ELL status is a temporary status. Thus, an English language proficiency level does not identify a student (e.g., “a Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development (e.g., “a student at Level 1” or “a student whose listening performance is at Level 1”).

Organization of the Standards

For the purposes of clarity, the 10 ELP Standards are organized according to a schema that represents each standard’s importance to ELLs’ participation in the practices called for by college-and-career-ready ELA & Literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

TABLE 1. ORGANIZATION OF THE ELP STANDARDS IN RELATION TO PARTICIPATION IN CONTENT-AREA PRACTICES

1	Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing
2	Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
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
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
7	Adapt language choices to purpose, task, and audience when speaking and writing
8	Determine the meaning of words and phrases in oral presentations and literary and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each ELP standard and descriptor should be reached and what additional topics should be addressed.

Alternate Organization of the ELP Standards

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive², productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their peers during content area instruction (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCSS for ELA Language domain).

² The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

Modalities	Domains	Corresponding ELP Standards
<p>Receptive modalities³: 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 to develop a personal reaction. (Phillips, 2008, p. 96)</p>	Listening and Reading	<p>1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p>
		<p>8 Determine the meaning of words and phrases in oral presentations and literary and informational text</p>
<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	<p>3 Speak and write about grade-appropriate complex literary and informational texts and topics</p>
		<p>4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence</p>
		<p>7 Adapt language choices to purpose, task, and audience when speaking and writing</p>
<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	<p>2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p>
		<p>5 Conduct research and evaluate and communicate findings to answer questions or solve problems</p>
		<p>6 Analyze and critique the arguments of others orally and in writing</p>

³ The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELLs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELLs and ELLs with IEPs or 504 plans, it is particularly useful to consider ELL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus of the construct(s) being instructed or assessed.

Kindergarten ELP Standards

KINDERGARTEN: STANDARDS 1 AND 2

ELP Standard		By the end of each English language proficiency level, an English Language Learner can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	An English Language Learner can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words from read-alouds and oral presentations of	with prompting and support (including context and visual aids), use an emerging set of strategies to: <ul style="list-style-type: none"> • identify some key words and phrases from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to: <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use an increasing range of strategies to: <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories • retell events from read-alouds, picture books, and oral presentations.	with prompting and support (including context and visual aids), use a wide range of strategies to: <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell familiar stories from read-alouds, picture books, and oral presentations.
		An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> • listen with limited participation in short conversations • respond to simple yes/no and some wh- questions about familiar topics.	<ul style="list-style-type: none"> • participate in short conversations • respond to simple yes/no and wh- questions about familiar topics.	<ul style="list-style-type: none"> • participate in short conversations • follow some rules for discussion • respond to simple yes/no and wh- questions about familiar topics.	<ul style="list-style-type: none"> • participate in conversations and discussions • ask and answer simple questions • follow increasing number of rules for discussion about a variety of topics.

Kindergarten: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an English Language Learner can . . .				
An English Language Learner can . . .		Level 1	Level 2	Level 3	Level 4	Level 5
K.3	<p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> communicate information or feelings <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> tell or dictate simple messages <p>about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events.
K.4	<p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express a feeling or opinion <p>about a familiar topic</p> <p>showing limited control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic</p> <p>showing emerging control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic or story</p> <p>showing developing control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories</p> <p>showing increasing control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories</p> <p>showing increasing control.</p>
K.5	<p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing developing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control.

KINDERGARTEN: STANDARDS 6, 7, AND 8

ELP Standard		By the end of each English language proficiency level, an English Language Learner can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.6	An English Language Learner can . . . analyze and critique the arguments of others orally	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or speaker gives to support a point. 	with prompting and support, <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points.
K.7	An English Language Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.
K.8	An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> 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. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> 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. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> 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.

KINDERGARTEN: STANDARDS 9 AND 10

ELP Standard		By the end of each English language proficiency level, an English Language Learner can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.9	<p>An English Language Learner can . . .</p> <p>create clear and coherent grade-appropriate speech and text.</p>	<p>[Standard introduced at Level 3.]</p>	<p>[Standard introduced at Level 3.]</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., <i>and</i>, <i>then</i>).</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end <p>using frequently occurring linking words.</p>
K.10	<p>An English Language Learner can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences in shared language activities. 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences in shared language activities. 	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences in shared language activities. 	<p>with increasing independence,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences in shared language activities.

Supporting Tools

K-12 Practices Matrix

Grade Level ELA Standards Matrices

Grade Level ELP Standards with Correspondences to ELA Standards

Grade Level Literacy Standards Matrices

Grade Level ELP Standards with Correspondences to Literacy Standards

Design Features of the Correspondences with English Language Arts/Literacy, Mathematics, and Science Standards

To ensure the ELP standards specify the language that all ELLs must acquire in order to successfully engage with college-and-career-ready standards in ELA & Literacy, mathematics, and science, two methods of correspondence mappings have been conducted for these ELP Standards:

1. **Correspondences with the CCSS for Mathematics and Next Generation Science Standards (NGSS) Practices** Following the guidance found in the *CCSSO Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (the “[CCSSO ELPD Framework](#)”) (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The [CCSS Standards for Mathematical Practices a.k.a., the Mathematical Practices](#) are the first eight standards for the CCSS for Mathematics and the [NGSS Science and Engineering Practices](#) are one of three dimensions in every NGSS standard. A set of ELA “Practices” was created for the CCSSO ELPD Framework since the CCSS for ELA & Literacy did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).

