

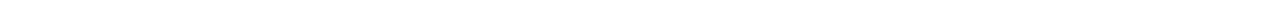
Alignment Study: LAS Links Forms C&D to ELPA21 Standards

Summary Report

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Summary

This document provides a report of a study of the alignment between the ELPA21 standards and the LAS Links standards, proficiency levels, and test items (Forms C&D). The purpose of the study was to examine whether LAS Links provides adequate content coverage of the ELPA21 standards and whether the test assesses language proficiency at the same or higher levels of language complexity and cognitive demand as the ELPA 21 standards.

The methods developed as a part of the study were grounded in alignment studies conducted by recognized experts in academic assessment (Webb, 1999) and language proficiency assessment (Cook, 2006).

The background for the study, its methods, and results are discussed in detail in the following report.

Process and Methodology

PROCESS

The study included the following steps:

COVERAGE

1. Each item in Forms C&D was aligned to an ELPA21 standard. All items were matched to an ELPA21 standard, showing **STRONG** coverage of the ELPA21 standards

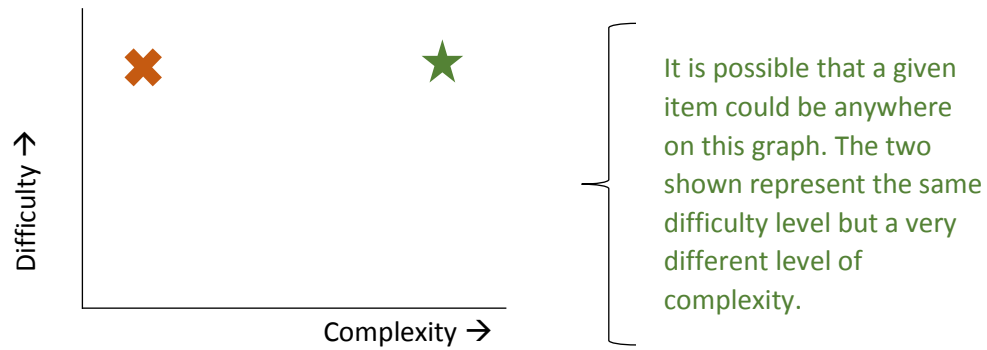
CORRESPONDENCE OF LANGUAGE PROFICIENCY LEVELS, LANGUAGE COMPLEXITY, AND COGNITIVE FUNCTION

2. Master tables were prepared in Excel for each modality covered by the two sets of standards (Speaking, Listening, Reading, and Writing). The tables contain comprehensive data about the LAS Links items, including standards, subskills, and actual proficiency levels. Connecting live proficiency levels as part of the alignment is an innovative step, and permits in-depth study of the alignment.
3. A summary table was prepared for ELPA21 proficiency levels. ELPA21 provides 5 proficiency levels at the standard level. In order to adequately compare the proficiency level descriptors of ELPA21 to LAS Links, a summary that shows the range of the proficiency levels per standard was prepared, a step above the granular level presented by ELPA21. It was then possible to see that ELPA provides a similar set of statements for the standard at each grade level. This simplifies the comparison with LAS Links and provides an underlying validity for the comparison.
4. A third step was to generate a table showing sample LAS Links coverage of proficiency levels. See Tables 6, 7, and 8 for the results.

In addition to step 4, it is recommended that a separate analysis of Depth of Knowledge be done by rating both the ELPA21 Standards and conducting an independent match of the LAS Links items to the already rated ELPA21 standards to two dimensions: Language Complexity and Cognitive Function. However, difficulty and complexity are two different dimensions, although they tend to correlate at the K-12 level (see Figure 1 for an illustration of the difference between item difficulty and item complexity). A fourth step is to assign Language Complexity and Cognitive Function values to the LAS Links items and create a summary view of these two dimensions. This rating should be

conducted by a group of practitioners. Once this analysis is complete, it can be compared to the proficiency level analysis included in this report.

Figure 1:



ELPA21 Overview

ELPA 21 has 10 standards and has assigned modalities to each standard, as follows:

1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Listening	Reading		
2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Listening	Reading	Speaking	Writing
3 speak and write about grade-appropriate complex literary and informational texts and topics	Speaking	Writing		
4 construct grade-appropriate oral and written claims and support them with reasoning and evidence	Speaking	Writing		
5 conduct research and evaluate and communicate findings to answer questions or solve problems	Listening	Reading	Speaking	Writing
6 analyze and critique the arguments of others orally and in writing	Listening	Reading	Speaking	Writing
7 adapt language choices to purpose, task, and audience when speaking and writing	Speaking	Writing		
8 determine the meaning of words and phrases in oral presentations and literary and informational text	Supportive			
9 create clear and coherent grade-appropriate speech and text	Supportive			
10 make accurate use of standard English to communicate in grade appropriate speech and writing	Supportive			

Coverage of the Standards

In the alignment process, 100% of the LAS Links items were aligned to an ELPA standard. For the purposes of this alignment, only a principal alignment was chosen, although the three standards ELPA refers to as supportive might provide a secondary alignment in some cases. In a few instances, Standards 8, 9 or 10 were selected as the principal standard.

ELPA standards 5 and 6 refer to activities best undertaken in the classroom or measured by performance assessment. No LAS Links item was aligned to either of these two standards. Similarly, standard 7 was not aligned directly to any LAS Links item but an argument could be made that this task is an implicit part of many items. However, the reviewer also notes that while it is possible to directly assess this standard, it may also be best left to classroom practices.

Because LL contains CR items, the tables that report alignment are reporting on a score point basis, as opposed to an item basis. This is important as this allows us to show an alignment distribution not only by standard, but by proficiency level. This is an enhanced feature of this alignment study as most alignment studies do not take this data point into consideration.

The tables below show the results of the coverage study. LAS Links shows strong coverage of the ELPA21 standards

Table 1. LAS Links Score Points aligned to ELPA21 Standards

ELPA21 Standards	LAS Links Score Point Distribution				
		Listening	Reading	Speaking	Writing
1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Listening; Reading	39%	15%		
2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Listening; Reading; Speaking; Writing	57%	61%	51%	23%
3 speak and write about grade-appropriate complex literary and informational texts and topics	Speaking; Writing			25%	31%
4 construct grade-appropriate oral and written claims and support them with reasoning and evidence	Speaking; Writing			24%	14%
5 conduct research and evaluate and communicate findings to answer questions or solve problems	Listening; Reading; Speaking; Writing	N/A	N/A	N/A	N/A
6 analyze and critique the arguments of others orally and in writing	Listening; Reading; Speaking; Writing	N/A	N/A	N/A	N/A
7 adapt language choices to purpose, task, and audience when speaking and writing	Speaking; Writing			Rubric	Rubric
8 determine the meaning of words and phrases in oral presentations and literary and informational text	Supportive	4%	25%		2%
9 create clear and coherent grade-appropriate speech and text	Supportive				2%
10 make accurate use of standard English to communicate in grade appropriate speech and writing	Supportive				29%

Table 2: Summary View of LAS Links Alignment to ELPA21 Standards

ELPA 21 Standards	LAS Links Listening	LAS Links Reading	LAS Links Speaking	LAS Links Writing
1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	✓	✓	n/a	n/a
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	n/a	n/a	✓	✓

4 construct grade-appropriate oral and written claims and support them with reasoning and evidence	n/a	n/a	✓	✓
5 conduct research and evaluate and communicate findings to answer questions or solve problems	CLASSROOM ONLY			
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	Counted in standards 3 and 4			
8 determine the meaning of words and phrases in oral presentations and literary and informational text	✓	✓	n/a	✓
9 create clear and coherent grade-appropriate speech and text	n/a	n/a	Counted in standards 3 and 4	✓
10 make accurate use of standard English to communicate in grade appropriate speech and writing	n/a	n/a	n/a	✓

Key: ✓ minor alignment (less than 5% of available score points)

Appendix A contains the coverage tables by grade span.