2. Correspondences with the CCSS for ELA & Literacy Standards

A second type of correspondence analysis was conducted to show the relationship between the ELP Standards and the language demands found in the CCSS for ELA & Literacy⁴. This second set of correspondences is particularly useful as the ELP Standards and the CCSS for ELA & Literacy Standards have a similar internal construction (based on reading, writing, speaking, listening, and language).

WHAT ARE THE PRACTICES?

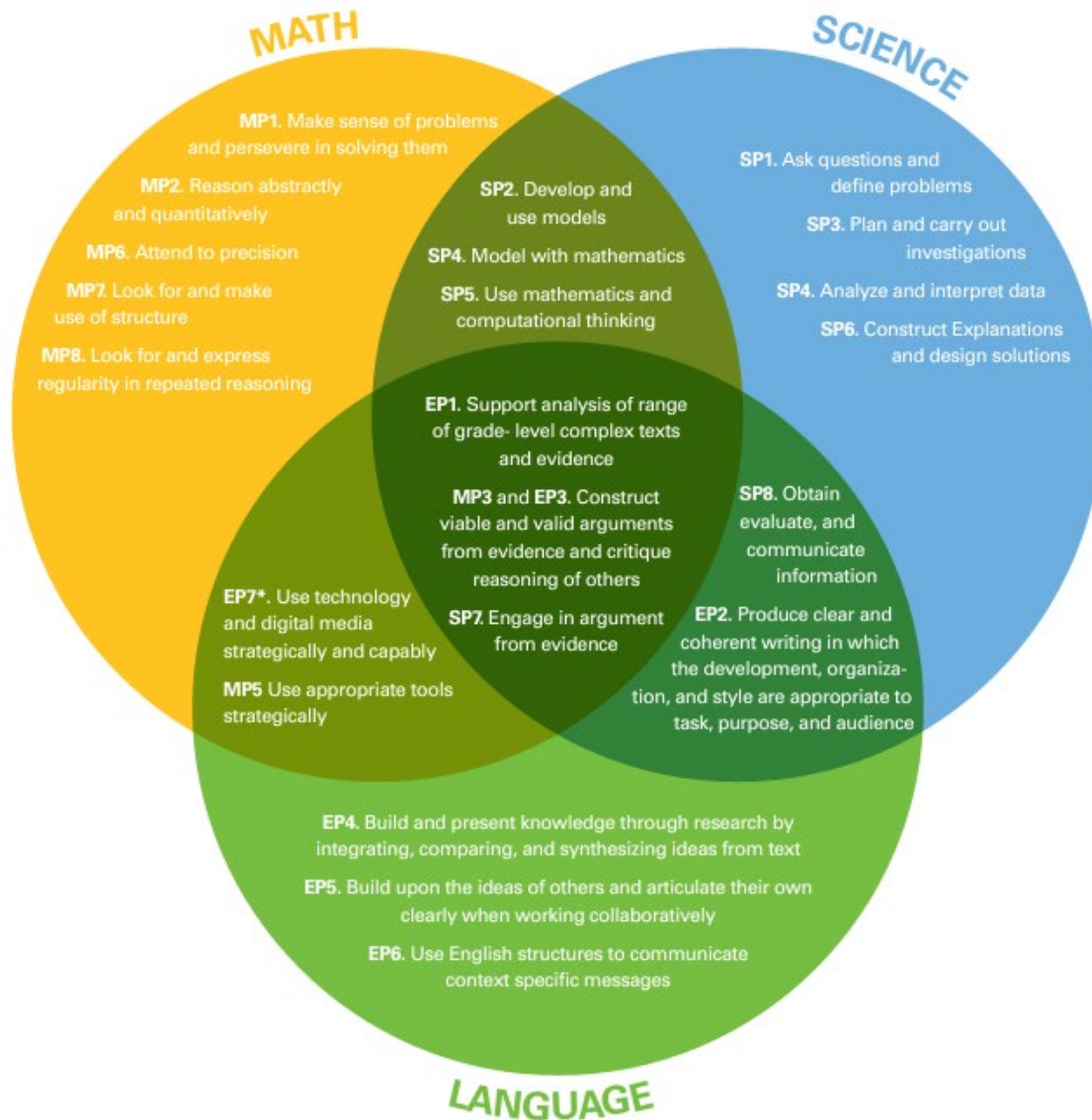
The term *practices* refers to behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content-area maturity and expertise throughout their elementary, middle, and high school years. The term “practices” is used rather than “processes” or “inquiry skills” to emphasize that engaging in [discipline-specific] investigation requires not only skill but also knowledge that is specific to each practice (NRC, 2012, p. 30).

The practices identified within the CCSS for Mathematics and the NGSS are key parts of the standards themselves⁵. Because the CCSS for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA “Practices” was created for the CCSSO ELPD Framework through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.

⁴ As noted in the CCSS for ELA & Literacy, the K–5 standards focus on reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher; grades 6–12 are covered in two content area–specific sections, the first for English language arts teachers and the second for teachers of history/social studies, science, and technical subjects.

⁵ States who are applying for flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, must have ELP Standards that correspond to the state’s college-and-career-ready standards.