The tables below show the correspondence of LAS Links subskills to ELPA21 standards. All LAS Links subskills map to an ELPA21 standard

Table 3: Correspondence of LAS Links Subskills by domain to ELPA21 Standards

LAS Links Subskills (Listening)	ELPA21 Standard
L1 Follow directions	1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
L2 Respond to idiomatic expressions	
L3.1 Identify purpose	
L3.2 Identify main ideas	
L3.3 Identify supporting details	
L4.1 Make predictions	
L4.2 Make inferences	
L1 Follow directions	2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
L3.1 Identify purpose	
L3.2 Identify main ideas	
L3.3 Identify supporting details	
L4.2 Make inferences	8 determine the meaning of words and phrases in oral presentations and literary and informational text
L2 Respond to idiomatic expressions	

LAS Links Subskills (Reading)	ELPA21 Standard
R2.3 Interpret words and phrases as they are used in text	1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
R3.1 Identify main ideas	
R3.2 Identify supporting details	
R3.3 Identify important literary features of text	
R3.4 Analyze the structure of texts	
R3.5 Identify point of view tone and attitude	
R1.1 Identify rhyming words	2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
R1.2 Apply letter-sound relationships to read English words	
R1.3 Apply letter-sound relationships to read English phonemes	
R1.4 Apply knowledge of morphemes and syntax to word meaning	
R2.1 Associate words with their representation	
R2.2 Classify words	
R3.1 Identify main ideas	
R3.2 Identify supporting details	
R3.5 Identify point of view tone and attitude	
R1.4 Apply knowledge of morphemes and syntax to word meaning	
R2.3 Interpret words and phrases as they are used in text	
R3.1 Identify main ideas	

LAS Links Subskills (Speaking)	ELPA21 Standard
S1.1 Provide information	2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
S1.5 Express opinions and preferences	
S1.6 Make requests	
S1.7 Ask questions request clarification and negotiate for understanding	
S2.1 Identify an object or concept	
S2.2 Describe purpose use or feature using words phrases or sentences	
S2.3 Identify an academic or social situation and describe it using sentences	
S3.2 Describe people locations and scenery	
S5.1 Interpret narrate and paraphrase events using visual information	3 speak and write about grade-appropriate complex literary and informational texts and topics
S1.2 Describe information	
S2.2 Describe purpose use or feature using words phrases or sentences	
S3.2 Describe people locations and scenery	
S5.1 Interpret narrate and paraphrase events using visual information	4 construct grade-appropriate oral and written claims and support them with reasoning and evidence
S1.3 Interpret and analyze information	
S2.2 Describe purpose use or feature using words phrases or sentences	
S4.2 Explain ideas and opinions	

LAS Links Subskills (Speaking)	ELPA21 Standard
W1 Copy words and sentences	2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
W2 Write letters numerals and words	
W6.2 Write sentences to describe or narrate	
W6.3 Write simple sentences to interpret or analyze	
W6.4 Write simple sentences to state opinions	
W7.1 Write to describe explain report compare narrate persuade or express	
W6.1 Write sentences to summarize	3 speak and write about grade-appropriate complex literary and informational texts and topics
W6.2 Write sentences to describe or narrate	
W6.3 Write simple sentences to interpret or analyze	
W6.6 Write simple sentences to explain	
W7.1 Write to describe explain report compare narrate persuade or express	
W6.3 Write simple sentences to interpret or analyze	4 construct grade-appropriate oral and written claims and support them with reasoning and evidence
W6.6 Write simple sentences to explain	
W2 Write letters numerals and words	8 determine the meaning of words and phrases in oral presentations and literary and informational text
W1 Copy words and sentences	9 create clear and coherent grade-appropriate speech and text
W2 Write letters numerals and words	
W3.1 - 3.11 Grammar	10 make accurate use of standard English to communicate in grade appropriate speech and writing
W4.1 - 4.6 Language Conventions	

Correspondence of language proficiency levels, language complexity, and cognitive function

Proficiency Levels

LAS Links proficiency levels are reported out at the level of grade-span and modality. ELPA 21 reports 5 proficiency levels for each standard. ELPA 21 does not have overall definitions of proficiency as LAS Links does. To address this disparity, we took the ELPA 21 PLDs and created a range with two data points. The beginning of the range was the descriptor for Level 1 and end of the range is the descriptor for Level 2. (See Appendix B, Table 11 for a complete set of ELPA 21 Proficiency Levels)

The table below shows the range for ELPA 21 PLDs for Standard 1 across all grade levels. In many cases the language is identical or similar across grade levels; being the level of sophistication students bring to the task as well as the level of support provided by the teacher the only variant.

Table 4: ELPA21 Proficiency Level Descriptors for Standard 1

Grade	ELPA Standard	Modality	Beginning to Proficient
<i>K</i>	K.1	listening, reading	Identify a few key words from read-alouds and oral presentations of information or stories.	Identify main topics; answer questions about key details; retell familiar stories from read-alouds, picture books, and oral presentations.
<i>G 1</i>	1.1	listening, reading	Identify a few key words from read-alouds, picture books, and oral presentations.	Identify main topics; ask and answer questions about key details; retell stories, including key details from read-alouds, written texts, and oral presentations.
<i>G 2-3</i>	2-3.1	listening, reading	Identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	Determine the main idea or message; tell how key details support the main idea; retell a variety of stories from read-alouds, written texts, and oral communications.
<i>G 4-5</i>	4-5.1	listening, reading	Identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	Determine two or more main ideas or themes; explain how key details support the main ideas or themes; summarize a text from read-alouds, written texts, and oral presentations.
<i>G 6-8</i>	6-8.1	listening, reading	Identify a few key words and phrases in oral communications and simple written texts.	Determine central ideas or themes in oral presentations or written text; explain how the central ideas/themes are developed by supporting ideas or evidence; summarize a text.
<i>G 9-12</i>	9-12.1	listening, reading	Identify a few key words and phrases in oral communications and simple oral and written texts.	Determine central ideas or themes in presentations and written texts; analyze the development of the themes/ideas; cite specific details and evidence from the texts to support the analysis; summarize a text.

Although the ELPA 21 proficiency level descriptors are more detailed at the beginner level than are LAS Links level descriptors this does not seem to be significant differentiation. LAS Links descriptors are adequately detailed to permit discrimination of the different levels.

As is evident from the table above, there is a great deal of overlap in the ELPA 21 proficiency descriptors across grades with respect to the skills being measured. ELPA 21 descriptors are similar in focus to LAS Links subskills, as shown in the table below.

Table 5: Correspondence between LAS Links Subskills and ELPA21 Proficiency Level Descriptors

LAS Links Subskills	ELPA	ELPA Proficiency Level Descriptor
L1 Follow directions	1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	FROM
L2 Respond to idiomatic expressions		Identify a few key words from read-alouds and oral presentations of information or stories.
L3.1 Identify purpose		TO
L3.2 Identify main ideas		Determine central ideas or themes in presentations and written texts; analyze the development of the themes/ideas ; cite specific details and evidence from the texts to support the analysis ; summarize a text.
L3.3 Identify supporting details		
L4.1 Make predictions		
L4.2 Make inferences		

Table 6 shows the range of ELPA21 descriptors for Kindergarten for the Listening modality.

Table 6: ELPA21 Proficiency Descriptors for Listening, Kindergarten

Grade	Beginner...	...to Proficient
K.1	Identify a few key words from read-alouds and oral presentations of information or stories.	Identify main topics; answer questions about key details; retell familiar stories from read-alouds, picture books, and oral presentations.
K.2	Respond to simple yes/no and some wh-questions about familiar topics.	Ask and answer questions; follow rules for discussion about a variety of topics.
K.5	Recall information from experience or from a provided source.	Recall information from experience or use information from provided sources to answer a question showing increasing control.
K.6	[Standard introduced at Level 4.]	Identify appropriate reasons an author or speaker gives to support main points.

Table 7 shows the descriptors for LAS Links, Kindergarten, Listening Modality.

Table 7: LAS Links Kindergarten Proficiency Descriptors for Listening

LAS Links Listening Proficiency Levels	
1	Beginning students are starting to develop receptive and productive skills in English.
2	Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.
3	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make some inferences from simple oral stories. Errors interfere with communication and

	comprehension.
4	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and make inferences. They identify main ideas in more complex stories.
5	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.

When we compare these two sets of proficiency descriptors, there is no significant difference in understanding of the levels of proficiency in listening in Kindergarten. The bolded words in Table 8 indicate points of correspondence between the two sets of proficiency descriptors for the beginning learning and the proficient learner.

Table 8: Comparison of Proficiency Level Descriptors

ELPA21	L	LAS Links Listening Proficiency Levels
Identify a few key words from read-alouds and oral presentations of information or stories. Respond to simple yes/no and some wh- questions about familiar topics. Recall information from experience or from a provided source.	L 1	Beginning students are starting to develop receptive and productive skills in English.
Identify main topics; answer questions about key details; retell familiar stories from read-alouds, picture books, and oral presentations. Ask and answer questions; follow rules for discussion about a variety of topics. Recall information from experience or use information from provided sources to answer a question showing increasing control. Identify appropriate reasons an author or speaker gives to support main points.	L 4 – 5	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and make inferences. They identify main ideas in more complex stories. Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.

A detailed comparison of proficiency levels across grade levels was not carried out for this study. Such analysis is more meaningful when the standards are rated on the dimensions of Language Complexity and Cognitive Function mentioned on page 1. However, Appendix B contains the complete summary tables for the range of proficiency levels across ELPA 21 standards, as well as the complete tables of proficiency level descriptors for LAS Links.

Because LAS Links assessments have a rich body of evidence collected through multiple administrations it is also possible to illustrate coverage of the ELPA 21 standards by LAS Links proficiency levels. A sample table is presented below for all grades over all four domains. A complete set of these tables by grade level can easily be generated from the data tables created for this study.

Table 9: Summary Coverage of ELPA 21 standards by LAS Links Proficiency Levels (ALL GRADES)

	Beginning	Early Int.	Intermediate	Proficient	Above Prof.
Listening					
1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	5%	14%	35%	30%	16%
2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	7%	25%	31%	31%	7%
8 determine the meaning of words and phrases in oral presentations and literary and informational text	13%	25%	25%	13%	25%
Reading					
1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	0%	16%	26%	49%	9%
2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	4%	25%	32%	28%	11%
8 determine the meaning of words and phrases in oral presentations and literary and informational text	0%	19%	27%	41%	12%
Writing					
10 make accurate use of standard English to communicate in grade appropriate speech and writing	1%	28%	37%	23%	11%
2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	28%	46%	16%	1%	8%
3 speak and write about grade-appropriate complex literary and informational texts and topics	13%	27%	18%	17%	24%
4 construct grade-appropriate oral and written claims and support them with reasoning and evidence	16%	20%	7%	36%	22%
8 determine the meaning of words and phrases in oral presentations and literary and informational text	25%	75%	0%	0%	0%
9 create clear and coherent grade-appropriate speech and text	86%	14%	0%	0%	0%
Speaking					
2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	2%	14%	36%	34%	13%
3 speak and write about grade-appropriate complex literary and informational texts and topics	1%	3%	16%	46%	35%
4 construct grade-appropriate oral and written claims and support them with reasoning and evidence	0%	0%	28%	42%	30%

Conclusions

The alignment process for matching LAS Links items to ELPA 21 standards show that 100% of LAS Links items align to 7 of 10 ELPA 21 standards. This satisfies the breadth aspect of an alignment study. The three ELPA 21 standards that did not align to a LAS Links item are standards that are best measured during the instructional mode, as opposed to the assessment mode.

With respect to the depth of the alignment, this is shown through the correspondence of LAS Links proficiency level descriptors to ELPA 21 proficiency level descriptors. A key word analysis shows substantial overlap between the two sets of proficiency level descriptors.

In addition, there is empirical evidence available for LAS Links items such that the LAS Links proficiency level per score point can be mapped to ELPA 21 standards. This is an innovative feature of this study and shows a rich sampling of the ELPA 21 standards.

Appendix A

The tables below show the number of LL score points by grade level linked to the relevant ELPA 21 standard.

Table 10: LAS Links Score Points by Grade Level Aligned to ELPA 21 Standards

1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Listening	Reading
K to 1	10	4
2 to 3	14	10
4 to 5	9	1
6 to 8	18	9
9 to 12	32	19

2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Listening	Reading	Speaking	Writing
K to 1	30	48	67	26
2 to 3	26	25	48	24
4 to 5	28	43	30	8
6 to 8	24	39	29	8
9 to 12	13	25	34	8

3 speak and write about grade-appropriate complex literary and informational texts and topics	Speaking	Writing
K to 1	13	15
2 to 3	10	11
4 to 5	28	24
6 to 8	28	24
9 to 12	24	24

4 construct grade-appropriate oral and written claims and support them with reasoning and evidence	Speaking	Writing
K to 1	1	0
2 to 3	24	9
4 to 5	24	12
6 to 8	24	12
9 to 12	24	12

Standards 8, 9, and 10 are **supporting** standards. In some instances, they are the primary alignment for some LL items, as shown in the tables below. A secondary standard was not assigned in this alignment study, although the supporting standards 8,9, and 10 are obvious candidates for a secondary alignment.

8 determine the meaning of words and phrases in oral presentations and literary and informational text	Listening	Reading	Speaking	Writing
K to 1	0	4	0	4
2 to 3	0	25	0	0
4 to 5	3	16	0	0
6 to 8	4	12	0	0
9 to 12	1	16	0	0

9 create clear and coherent grade-appropriate speech and text	Speaking	Writing
K to 1	0	7
2 to 3	0	0
4 to 5	0	0
6 to 8	0	0
9 to 12	0	0

10 make accurate use of standard English to communicate in grade appropriate speech and writing	Speaking	Writing
2 to 3	0	20
4 to 5	0	20
6 to 8	0	20
9 to 12	0	20
K to 1	0	12

Appendix B:

Table 11: ELPA21 Summary Proficiency Level Tables

Grade Span	ELPA Standard	Modality	Beginner....	... to Proficient
<i>K</i>	K.1	listening, reading	identify a few key words from read-alouds and oral presentations of information or stories.	identify main topics; answer questions about key details; retell familiar stories from read-alouds, picture books, and oral presentations.
<i>K</i>	K.2	listening, reading, speaking, writing	respond to simple yes/no and some wh- questions about familiar topics.	ask and answer questions; follow rules for discussion about a variety of topics.
<i>K</i>	K.3	speaking, writing	communicate simple information or feelings about familiar topics or experiences.	make simple oral presentations; compose short written texts about a variety of topics, experiences, or events.
<i>K</i>	K.4	speaking, writing	express a feeling or opinion about a familiar topic showing limited control.	express an opinion or preference about a variety of topics or stories showing increasing control.
<i>K</i>	K.5	listening, reading, speaking, writing	recall information from experience or from a provided source.	recall information from experience or use information from provided sources to answer a question showing increasing control.
<i>K</i>	K.6	listening, reading, speaking, writing	[Standard introduced at Level 4.]	identify appropriate reasons an author or speaker gives to support main points.
<i>K</i>	K.7	speaking, writing	[Standard introduced at Level 4.]	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.
<i>K</i>	K.8	support	recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events.	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.
<i>K</i>	K.9	support	[Standard introduced at Level 3.]	retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words.
<i>K</i>	K.10	support	recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions.	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.
<i>Gr 1</i>	1.1	listening, reading	identify a few key words from read-alouds, picture books, and oral presentations.	identify main topics; ask and answer questions about key details; retell stories, including key details from read-alouds, written texts, and oral