Figure 1: Venn Diagram showing relationships and convergences among the Mathematics, Science, and ELA Practices⁶



Found in:

Ohio’s Learning Standards for Mathematics (practices)
Ohio’s Learning Standards for English Language Arts (student capacity)

ELPD Framework (English language arts “practices”)
NGSS (Science and Engineering practices)

Notes:

MP1-MP8 represent Ohio’s Learning Standards for Mathematical Practices (p. 6-8)

SP1-SP8 represent NGSS Science and Engineering Practices

EP1-EP6 represent Ohio’s Learning Standards for English Language Arts “practices” as defined by the ELPD Framework (p. 11)

EP7 represents Ohio’s Learning Standards for English Language Arts student “capacity” (p. 7)

⁶ Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University.

Why are no correspondence analyses shown between the ELP standards and the Ohio’s Learning Standards for Mathematics and the NGSS Core Ideas?

In coordination with the ELPD Framework authors, the WestEd ELP Standards development team followed the ELPD Framework method for ELP Standards-to-Content Standards correspondences. This method is based on an analysis of the language demands found within the mathematics, science, and ELA practices. (See Section 2.3 Standards Match.) The ELPD Framework correspondence approach of focusing on the practices is a useful way to approach ELP Standards correspondences with mathematics [and science] because . . .

The content of mathematics is not as fundamentally different from English language proficiency as much as it is a different granularity. Mathematics content is more interrelated and web-like and less hierarchic and linear than mathematicians used to think. If we think of the Mathematical Practices (MP) [the *Standards for Mathematical Practice*] as the reading and writing (R&W) of mathematics and the content standards (C) as the literature (L) —

MP : C :: R&W : L, or, equivalently, MP : R&W :: C : L

— then it makes more sense to correspond to the *Standards for Mathematical Practice* (R&W) as opposed to the *Standards for Mathematical Content* (C) (P. Daro, personal communication, July 19, 2013).

How do the practices interrelate?

The Understanding Language Initiative Venn diagram shown in Figure 1 (Cheuk, 2013) depicts the relationships and convergences among the *student actions* described by the practices. For example, the central overlap of the three circles highlights the central role of evidence in the CCSS and the NGSS. In comparison, the ELP Standards address the types of *language proficiency* that ELLs need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each ELP Standard than the groupings shown in Figure 1). “By explicitly calling attention to these practices, state ELP Standards [can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text” (CCSSO, 2012, p. 16).

What is the purpose of the two correspondence matrices shown on pp. 16-17?

The purpose of the K-12 Practices Matrix and the Kindergarten ELA Standards Matrix is to help teachers design lesson plans which leverage the strongest correspondences between the ELP Standards and the CCSS and NGSS. However, depending on the instructional activity, and as educators’ familiarity with the standards is built, educators may identify other correspondences that also make sense. The matrices are intended to help educators start with correspondence analyses—they are not an endpoint. The matrices do not contain a fixed set of correspondences.

K-12 Practices Matrix

Use the **K-12 Practices Matrix** to identify a practice and its corresponding ELP Standard.

Practices	ELP Standards									
	1	2	3	4	5	6	7	8	9	10
ELA “Practices⁶” (EP)										
EP1. Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Construct valid arguments from evidence and critique the reasoning of others										
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
EP5. Build upon the ideas of others and articulate their own when working collaboratively.	EP5	EP5		EP5	EP5	EP5				
EP6. Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6
Mathematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										
Science Practices (SP)	1	2	3	4	5	6	7	8	9	10
SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					SP3					
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8

⁶ While the CCSS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCSS for ELA do not explicitly identify key practices and core ideas) (CCSSO, 2012, p. 16).

Kindergarten English Language Arts Standards Matrix

ELP Standards		Corresponding CCSS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	6	
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4, 5	
6	Analyze and critique the arguments of others orally and in writing		8	1	3	
7	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4		2	4, 5
9	Create clear and coherent grade-appropriate speech and text			2, 3	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

Kindergarten English Language Proficiency Standards with Correspondences

KINDERGARTEN STANDARD 1

ELP.K.1.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words <p>from read-alouds and oral presentations of information or stories.</p>	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories • retell events from read-alouds, picture books, and oral presentations. 	<p>with prompting and support (including context and visual aids), use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell familiar stories from read-alouds, picture books, and oral presentations.

When engaging in one or more of the following content-specific practices:

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>
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When engaging in tasks aligned with the following Kindergarten CCSS for ELA Standards:

Literature

- RL.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.3.** With prompting and support, identify characters, settings, and major events in a story.
- RL.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.1., RI.1.** With prompting and support, ask and answer questions about key details in a text.
- SL.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Informational Text

- RI.2.** Identify the main topic and retell key details of a text.
- RI.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

KINDERGARTEN STANDARD 2

ELP.K.2.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple yes/no and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion <p>about a variety of topics.</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion <p>about a variety of topics.</p>

When engaging in one or more of the following content-specific practices:

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Kindergarten ELA Standards:

- W.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

KINDERGARTEN STANDARD 3

ELP.K.3.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> tell or dictate simple messages about a variety of topics, experiences, or events. 	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events.
When engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
When engaging in tasks aligned with the following Kindergarten ELA Standards:					
<p>W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>					

KINDERGARTEN STANDARD 4

ELP.K.4.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express a feeling or opinion <p>about a familiar topic</p> <p>showing limited control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic</p> <p>showing emerging control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic or story</p> <p>showing developing control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories</p> <p>showing increasing control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories</p> <p>showing increasing control.</p>

When engaging in one or more of the following content-specific practices:

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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When engaging in tasks aligned with the following Kindergarten ELA Standards:

- W.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- SL.6.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

KINDERGARTEN STANDARD 5

ELP.K.5.	By the end of each English language proficiency level, an English Language Learner can . . .							
	Level 1	Level 2	Level 3	Level 4	Level 5			
<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing developing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control. 			
<p>When engaging in one or more of the following content-specific practices:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> </td> <td style="width: 33%; vertical-align: top;"> <p>MP1. Make sense of problems and persevere in solving them.</p> </td> <td style="width: 33%; vertical-align: top;"> <p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </table>						<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>						
<p>When engaging in tasks aligned with the following Kindergarten ELA Standards:</p> <p>W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>								

KINDERGARTEN STANDARD 6

ELP.K.6.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can . . . analyze and critique the arguments of others orally and in writing . . .	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, • identify a reason an author or speaker gives to support a point.	with prompting and support, • identify appropriate reasons an author or speaker gives to support main points.

When engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.	SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.
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When engaging in tasks aligned with the following Kindergarten ELA Standards:

- RI.8.** With prompting and support, identify the reasons an author gives to support points in a text.
- W.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- SL.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

KINDERGARTEN STANDARD 7

ELP.K.7.	By the end of each English language proficiency level, an English Language Learner can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing . . .	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.
When engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
When engaging in tasks aligned with the following Kindergarten ELA Standards:					
W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.					
SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.					
L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					

KINDERGARTEN STANDARD 8

ELP.K.8.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words <p>in simple oral presentations and read- alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases <p>in simple oral presentations and read- alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases <p>in simple oral presentations and read- alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases <p>in simple oral presentations and read- alouds about a variety of topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases <p>in simple oral presentations and read- alouds about a variety of topics, experiences, or events.</p>
When engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
When engaging in tasks aligned with the following Kindergarten ELA Standards:					
<p>Literature</p> <p>RL.4. Ask and answer questions about unknown words in a text.</p> <p>SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. <p>L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. 			<p>Informational Text</p> <p>RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p>		

KINDERGARTEN STANDARD 9

ELP.K.9.	By the end of each English language proficiency level, an English Language Learner can . . .							
	Level 1	Level 2	Level 3	Level 4	Level 5			
<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text . . .</p> <p>.</p>	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., <i>and</i>, <i>then</i>). 	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words. 	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words. 			
<p>When engaging in one or more of the following content-specific practices:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> </td> <td style="width: 33%;"> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p> </td> <td style="width: 33%;"> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p> </td> </tr> </table>						<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>						
<p>When engaging in tasks aligned with the following Kindergarten ELA Standards:</p> <p>W.2c. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.3c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>								

KINDERGARTEN STANDARD 10

ELP.K.10.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences in shared language activities. 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences in shared language activities. 	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences in shared language activities. 	<p>with increasing independence</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences in shared language activities
<p>When engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>When engaging in tasks aligned with the following Kindergarten ELA Standards:</p>					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 					

Glossary

Cognate: A word that has the same linguistic derivation as another; from the same original word or root. Examples of cognates in Indo-European languages are the words *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), etc., derived from the Proto-Indo-European (PIE) **nókʷts*, "night"; the Hebrew *שָׁלוֹם shalom*, the Arabic *سَلام salām*, and the Amharic *selam* ("peace") are also cognates, derived from Proto-Semitic **šalām-*.

False cognates are words that are commonly thought to be related (have a common origin), but that linguistic examination reveals are unrelated. The words *embarrassed* (self-conscious, humiliated) in English and *embarazada* (pregnant) in Spanish are examples of false cognates.

Coherence: A central, main theme or topic maintained across multiple sentences. One test of coherence is that sentences cannot be reordered without changing meaning.

Cohesion: Intra- and inter-sentence language connections made by using cohesive devices (e.g., pronoun or synonym replacement, logical connectors, conclusions that refer to prior content).

Collocation: The grouping of two or more words together with a frequency greater than chance. Such terms as "crystal clear," "middle management," "nuclear family," and "cosmetic surgery" are examples of collocated pairs of words.

Content-specific: Specific to a given discipline, content area, domain, or subject area. (Within the literature and among researchers, the term "discipline-specific" is more commonly used.) CCSSO (2012) defines it as "the language used, orally or in writing, to communicate ideas, concepts, and information or to engage in activities in particular subject areas (e.g., science)" (p. 107).

Context: This term is derived from Latin, meaning "a joining together" of external sources of information (schemas) with internal concepts (e.g., memories). It is also defined as a frame (e.g., background information, schema) that surrounds an event being examined and provides resources for appropriate interpretation (Duranti & Goodwin, 1992). As Fillmore observed, "When you pick up a word, you drag along with it a whole scene" (Fillmore, 1975, p. 114). Cummins (2000) describes effects of context on communication:

Context-embedded communication: Participants can actively negotiate meaning (e.g., by providing feedback that the message has not been understood), and the language is supported by a wide range of meaningful interpersonal and situational cues.