				presentations.
<i>Gr 1</i>	1.2	listening, reading, speaking, writing	listen to short conversations respond to simple yes/no and some wh-questions about familiar topics.	participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute his or her own comments about a variety of topics and texts.
<i>Gr 1</i>	1.3	speaking, writing	deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events.	including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events.
<i>Gr 1</i>	1.4	speaking, writing	express an opinion give a reason for the opinion about familiar stories, experiences, or events.	• express opinions • introduce the topic • give a reason for the opinion • provide a sense of closure about a variety of texts, topics, experiences, or events.
<i>Gr 1</i>	1.5	listening, reading, speaking, writing	participate in shared research projects gather information summarize information from provided sources showing developing control.	• participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control.
<i>Gr 1</i>	1.6	listening, reading, speaking, writing	[Standard introduced at Level 2.]	identify appropriate reasons an author or a speaker gives to support the main point.
<i>Gr 1</i>	1.7	speaking, writing	[Standard introduced at Level 3.]	shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to.
<i>Gr 1</i>	1.8	support	recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.	• answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.
<i>Gr 1</i>	1.9	support	[Standard introduced at Level 2.]	recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).

<i>Gr 1</i>	1.10_	support	understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions.	use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences
<i>Grs 2-3</i>	2-3.1	listening, reading	identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	determine the main idea or message; tell how key details support the main idea; retell a variety of stories from read-alouds, written texts, and oral communications.
<i>Grs 2-3</i>	2-3.2	listening, reading, speaking, writing	listen to and occasionally participate in short conversations respond to simple yes/no and some wh-questions about familiar topics.	participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas about a variety of topics and texts.
<i>Grs 2-3</i>	2-3.3	speaking, writing	communicate simple information about familiar texts, topics, experiences, or events.	deliver oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events.
<i>Grs 2-3</i>	2-3.4	speaking, writing	express an opinion about a familiar topic.	introduce a topic express opinions give several reasons for the opinions provide a concluding statement about a variety of topics.
<i>Grs 2-3</i>	2-3.5	listening, reading, speaking, writing	carry out short individual or shared research projects gather information from provided sources label information.	carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories.
<i>Grs 2-3</i>	2-3.6	listening, reading, speaking, writing	use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	describe how reasons support the specific points an author or a speaker makes.
<i>Grs 2-3</i>	2-3.7	speaking, writing	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
<i>Grs 2-3</i>	2-3.8	support	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.

<i>Grs 2-3</i>	2-3.9	support	communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., because, and, also) to connect ideas and events provide a concluding statement about the topic.
<i>Grs 2-3</i>	2-3.10	support	understand and use a small number of frequently occurring nouns and verbs respond to simple questions.	use collective and commonly occurring abstract nouns (e.g. childhood) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.
<i>Grs 4-5</i>	4-5.1	listening, reading	identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	determine two or more main ideas or themes; explain how key details support the main ideas or themes; summarize a text from read-alouds, written texts, and oral presentations.
<i>Grs 4-5</i>	4-5.2	listening, reading, speaking, writing	participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions about familiar topics.	participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of topics and texts.
<i>Grs 4-5</i>	4-5.3	speaking, writing	communicate simple information about familiar texts, topics, events, or objects in the environment.	including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
<i>Grs 4-5</i>	4-5.4	speaking, writing	express an opinion about a familiar topic.	construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
<i>Grs 4-5</i>	4-5.5	listening, reading, speaking, writing	recall information from experience gather information from a few provided sources label some key information.	recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
<i>Grs 4-5</i>	4-5.6	listening, reading, speaking, writing	identify a point an author or speaker makes.	explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which

<i>Grs 4-5</i>	4-5.7	speaking, writing	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices and style according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing.
<i>Grs 4-5</i>	4-5.8	support	recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	<ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.
<i>Grs 4-5</i>	4-5.9	support	communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
<i>Grs 4-5</i>	4-5.10	support	recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions.	use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
<i>Grs 6-8</i>	6-8.1	listening, reading	identify a few key words and phrases in oral communications and simple written texts.	determine central ideas or themes in oral presentations or written text; explain how the central ideas/themes are developed by supporting ideas or evidence; summarize a text.
<i>Grs 6-8</i>	6-8.2	listening, reading, speaking, writing	participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions.	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.
<i>Grs 6-8</i>	6-8.3	speaking, writing	communicate simple information about familiar texts, topics, and experiences.	deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.
<i>Grs 6-8</i>	6-8.4	speaking, writing	express an opinion about a familiar topic.	construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the

				claim provide a concluding statement.
<i>Grs 6-8</i>	6-8.5	listening, reading, speaking, writing	gather information from a few provided sources label collected information.	gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.
<i>Grs 6-8</i>	6-8.6	listening, reading, speaking, writing	identify a point an author or a speaker makes.	analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.
<i>Grs 6-8</i>	6-8.7	speaking, writing	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.
<i>Grs 6-8</i>	6-8.8	support	recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.
<i>Grs 6-8</i>	6-8.9	support	communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
<i>Grs 6-8</i>	6-8.10	support	understand and respond to simple questions.	use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

<i>Grs 9-12</i>	9-12.1	listening, reading	identify a few key words and phrases in oral communications and simple oral and written texts.	determine central ideas or themes in presentations and written texts; analyze the development of the themes/ideas; cite specific details and evidence from the texts to support the analysis; summarize a text.
<i>Grs 9-12</i>	9-12.2	listening, reading, speaking, writing	participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions.	participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.
<i>Grs 9-12</i>	9-12.3	speaking, writing	communicate information about familiar texts, topics, and experiences.	deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
<i>Grs 9-12</i>	9-12.4	speaking, writing	express an opinion about a familiar topic.	construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counterclaim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented.
<i>Grs 9-12</i>	9-12.5	listening, reading, speaking, writing	gather information from a few provided print and digital sources label collected information, experiences, or events.	carry out both short and more sustained research projects to answer a question or solve a problem • gather and synthesize information from multiple print and digital sources • use advanced search terms effectively • evaluate the reliability of each source • analyze and integrate information into a clearly organized oral or written text • cite sources appropriately.
<i>Grs 9-12</i>	9-12.6	listening, reading, speaking, writing	identify a point an author or a speaker makes.	analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

<i>Grs 9-12</i>	9-12.7	speaking, writing	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
<i>Grs 9-12</i>	9-12.8	support	recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.
<i>Grs 9-12</i>	9-12.9	support	communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
<i>Grs 9-12</i>	9-12.10	support	recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions.	use complex phrases and clauses produce and expand simple, compound, and complex sentences.

Table 12: Las Links Proficiency Descriptors

Proficiency Level Descriptors – Kindergarten				
KINDER	Speaking	Listening	Reading	Writing
1	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2	Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify capital and lowercase letters in isolation and identify beginning, middle, and ending sounds. They identify main ideas and details in simple text, match text to pictures, and apply letter-sound relationships. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	Early Intermediate students copy simple words and sentences that describe pictures or respond to other prompts. Errors frequently impede communication.
3	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make some inferences from simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode words with short vowel sounds, match text to pictures, and recall details and main ideas in short passages. Students make simple inferences and recognize words that relate to spatial relationships. Errors interfere with comprehension.	Intermediate students typically write one or more words to describe a picture or respond to other prompts. Students are beginning to recognize correct sentence format. Errors interfere with communication.
4	Proficient students typically produce simple and accurate sentences when making requests and asking for clarifications. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-	Proficient students typically distinguish the location of an object in relation to another object, recall details in an oral story, and make inferences. They identify main ideas in more complex stories.	Proficient students typically identify rhyming words, match words to definitions or descriptions, make inferences, recall events from short passages, and read simple sentences independently. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.

	related activities using accurate vocabulary. Minor errors do not interfere with communication.			
5	Above Proficient students typically produce simple sentences and use correct grammar when making requests, asking for clarification, and describing situations. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically use context clues to determine meanings of words and recall subtle details. They identify sequence in short passages and recognize words that relate to spatial relationships.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. They form regular plural nouns and possessive pronouns, and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.