Context-reduced communication: Participants rely primarily on linguistic cues to meaning, and thus, successful interpretation of the message depends heavily on knowledge of the language itself. (p. 68)

Control: As used in the ELP Standards, refers to the degree to which a student may use a particular form with stability and precision. For example, independent control occurs when “In more sophisticated explanations, children have little or no difficulty simultaneously employing many complex and sophisticated linguistic devices [see **Linking words**], and their explanations require little effort from a listener to understand the steps or process being explained” (Bailey, 2013, p. 13).

Culture: (a) Different tools, thoughts, and experiences associated with a particular community of practice or certain situations (Brown, Collins, & Duguid, 1989); or (b) “an adaptive *process* [as opposed to an object that one might hold] that accumulates partial solutions to frequently encountered problems” (Hutchins, 1995, p. 354). “Human growth and creativity tend to occur not within separate and isolated cultures, but within their meeting and intermixture” (Wax, 1993, p. 108).

Descriptive sentences: Sentences in which the speaker/writer is able to describe or paint an exact picture in the listener’s or reader’s mind of what the speaker/writer wants to convey. Unlike a simple sentence (e.g., “The cat ran”), a descriptive sentence uses adjectives and adverbs as well as complex sentence construction (dependent, adverbial clauses, prepositional phrases, etc.) (e.g., “The big fat white cat ran quickly along the edge of the garden” which could be expanded to “It was astonishing, although not surprising, to observe that Mr. Dewey’s big fat white cat could run along the edge of the garden so quickly when there was a ferocious dog in close pursuit”).

Discourse: Language used in a particular context, such as the academic discourse of a science classroom compared to the social discourse of the playground. Different types of discourse call for different vocabulary, phrases, structures, and language registers. According to Gee (1999), language is always used from a perspective and always occurs within a context; there is no neutral use of language.

ELPD Framework: The *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (CCSSO, 2012), which provides guidance to states on how to use the expectations of the Common Core State Standards and the Next Generation Science Standards as tools for the creation and evaluation of ELP standards.

English language proficiency (ELP): “A socially constructed notion of the ability or capacity of individuals to use language for specific purposes” (CCSSO, 2012, p. 107). Also referred to by some as English language development (ELD), ELP embodies the belief that language development is ongoing. Multiple pathways to ELP are possible, but the end goal for students’ progress in acquiring English is to ensure full participation of ELLs in school contexts.

EP: ELA “Practices,” which describe ways in which developing student practitioners of ELA should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The practices are student actions, not teaching practices. Developed for the ELPD Framework by CCSS for ELA writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original CCSS for ELA.

Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. Evidence should appear in a form, and be derived from a source, that is widely accepted as appropriate to a particular discipline, such as details or quotations from a text in the study of literature or experimental results in the study of science. (See [Appendix A of the CCSS for ELA & Literacy](#).)

Formulaic expressions: Expressions produced in accordance with a mechanically followed rule or style. In the initial stages of English language acquisition, formulaic expressions are learned as a “chunk” in reference to familiar topics or objects in the immediate environment. Examples of formulaic expressions used during the initial phase of English language acquisition in schools include “go to the bathroom,” “stand in line,” and other habitually-used phrases. These prefabricated units are important because they serve as a bridge to connect vocabulary and grammar. Cowie (1998) argues that formulaic expressions are a crucial step in helping student move towards the acquisitions of idioms and the development of native-like proficiency.

Frequently occurring words and phrases: As used in the ELP Standards, this refers to words and phrases used commonly in the classroom and to everyday language used in schools. It is important to note that this does *not* refer to the [Top 100 High-Frequency Words](#) (e.g., “the,” “a,” “and,” “but”). The term “basic” is not used in the ELP Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

Grade appropriate: As used in the ELP Standards, this refers to level of content and text complexity in relation to CCR standards’ requirements for a particular grade level or grade span. (See [Appendix A of the CCSS for ELA & Literacy](#) and [Defining the Core](#).)

Idioms: An idiom is an expression that cannot be understood from the meanings of its component words but has a meaning of its own. Usually that meaning is derived from the history of the language and culture in which it is used. Students’ acquisition of idioms progresses from literal meanings to figurative and metaphorical meanings.

Transparent idioms are expressions in which the literal meaning is clearly linked to the figurative meaning, e.g., *give the green light, break the ice*.

Semi-transparent idioms are expressions in which the link between literal and figurative meaning is less obvious, e.g., *beat a dead horse, save one’s breath*.

Opaque idioms are expressions with an undetectable link between literal and figurative language, e.g., *pull one’s leg, kick the bucket*.

Inflectional ending: A short suffix added to the end of a word to alter its meaning. In this document, the term refers to endings such as -s, -es, -ing, and -ed.

Inflectional forms: The forms of a word that include alteration of the word to indicate singular or plural, verb tense, and verb aspect. Inflected or inflectional forms also include irregular verbs (e.g. sing – sang – sung) and irregular plural nouns (e.g. mouse – mice).

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). See [Appendix A of the CCSS ELA & Literacy Standards](#).

Interactive language skills: Skills involved in producing language in spoken or written form during collaborative, interactive activities, including collaborative use of receptive and productive modalities. This modality “refers to the learner as a speaker/listener and as a reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops” (Phillips, 2008, p. 96).

Language forms: Vocabulary, grammar, and features of discourse specific to a particular content area or discipline. This term refers to the surface features of language and how they are arranged according to the grammar of the language. As a means of connecting sound with meaning, it incorporates morphology, syntax, and phonology.

Language functions: What students do with language to accomplish content-specific tasks. As defined by Gibbons (1993), language functions can be used to describe the purposes for which language is used in the classroom. Their use offers a simple and practical way to ensure that content and language are integrated.

Linguistic Output: Refers to the production of language. Educators should provide ELLs with communicative tasks that require students to create the sustained output necessary for second language development. (See [Principle 7 in *Principles of Instructed Second Language Acquisition*](#).)

Linking words (a.k.a. cohesive devices): Words or phrases that can be used as sentence connectors to develop coherence within a paragraph by linking one idea/argument to another. Examples include *however, in conclusion, basically, as it turns out, at last, eventually, after all, rarely, normally, at first, often, further, and firstly*.

Modalities (modes of communication): The means or manner by which communication takes place. This document identifies three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities. (see page 7 of the ELP Standards for more information.)

Modeled sentences: As used in the ELP Standards, this term refers to the provision of exemplar speech and text to students as part of the instructional process. Examples of modeled sentences in the ELP Standards include sentence frames, sentence stems, and sentence models.

MP: The CCSS for Mathematical Standards for Practice or Mathematical Practices. The practices describe ways in which developing student practitioners of mathematics should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The *Standards for Mathematical Practice* are descendants of the *Adding It Up* [proficiencies](#) (Kilpatrick, Swafford, & Findell, 2001) and the [NCTM process standards](#) (NCTM, 2000). They also descend from work on [Habits of Mind](#) (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland. For more examples of the Mathematical Practices, see <http://www.insidemathematics.org/index.php/common-core-math-intro>.

Nonverbal communication: As used in the ELP Standards, this term refers to the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the ELP Standards may include gestures, nods, thumbs up or down, or facial expressions.

Organize: In the ELP Standards, refers to discourse that conveys temporal, causal, categorical, or other logical relationships that are consistent with the author’s apparent purpose in conveying information, narrating a story, making a persuasive argument, or some other emergent discourse form.

Productive language skills: Skills involved in producing language in spoken or written form. This modality “places the learner as speaker [and/or] writer for a ‘distant’ audience (one with whom interaction is not possible or is 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 it before publication or broadcast” (Phillips, 2008, p. 96).

Receptive language skills: Skills involved in interpreting and comprehending spoken or written language. This modality “refers to the learner as a reader [and/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).

Referent: The thing that a word or phrase denotes or stands for; examples may include abstractions or physical examples.

Recognize: As used in the ELP Standards, this verb refers to instances when a student might recognize the meaning of the words, using verbal communication or non-verbal communication.

Registers: Distinguishable patterns of communication based upon well-established language practices, such as the language used in subject-area classrooms. Registers are a “recognizable kind of language particular to specific functions and situation. A well-known non-academic example is *sports announcer talk*” (Ferguson, 1983, p. 155).

Research projects:

- **Short research project:** An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.
- **More sustained research project:** An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Scaffolding: Guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understanding as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui et al. (2013).

Sentence structures: As used in the ELP Standards and the Proficiency Level Descriptors, language structures include simple, compound, complex sentences, and the range of other language structures.

Simple: As used in the ELP Standards, this generally refers to the grammatical structure of a phrase, sentence, or text relative to its complexity or density. A "simple" sentence may use subject+verb+object construction without any embellishments.

Source: As used in the ELP Standards, this refers to speech or text used largely for informational purposes, as in research.

SP: The NGSS *Science and Engineering Practices*. The practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The *Science and Engineering Practices* "describe behaviors that scientists engage in as they investigate and build models and theories about the natural world" (NGSS, 2013). As noted in [Appendix F of the NGSS](#) (NGSS Lead States, 2013), chapter three of the *Science Framework for K-12 Science Education* (NRC, 2012) provides background on the development of the *Science and Engineering Practices*. For more information and examples, see [Bybee \(2011\)](#).

Variety of topics: As used in the ELP Standards this refers to a range of topics that may be either familiar or unfamiliar to the student (i.e., requiring support to build the student's background knowledge or particular context knowledge).

Visual aids: As used in the ELP Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.

Vocabulary: A set of words, phrases, or expressions, within a language, that is familiar to a person. (See the PLDs for specific vocabulary expectations by the end of each ELP level.)

Academic vocabulary (see also [Appendix A of the CCSS for ELA & Literacy](#), p. 33):

- **General academic words and phrases:** Vocabulary common to written texts but not commonly a part of speech; as used in the ELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as “school navigational language.”
- **Content-specific words and phrases:** Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as “terms.” (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as “curriculum content language.” As defined in [Language standard 6](#) of the CCSS, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the ELP Standards do not suggest that vocabulary taught to English Language Learners should be limited to only that defined by the CCSS.)

Three Tiers of Vocabulary:

- Tier One: Words acquired through everyday speech, usually learned in the early grades.
- Tier Two: Academic words that appear across all types of text. These are often precise words that are used by an author in place of common words (e.g., “gallop” instead of “run”). They change meaning with use.
- Tier Three: Domain-specific words that are specifically tied to content (e.g., “Constitution,” “lava”). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks, and addressed by teachers. They are considered difficult words that are important to understanding content.

Frequently occurring vocabulary: This includes common words and phrases, as well as idiomatic expressions.