Proficiency Level Descriptors – Grade 1				
Grade 1	Speaking	Listening	Reading	Writing
1	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2	Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify capital and lowercase letters in isolation, identify beginning, middle, and ending sounds, and recall main ideas and important details in simple text. They apply letter-sound relationships. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	Early Intermediate students typically copy simple sentences and write one or more words to describe or explain a picture. They select grammatically correct sentences from a set of choices. Their restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.
3	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make simple inferences from simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode basic words and match text to pictures. Students make simple inferences and recognize words related to spatial relationships. Errors interfere with comprehension.	Intermediate students typically write words, phrases, or sentences that attempt to describe or explain a picture. They are beginning to recognize sentences illustrating correct grammar, proper subject/verb agreement, and correct pluralization and capitalization. They have limited range of vocabulary

	school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.			knowledge. Errors interfere with communication.
4	Proficient students typically produce simple and accurate sentences when making requests and asking for clarifications. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and draw inferences. They identify main ideas in more complex stories.	Proficient students typically identify rhyming words, match basic text to pictures, make inferences, recall details and main ideas in short passages, and read simple sentences independently. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
5	Above Proficient students typically produce simple sentences and use correct grammar when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and the sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students use context clues to determine meanings of words, recall subtle details, and determine sequence in short passages. They use interpretation and inference to comprehend a story. Students recognize words that relate to spatial relationships.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. They form regular plural nouns and possessive pronouns, and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.

Proficiency Level Descriptors – Grades 2–3				
Grades 2–3	Speaking	Listening	Reading	Writing
1	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2	Early Intermediate students typically use basic vocabulary	Early Intermediate students typically follow simple oral directions and	Early Intermediate students typically understand word meanings and	Early Intermediate students typically describe, explain, or express ideas in

	and grammar, and simple phrases or sentences to make requests or comparisons, ask questions, express opinions or preferences, or describe a sequence of pictures about familiar events and situations. Errors frequently impede communication.	identify high-frequency vocabulary. They identify a few details and make simple inferences from oral stories. Errors frequently impede communication and comprehension.	synonyms, possess basic knowledge of morphemes and syllables, identify one-syllable words, recognize simple rhyming words, and make simple inferences. Errors frequently impede comprehension.	sentences. They make simple comparisons. Students demonstrate basic vocabulary knowledge and grammar skills such as use of auxiliary verbs, verb tenses, and conjunctions. Errors frequently impede communication.
3	Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions. They produce mostly accurate sentences when narrating simple stories about familiar events and situations. Errors interfere with communication.	Intermediate students typically understand a limited range of vocabulary. They recall details, identify main ideas, and draw inferences in more complex oral stories. Errors interfere with communication and comprehension.	Intermediate students typically match words to definitions or descriptions, interpret words and basic phrases, and apply knowledge of morphemes and syllables. They recall stated details and main ideas, make inferences, and determine characters' feelings. Errors interfere with comprehension.	Intermediate students typically respond to various prompts or pictures using multiple sentences. Students make simple predictions and express some opinions in response to pictures. Meaning is somewhat clear although vocabulary may be limited. They identify appropriate verb forms and articles based on contextual clues. Errors interfere with communication.
4	Proficient students typically produce complete sentences with few grammatical and vocabulary errors when describing situations, explaining their reasoning, or narrating a story. They use broad vocabulary to accurately express opinions or preferences and ask appropriate questions. Minor errors do not interfere with communication.	Proficient students typically understand academic vocabulary and follow some complex directions. They recall subtle details, determine main ideas, and identify speaker purpose.	Proficient students typically identify synonyms of social and academic vocabulary and interpret words and phrases. They use context clues to determine meaning, recall implicit details and main ideas, make complex inferences, identify literary features, and transfer concepts to new situations. Errors do not interfere with comprehension.	Proficient students typically make predictions and express opinions in response to pictures using complete sentences. They use correct auxiliary verb forms and verb tenses and correctly use writing conventions such as capitalization and punctuation. They organize and write responses in logical and sequential order. Errors do not interfere with communication.
5	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, and recognize synonyms. They determine story sequence and details of fictional and academic texts, make generalizations, and use self-	Above Proficient students typically write fluently to a variety of pictures, prompts, or purposes with precise vocabulary and ease of expression. They use correct verb tenses and subject/verb agreement, appropriate articles and punctuation. Responses contain few digressions or repetitions. Communication is clear and

			monitoring techniques to check for understanding.	complete, though it may contain minor errors.
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Proficiency Level Descriptors – Grades 4-5				
Grades 4-5	Speaking	Listening	Reading	Writing
1	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2	Early Intermediate students typically use basic vocabulary and grammar and simple sentences to identify common objects and describe their function, provide basic information, make requests, ask questions, and express opinions or preferences. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers using basic vocabulary. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically interpret basic words and phrases and identify some main ideas and details in simple text. Errors frequently impede comprehension.	Early Intermediate students typically write sentences using basic vocabulary and grammar to describe and discuss text, interpret graphic organizers, and compare and contrast information. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3	Intermediate students typically use appropriate words and phrases and complete sentences when making requests, expressing opinions or preferences, providing information, and describing locations. They construct a narrative from a sequence of pictures and compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary. Errors	Intermediate students typically follow oral directions and interpret both basic vocabulary and idiomatic expressions. They identify some main ideas and make simple inferences from passages and understand details within graphic organizers. Errors interfere with communication and comprehension.	Intermediate students typically use knowledge of high-frequency affixes to determine word meanings. They recall main ideas and stated details in text, and interpret simple words and phrases. Errors interfere with comprehension.	Intermediate students typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. They demonstrate a grasp of pronouns, prepositions, auxiliary verbs and verb tenses. Errors in organization, grammar, word choice, and mechanics interfere with communication.

	interfere with communication.			
4	Proficient students typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. They organize responses in logical and sequential order. They accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication.	Proficient students typically follow multistep directions using academic vocabulary, recall details, identify main ideas, and determine sequence of steps in classroom discussions and lessons. They make inferences from more complex oral stories and interpret tables and other graphic organizers.	Proficient students typically use knowledge of more advanced affixes to determine word meanings. They identify synonyms, use context clues to determine word meanings, and interpret slightly complex words and phrases. They read for specific information in graphic organizers, make inferences from information, and draw conclusions. Errors do not interfere with comprehension.	Proficient students typically write complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions. They summarize passages; interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and organize and write responses to open-ended questions in logical and sequential order. Errors do not interfere with communication.
5	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, asking questions, expressing opinions and subtle nuances of meanings, and explaining processes and their reasoning. They create a detailed and structured narrative.	Above Proficient students typically follow directions that use verb phrases and determine key information to summarize a task. They recall subtle details, identify main ideas and speaker purpose, and make sophisticated inferences from classroom discussions and lessons.	Above Proficient students typically identify synonyms and antonyms of less familiar words and interpret complex words and phrases. They use prediction, determine story sequence, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently in response to a variety of prompts and purposes. They skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers. Communication is clear and complete, though it may contain minor errors.