Social vocabulary/language: Cummins (2000) refers to this as “surface proficiency” and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

Wh- questions: “Who,” “what,” “where,” “when,” “why,” and “how” questions.

With prompting and support/with (some) guidance and support: See **Scaffolding**

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Appendix A: Proficiency Level Descriptors for English Language Proficiency Standards

INTRODUCTION

The Council of Chief State School Officers utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English language proficiency standards (CCSSO, 2013). The English Language Proficiency Standards were developed for grades K, 1, 2-3, 4-5, 6-8, and 9-12 to highlight and elaborate upon the critical language, knowledge about language, and skills using language that are within college- and career-readiness standards in mathematics, science, and English language arts and that are necessary in order for English language learners to be successful in schools.

The purpose of this *Proficiency Level Descriptors⁷ for English Language Proficiency Standards* document is to complement, rather than replace, the *English Language Proficiency Standards*. This document provides summary definitions and more detailed descriptions of what *English language learners' language forms⁸* might look like as English language learners gain proficiency with the strategic set of *language functions⁹* outlined in the English Language Proficiency Standards. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the proficiency level descriptors are situated.

PROFICIENCY LEVEL DESCRIPTOR SUMMARIES

In general, proficiency level descriptors provide “descriptions of the level of English language knowledge and skills required of each [proficiency] level” (Perie, 2008, p. 15). When designing the English Language Proficiency Standards, the language forms outlined in the proficiency level descriptors were embedded throughout the grade-level/grade-span English Language Proficiency Standards according to the grade-appropriate expectations that had been placed in each English Language Proficiency Standard.

High level summaries of the PLDs provide an overview in relation to:

⁷ A note on the use of the term Proficiency, rather than Performance, in this phrase: The English Language Proficiency Standards focus on proficiency levels rather than performance levels. For consistency with the English Language Proficiency Standards, this document uses the term Proficiency Level Descriptors rather than Performance Level Descriptors as had been suggested in Perie (2008), a journal article that primarily focuses on creating proficiency level descriptors for content-area assessments. The descriptors detailed in this document address five English language proficiency levels; the uppermost English language proficiency level is part of the calculation of whether a student is fully English proficient.

⁸ As used in the English Language Proficiency Standards, the term language forms refers to vocabulary, grammar, and discourse specific to a particular content area or discipline.

⁹ As used in the English Language Proficiency Standards, the term language functions refers to what students do with language to accomplish content-specific tasks.

1. The degree of control of English that English language learners typically show as they participate in in grade-appropriate classroom-based activities involving the strategic language functions outlined in the English Language Proficiency Standards; and
2. What the forms of English language learners’ language-related performance typically look like.

TABLE 1. HIGH LEVEL SUMMARIES OF FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

By the end of each ELP level, an English language learner can...

	1	2	3	4	5
PLD Summary	<ul style="list-style-type: none"> • Show limited control of English when participating in grade-appropriate classroom activities • Convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary 	<ul style="list-style-type: none"> • Show emerging control of English when participating in grade-appropriate classroom activities • Convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary 	<ul style="list-style-type: none"> • Show developing control of English when participating in grade-appropriate classroom activities • Use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary 	<ul style="list-style-type: none"> • Show increasingly independent control of English when participating in grade-appropriate classroom activities • Convey related events, ideas, and/or opinions using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary 	<ul style="list-style-type: none"> • Show independent control of English when participating in grade-appropriate classroom activities • Convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary

Additionally, once a student is considered English proficient for the purposes of English language learner assessment and eligibility for English language learner services, the student will continue to develop English language skills beyond involvement in an English language development program. Development of language skills is an ongoing process that continues throughout one’s lifetime.

DETAILED PROFICIENCY LEVEL DESCRIPTORS

The progressions shown in Table 2 provide more detailed information on the language forms which were embedded in the English Language Proficiency Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels, as English language learners develop use and control of the language functions needed to participate in content-specific practices (Bailey, Reynolds Kelly, Heritage, Jones & Bernstein-Blackstock, 2013; Bailey & Heritage, 2008; Cook, White, Castro, Patton, & Bird, 2012; Valdes, Walqui, Kibler, & Alvarez, 2012).

During development, the proficiency level descriptors in Table 2 were framed in relation to the “high-leverage characteristics” (Bailey, et al., 2013 p. 84) needed for addressing the language demands found within CCR standards, at the discourse, sentence, and vocabulary¹⁰ levels. Bailey and colleagues (2013) clarify that “Analogous to Stevens et al.’s (2009) notion of a hypothetical learning trajectory, linguistic hallmarks present the trajectory of individual linguistic and discourse features” (p.74) helping to delineate steps taken along the progression of English language development. Based on the authors' preliminary analyses of pilot data, characteristics for discourse, sentence, and vocabulary levels include:

1. Discourse level: level of control over organization, cohesion, and overall stamina
2. Sentence level: sophistication of sentence structure
3. Vocabulary level: sophistication of vocabulary (e.g., range and specificity), including expansion of word groups and grammatical forms

¹⁰ Referred to as the “word” level in Bailey & Heritage, 2008; Bailey, et al., (2013).

TABLE 2. DETAILED PROFICIENCY LEVEL DESCRIPTORS FOR FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

By the end of each ELP level, an English language learner can...