Proficiency Level Descriptors – Grades 6-8				
Grades 6-8	Speaking	Listening	Reading	Writing
1	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
Beginning		to develop receptive and productive skills in English.		
2	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when describing social situations, giving instructions, and	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify some details. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to describe, explain, or compare verbal or graphic prompts. They respond to simple open-ended questions and summarize simple

	identifying locations. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers. Errors frequently impede communication.			passages. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3	Intermediate students typically use appropriate words and phrases and complete sentences when expressing opinions, providing information, conducting transactions, or describing common functions. They describe common social situations and narrate simple stories. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically follow multistep directions that use academic vocabulary. They recall details from class discussions or short oral stories and identify the main purpose of conversation. They interpret graphic organizers and extrapolate conclusions from discussions. Errors interfere with communication and comprehension.	Intermediate students identify synonyms of familiar social and academic vocabulary and interpret common idiomatic expressions using context clues. They distinguish main ideas from supporting details and make inferences from clues in text. Errors interfere with comprehension.	Intermediate students typically write complete sentences to describe, explain, or compare or contrast verbal or graphic prompts. They write responses to open-ended questions and summarize passages. They use sentence-ending punctuation, pronouns, prepositional phrases, auxiliary verbs and verb tenses. Responses have limited range of vocabulary. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4	Proficient students typically produce complete sentences to express opinions, provide information, conduct transactions, make a request, explain processes, give instructions, and describe social situations. They produce generally fluent narratives with some hesitations or self-corrections that do not obscure meaning. They organize responses in logical and sequential order and incorporate idiomatic expressions. Speech is coherent and clear but lacks elaboration or detail.	Proficient students typically follow complex multistep directions. They determine main ideas, make inferences from directions, draw simple conclusions and predict logical outcomes in oral stories. They understand metaphorical language and uncommon idiomatic expressions, and recognize technical academic vocabulary.	Proficient students interpret idioms and determine synonyms of grade-level words. They recall stated and implicit details in a variety of genres, identify specific information in graphic organizers, and determine main ideas in fiction and academic texts. They analyze the structure of texts and identify literary techniques. Errors do not interfere with comprehension.	Proficient students typically write logically-sequenced responses that incorporate idiomatic expressions and convey original thought in response to open-ended prompts. They accurately interpret pictures or graphical information. They use correct verb tense and agreement, subordinating conjunctions, capitalization, punctuation, and adjective and adverb placement. Errors do not interfere with communication.

5	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar and subtle nuances of meaning, when expressing opinions, providing information, making requests, identifying and describing objects, and explaining processes and their reasoning. They produce detailed narratives of complex structure and skillfully organize information for presentations.	Above Proficient students typically follow complex instructions, recall subtle details, determine and evaluate key information to summarize a task, and make sophisticated inferences and predictions from classroom discussions or lengthy oral stories. They understand increasingly abstract idiomatic expressions, locate new information in a wider context, and distinguish relevant from extraneous information.	Above Proficient students typically identify synonyms and antonyms, interpret less familiar idiomatic expressions, apply word definitions, and restate meanings in variant language. They prioritize main and supporting details, and read closely to make logical inferences. They use prediction to read fluently and to identify author’s purpose and literary techniques.	Above Proficient students typically craft original responses to prompts, fluently conveying sequenced logical exposition. Students respond to open-ended questions requiring them to extrapolate from information indicated in prompts, interpret and synthesize complex information from graphic organizers, draw sophisticated inferences, explain reasoning, and express and support opinions. Minor errors are possible, but generally negligible.
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Proficiency Level Descriptors – Grades 9-12				
Grades 9-12	Speaking	Listening	Reading	Writing
1	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when interpreting language related to social, school, and academic contexts, explaining personal preferences or describing a sequence of pictures about familiar events and social situations. Minimal vocabulary and grammar knowledge and errors frequently impede communication.	Early Intermediate students typically follow multistep directions. They identify main ideas and make simple inferences and draw conclusions. Errors frequently impede communication and comprehension.	Early intermediate students recall simple information from text, identify main ideas and supporting details, and make simple inferences. They identify common idiomatic expressions and paraphrase passages. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to express ideas. They compare and summarize information found in texts or graphic organizers. They demonstrate a basic knowledge of auxiliary verbs, pronouns, and conjunctions. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3	Intermediate students typically use appropriate words and phrases and complete sentences when providing information, expressing	Intermediate students typically interpret simple academic vocabulary and idiomatic expressions. They extrapolate logical outcomes, place new information in a broader context,	Intermediate students typically use knowledge of high-frequency affixes and context clues to determine word meanings and identify synonyms of high-frequency social and academic	Intermediate students typically use correct basic grammar and begin to demonstrate use of conjunctions in compound sentences. They summarize texts and analyze information in graphic

	<p>preferences, conducting transactions, and describing personal experiences. They describe social situations, give instructions, and narrate a simple story. Intended meaning is mostly clear, but sometimes requires comprehension-check questions. They are capable of communicating some nuances of meaning. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.</p>	<p>and recall details from classroom discussions or oral stories. Errors interfere with communication and comprehension.</p>	<p>vocabulary. From a simple narrative, they recall stated and implicit details, distinguish main ideas, compare and contrast information, draw conclusions, and make some inferences. Errors interfere with comprehension.</p>	<p>organizers. Meaning is somewhat clear, although vocabulary may be limited. Errors interfere with communication.</p>
4	<p>Proficient students typically use complete sentences to express opinions, explain processes, conduct transactions, and describe personal experiences. They use accurate vocabulary and grammar to describe the purpose of less common objects and fluently narrate stories with creative detail. They organize responses in logical and sequential order and incorporate idiomatic expressions. They convey subtle distinctions through rich, specific, and varied vocabulary.</p>	<p>Proficient students typically interpret idiomatic expressions and complex academic vocabulary and concepts. They distinguish essential details and nuances of meaning, synthesize answers from fragmentary information, and determine key information to summarize a task from complex narratives and discussions.</p>	<p>Proficient students typically draw complex conclusions from lengthy passages and distinguish nuances of meanings. They interpret alternate expressions of ideas, analyze the organization of passages, and identify theme, tone, and author purpose. Errors do not interfere with comprehension.</p>	<p>Proficient students typically write fluently, using complete sentences with accurate vocabulary to interpret texts and graphical information, while distinguishing nuances of meaning. They incorporate idiomatic expressions and produce responses to open-ended questions and write summaries and comparisons that correctly use verb forms, capitalization, punctuation, and advanced grammar. Responses exhibit minor errors in grammar and content organization that do not interfere with communication.</p>
5	<p>Above Proficient students typically produce complex sentences with sophisticated and precise vocabulary and correct grammar. They convey detailed academic content and expressive nuances of meaning and skillfully organize information for presentations.</p>	<p>Above Proficient students typically interpret more complex grammar and academic vocabulary to follow complex instructions. They use context clues to interpret new vocabulary and draw conclusions about a character in an oral story. They distinguish subtleties of tone and point of view, recall extensive details, grasp abstract and uncommon idiomatic expressions, and analyze the structure of oral passages.</p>	<p>Above Proficient students recognize uncommon synonyms, subtle gradations of meanings using context clues, and unfamiliar idioms. They use prediction to read fluently, make inferences from challenging texts, synthesize text, recognize literary techniques, and use self-monitoring techniques to check for understanding.</p>	<p>Above Proficient students typically write using precise, sophisticated, and varied vocabulary. They demonstrate fluent and varied expression; express subtle nuances of meaning; and expand responses to prompts using related background knowledge. Minor errors are possible, but generally negligible.</p>

Table 13: Putting it all together – ELPA21 Proficiency Level Descriptors and Las Links Proficiency Descriptors

The following table shows the high correlation between the conceptually based ELPA 21 Framework and the empirically based LAS Links Framework. The table enables the user to see the correlation between LAS Links Levels of proficiency and ELPA21 Standards and establish a profile of the students' language level profile using both the ELP21 and LAS Links Frameworks.

For example students in grade four/ five LAS Links Level 4 Proficient Descriptors describe the student Speaking Proficiency as:

Proficient students typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. They organize responses in logical and sequential order. They accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication.

The ELPA 21 Proficient Student Speaker under 4-5.2

participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of topics and texts.

ELPA 21 provides a range from beginner to proficient in which students language is characterized. LAS Links provides a scored scale paralleling ELP 21 with stage ranging from 1 Beginner, 2 Early Intermediate, 3 Intermediate, 4 Proficient, and 5 Above Proficient. The Speaking example for the 4/5 LAS Links Framework can be extrapolated to all K-12 students and show a valid empirical placement profile for which can be applied to both ELP21 Frameworks and LAS LINKS proficiency levels.

GRADE:	Kindergarten	
ELPA21	LISTENING, READING	
	<p>K.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.</p> <p>K.2 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.</p>	
	Supporting	<p>K.7 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>K.8 An ELL can . . . create clear and coherent grade- appropriate speech and text.</p> <p>K.9 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
Level 1	with prompting and support (including context and visual aids), use a very limited set of strategies to: identify a few key words from read-alouds and oral presentations of information or stories. Listen with limited participation in short conversations; respond to simple yes/no and some wh- questions about familiar topics.	
Level 2	with prompting and support (including context and visual aids), use an emerging set of strategies to: identify some key words and phrases from read-alouds and oral presentations. Participate in short conversations; respond to simple yes/no and wh- questions about familiar topics.	
Level 3	with prompting and support (including context and visual aids), use a developing set of strategies to: identify main topics; ask and answer questions about key details from read-alouds and oral presentations. Participate in short conversations; follow some rules for discussion; respond to simple yes/no and wh- questions about familiar topics.	
Level 4	with prompting and support (including context and visual aids), use an increasing range of strategies to: identify main topics; answer questions about key details or parts of stories; retell events from read-alouds, picture books, and oral presentations. Participate in conversations and discussions; ask and answer simple questions; follow increasing number of rules for discussion about a variety of topics.	
Level 5	with prompting and support (including context and visual aids), use a wide range of strategies to: identify main topics; answer questions about key details retell familiar stories from read-alouds, picture books, and oral presentations. Participate in conversations and discussions; ask and answer questions; follow rules for discussion about a variety of topics.	
	LISTENING, READING	
LAS Links	L1 Follow directions; L2 Respond to idiomatic expressions; L3.1 Identify purpose; L3.3 Identify supporting details; L3.2 Identify main ideas; L4.2 Make inferences;	R1.1 Identify rhyming words; R1.2 Apply letter-sound relationships to read English words; R1.3 Apply letter-sound relationships to read English phonemes; R1.4 Apply knowledge of morphemes and syntax to word meaning; R2.1 Associate words with representation; R2.2 Classify words; R2.3 Interpret words and phrases as are used in text; R3.1 Identify main ideas; R3.2 Identify supporting details; R3.3 Identify important literary features of text; R3.4 Analyze the structure of texts; R3.5 Identify point of view tone and attitude
Level 1	Listening: are starting to develop receptive and productive skills in English. Reading: are starting to develop receptive and productive skills in English.	
Level 2	Listening: typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. Identify common shapes, letters, numbers, and familiar locations. Identify details in simple oral stories. restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension. Reading: typically identify capital and lowercase letters in isolation and identify, middle, and ending sounds. Identify main ideas and details in simple text, match text to pictures, and apply letter-sound relationships. Restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	
Level 3	Listening: typically follow simple oral directions and identify locations. identify main ideas and make some inferences from simple oral stories. Errors interfere with communication and comprehension. Reading: typically decode words with short vowel sounds, match text to pictures, and recall details and main ideas in short passages. Make simple inferences and recognize words that relate to spatial relationships. Errors interfere with comprehension.	
Level 4	Listening: typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and make inferences. identify main ideas in more complex stories. Reading: typically identify rhyming words, match words to definitions or descriptions, make inferences, recall events from short passages, and read simple sentences independently. Errors do not interfere with comprehension.	
Level 5	Listening: typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary. Reading: typically use context clues to determine meanings of words and recall subtle details. Identify sequence in short passages and recognize words that relate to spatial relationships.	

GRADE:	1	
ELPA21	LISTENING, READING	
	<p>1.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.</p>	<p>1.2 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.</p>
	<p>Supporting</p> <p>1.7 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>1.8 An ELL can . . . create clear and coherent grade- appropriate speech and text.</p> <p>1.9 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	
Level 1	with prompting and support (including context and visual aids), use a very limited set of strategies to: identify a few key words; from read-alouds, picture books, and oral presentations. Listen to short conversations; respond to simple yes/no and some wh- questions about familiar topics.	
Level 2	use an emerging set of strategies to: identify key words and phrases from read-alouds, simple written texts, and oral presentations. Participate in short conversations; take turns; respond to simple yes/no and wh- questions about familiar topics.	
Level 3	use a developing set of strategies to: identify main topics, answer questions about key details; retell some key details or events from read-aloud texts, simple written texts, and oral presentations. Participate in short discussions, conversations, and short written exchanges; follow rules for discussion; ask and answer simple questions about familiar topics.	
Level 4	use an increasing range of strategies to: identify main topics; ask and answer questions about an increasing number of key details; retell familiar stories or episodes of stories; from read-alouds, written texts, and oral presentations. Participate in discussions, conversations, and written exchanges; follow rules for discussion; ask and answer questions; respond to the comments of others; make comments of his or her own about a variety of topics and texts.	
Level 5	use a wide range of strategies to: identify main topics; ask and answer questions about key details; retell stories, including key details from read-alouds, written texts, and oral presentations. Participate in extended discussions, conversations, and written exchanges; follow rules for discussion; ask and answer questions; build on the comments of others; contribute his or her own comments; about a variety of topics and texts.	
	LISTENING, READING	
LAS Links	<p>Listening: L1 Follow directions; L2 Respond to idiomatic expressions; L3.1 Identify purpose; L3.3 Identify supporting details; L3.2 Identify main ideas; L4.2 Make inferences;</p>	<p>Reading: R1.1 Identify rhyming words; R1.2 Apply letter-sound relationships to read English words; R1.3 Apply letter-sound relationships to read English phonemes; R1.4 Apply knowledge of morphemes and syntax to word meaning; R2.1 Associate words with representation; R2.2 Classify words; R2.3 Interpret words and phrases as are used in text; R3.1 Identify main ideas; R3.2 Identify supporting details; R3.3 Identify important literary features of text; R3.4 Analyze the structure of texts; R3.5 Identify point of view tone and attitude</p>
Level 1	Listening: are starting to develop receptive and productive skills in English. Reading: are starting to develop receptive and productive skills in English.	
Level 2	Listening: typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. Identify common shapes, letters, numbers, and familiar locations. identify details in simple oral stories. restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension. Reading: typically identify capital and lowercase letters in isolation; identify, middle, and ending sounds, and recall main ideas and important details in simple text. apply letter-sound relationships. restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	
Level 3	Listening: typically follow simple oral directions and identify locations. identify main ideas and make simple inferences from simple oral stories. Errors interfere with communication and comprehension. Reading: typically decode basic words and match text to pictures. Make simple inferences and recognize words related to spatial relationships. Errors interfere with comprehension.	
Level 4	Listening: typically follow oral directions to distinguish the location of an object in relation to another object in relation to another object, recall details in an oral story, and draw inferences. identify main ideas in more complex stories. Reading: typically identify rhyming words, match basic text to pictures, make inferences, recall details and main ideas in short passages, and read simple sentences independently. Errors do not interfere with comprehension.	
Level 5	Listening: typically recall details and the sequence of events, and determine main ideas in oral stories that have advanced vocabulary. Reading: use context clues to determine meanings of words, recall subtle details, and determine sequence in short passages. use interpretation and inference to comprehend a story. recognize words that relate to spatial relationships.	