	1	2	3	4	5
<p>Discourse Level</p> <p><i>What is the amount of content-specific language that can be quickly processed or easily produced?</i></p>	<ul style="list-style-type: none"> Simple information about an event, experience, and/or topic Short sentences composed of simple or predictable phrases or sentences <p>Limited (i.e., initial) cohesion among sentence structures</p>	<ul style="list-style-type: none"> A brief sequence of events in order and/or introduction of a topic with supporting details Multiple, related, simple sentences containing content area descriptions in grade-appropriate text or word problems <p>Loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases</p>	<ul style="list-style-type: none"> Related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) Related paragraphs on grade-appropriate content-area texts <p>Developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions</p>	<ul style="list-style-type: none"> Related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) Multiple paragraphs containing a variety of sentences on grade-appropriate content-area text <p>Increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)</p>	<ul style="list-style-type: none"> Complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation} Multiple paragraphs, chapters, and essays on grade-appropriate content-area text <p>Accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events</p>
<p>Sentence Level</p> <p><i>How much information is packed within a sentence structure (clause) or sentence?</i></p>	<p>Syntactically simple sentences including:</p> <ul style="list-style-type: none"> Verb tenses such as present, present progressive, simple future (going to), simple past Modifiers such as adjectives, adverbs Simple grammatical constructions (e.g. <i>commands, some</i> 	<p>Combinations of simple sentence structures including:</p> <ul style="list-style-type: none"> Verb tenses such as past tense (irregular), past progressive, simple future Modifiers such as frequently occurring prepositions, adjectives, adverbs 	<p>Descriptive sentences characterized by frequently occurring complex sentence structures including:</p> <ul style="list-style-type: none"> Verb tenses such as present perfect Modifiers such as subordinating conjunctions, and prepositional phrases <p>Simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas</p>	<p>Descriptive sentences characterized by increasingly complex sentence structures including:</p> <ul style="list-style-type: none"> Verb tenses, such as past perfect Modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) Expanded simple, compound, and 	<p>Descriptive sentences characterized by wide variety of sophisticated sentence structures including:</p> <ul style="list-style-type: none"> Verb tenses such as passive voice and subjunctive Modifiers such as phrases and clauses within a sentence (recognizing and

	<i>wh-questions, declaratives)</i> Common social and instructional patterns or forms	Repetitive phrases and sentence patterns across content areas		complex sentence patterns characteristic of content areas	correcting misplaced and dangling modifiers) A wide range of idiomatic and unique sentence patterns characteristic of content areas
Vocabulary Level <i>What is the range and specificity of words, phrases, and expressions used?</i>	A limited (i.e., initial) range of simple vocabulary including: <ul style="list-style-type: none"> • Very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) • A small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words • Frequently occurring pronouns used with initial control (and occasional misapplications) Nonverbal communication	A simple vocabulary including: <ul style="list-style-type: none"> • Frequently occurring words and phrases • One to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas • Frequently occurring pronouns used with increasing precise control A few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form	A developing vocabulary including: <ul style="list-style-type: none"> • Words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions • An emerging awareness of how to create new words from familiar words (i.e., electricity from electric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple meaning words • Relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>) • Transparent idioms with developing grammatical complexity 	A wider vocabulary including: <ul style="list-style-type: none"> • An increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases • Multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations • An increasing number of intensive pronouns to add emphasis to a statement (e.g., <i>myself, ourselves</i>) • Semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity 	A wide vocabulary including: <ul style="list-style-type: none"> • A larger proportion of vivid, less frequently occurring words and phrases • Precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • Precise use of intensive pronouns • Opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

A NOTE ON TABLES 1 AND 2

The Levels 1-5 descriptors in Table 1 and Table 2 describe targets for English language learner performance by the end of each English language proficiency level. However, students may demonstrate a range of abilities within and across each English language proficiency level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within English language proficiency levels are based upon English language learners' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1-5 descriptors describe proficiency at the end of each English language proficiency level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, English language learners may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, English language learner status is a temporary status, an English language proficiency level does not categorize a student (e.g., “a Level 1 student”), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., “a student at Level 1” or “a student whose listening performance is at Level 1”).

A NOTE ON SCAFFOLDING

While many English language proficiency standards' proficiency level descriptors include references to scaffolding, the proficiency level descriptors shown in this document do not include reference to scaffolding in relation to English language proficiency levels. As outlined in Guiding Principle 4 of the English Language Proficiency Standards, it is recommended that scaffolding should not be framed only as support to be provided to English language learners with lower levels of English language proficiency, and it is important to avoid encouraging or reinforcing static notions of what students can or cannot do at various levels of English language proficiency. Guiding Principle 4 states:

English language learners at all levels of English language proficiency should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. *The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.* (CCSSO, 2013, p. 4)

It is important that educators use a more nuanced approach to scaffolding (Walqui, Bunch, Kibler, & Pimentel, 2013). Scaffolding can be provided to students throughout the process of English language proficiency, not just at the lower English language proficiency levels.

Students at every level of English language proficiency will engage in some academic tasks that require little or no scaffolding because the students have already mastered the requisite skills and language; other tasks that require moderate scaffolding because the students can carry out some aspects of the task independently but require linguistic or other support for other aspects; and tasks that require substantial scaffolding because they entail cognitively and linguistically unfamiliar and challenging content or skills. (Walqui et al., 2013, p. 5; emphasis in original).

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