GRADE:	2_3	
	LISTENING, READING	
ELPA21	2-3.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	2-3.2 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.
	Supporting	2-3.7 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 2-3.8 An ELL can . . . create clear and coherent grade- appropriate speech and text. 2-3.9 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.
Level 1	use a very limited set of strategies to: identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. Listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions about familiar topics.	
Level 2	use an emerging set of strategies to: identify some key words and phrases; identify the main topic or message/lesson. Participate in short conversations, discussions, and written exchanges; take turns; respond to simple yes/no and wh- questions.	
Level 3	use a developing set of strategies to: identify the main topic or message; answer questions; retell some key details from read-alouds, simple written texts, and oral presentations. Participate in short discussions and written exchanges; follow the rules for discussion; ask questions to gain information or clarify understanding; respond to the comments of others; contribute his or her own comments about familiar topics and texts.	
Level 4	use an increasing range of strategies to: determine the main idea or message; identify or answer questions about some key details that support the main idea/message; retell a variety of stories from read-alouds, written texts, and oral presentations. Participate in discussions, conversations, and written exchanges; follow the rules for discussion; ask and answer questions; build on the ideas of others; contribute his or her own ideas about a variety of topics and texts.	
Level 5	use a wide range of strategies to: determine the main idea or message; tell how key details support the main idea; retell a variety of stories from read-alouds, written texts, and oral communications. Participate in extended discussions, conversations, and written exchanges; follow the rules for discussion; ask and answer questions; build on the ideas of others; express his or her own ideas about a variety of topics and texts.	
	LISTENING, READING	
LAS Links	Listening: L1 Follow directions; L2 Respond to idiomatic expressions; L3.1 Identify purpose; L3.3 Identify supporting details; L3.2 Identify main ideas; L4.2 Make inferences;	Reading: R1.1 Identify rhyming words; R1.2 Apply letter-sound relationships to read English words; R1.3 Apply letter-sound relationships to read English phonemes; R1.4 Apply knowledge of morphemes and syntax to word meaning; R2.1 Associate words with representation; R2.2 Classify words; R2.3 Interpret words and phrases as are used in text; R3.1 Identify main ideas; R3.2 Identify supporting details; R3.3 Identify important literary features of text; R3.4 Analyze the structure of texts; R3.5 Identify point of view tone and attitude
Level 1	Listening: are starting to develop receptive and productive skills in English. Reading: are starting to develop receptive and productive skills in English.	
Level 2	Listening: typically follow simple oral directions and identify high-frequency vocabulary. identify a few details and make simple inferences from oral stories. Errors frequently impede communication and comprehension. Reading: typically understand word meanings and synonyms, possess basic knowledge of morphemes and syllables, identify one-syllable words, recognize simple rhyming words, and make simple inferences. Errors frequently impede comprehension.	
Level 3	Listening: typically understand a limited range of vocabulary. recall details, identify main ideas, and draw inferences in more complex oral stories. Errors interfere with communication and comprehension. Reading: typically match words to definitions or descriptions, interpret words and basic phrases, and apply knowledge of morphemes and syllables. recall stated details and main ideas, make inferences, and determine characters' feelings. Errors interfere with comprehension.	
Level 4	Listening: typically understand academic vocabulary and follow some complex directions. recall subtle details, determine main ideas, and identify speaker purpose. Reading: typically identify synonyms of social and academic vocabulary and interpret words and phrases. use context clues to determine meaning, recall implicit details and main ideas, make complex inferences, identify literary features, and transfer concepts to new situations. Errors do not interfere with comprehension.	
Level 5	Listening: typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary. Reading: typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, and recognize synonyms. determine story sequence and details of fictional and academic texts, make generalizations, and use self-monitoring techniques to check for understanding.	

GRADE:	4_5	
	LISTENING, READING	
ELPA21	<p>4-5.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.</p>	<p>4-5. 2An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>
	<p>Supporting</p>	<p>4-5.7 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 4-5.8 An ELL can . . . create clear and coherent grade- appropriate speech and text. 4-5.9 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
Level 1	use a very limited set of strategies to: identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. Participate in short conversations; participate in short written exchanges; actively listen to others; respond to simple questions and some wh- questions about familiar topics.	
Level 2	use an emerging set of strategies to: identify the main topic retell a few key details from read-alouds, simple written texts, and oral presentations. Participate in short conversations; participate in short written exchanges; actively listen to others; respond to simple questions and wh- questions about familiar topics and texts.	
Level 3	use a developing set of strategies to: determine the main idea or theme, and retell a few key details; retell familiar stories from read-alouds, simple written texts, and oral presentations. Participate in short conversations and discussions; participate in short written exchanges; respond to others' comments; add some comments of his or her own; ask and answer questions about familiar topics and texts.	
Level 4	use an increasing range of strategies to: determine the main idea or theme, and explain how some key details support the main idea or theme; summarize part of a text from read-alouds, written texts, and oral presentations. Participate in conversations and discussions; participate in written exchanges; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; add relevant information and evidence about a variety of topics and texts.	
Level 5	use a wide range of strategies to: determine two or more main ideas or themes; explain how key details support the main ideas or themes; summarize a text from read-alouds, written texts, and oral presentations. Participate in extended conversations and discussions; participate in extended written exchanges; build on the ideas of others; express his or her own ideas clearly; pose and respond to relevant questions; add relevant and detailed information using evidence; summarize the key ideas expressed about a variety of topics and texts.	
	LISTENING, READING	
LAS Links	<p>Listening: L1 Follow directions; L2 Respond to idiomatic expressions; L3.1 Identify purpose; L3.3 Identify supporting details; L3.2 Identify main ideas; L4.2 Make inferences;</p>	<p>Reading: R1.1 Identify rhyming words; R1.2 Apply letter-sound relationships to read English words; R1.3 Apply letter-sound relationships to read English phonemes; R1.4 Apply knowledge of morphemes and syntax to word meaning; R2.1 Associate words with representation; R2.2 Classify words; R2.3 Interpret words and phrases as are used in text; R3.1 Identify main ideas; R3.2 Identify supporting details; R3.3 Identify important literary features of text; R3.4 Analyze the structure of texts; R3.5 Identify point of view tone and attitude</p>
Level 1	Listening: are starting to develop receptive and productive skills in English. Reading: are starting to develop receptive and productive skills in English.	
Level 2	Listening: typically follow some simple oral directions and understand common vocabulary and idiomatic expressions. identify details. Errors frequently impede communication and comprehension. Reading: typically interpret basic words and phrases and identify some main ideas and details in simple text. Errors frequently impede comprehension.	
Level 3	Listening: typically follow oral directions and interpret both basic vocabulary and idiomatic expressions. identify some main ideas and make simple inferences from passages and understand details within graphic organizers. Errors interfere with communication and comprehension. Reading: typically use knowledge of high-frequency affixes to determine word meanings. recall main ideas and stated details in text, and interpret simple words and phrases. Errors interfere with comprehension.	
Level 4	Listening: typically follow multistep directions using academic vocabulary, recall details, identify main ideas, and determine sequence of steps in classroom discussions and lessons. make inferences from more complex oral stories and interpret tables and other graphic organizers. Reading: typically use knowledge of more advanced affixes to determine word meanings. identify synonyms, use context clues to determine word meanings, and interpret slightly complex words and phrases. read for specific information in graphic organizers, make inferences from information, and draw conclusions. Errors do not interfere with comprehension.	
Level 5	Listening: typically follow directions that use verb phrases and determine key information to summarize a task. recall subtle details, identify main ideas and speaker purpose, and make sophisticated inferences from classroom discussions and lessons. Reading: typically identify synonyms and antonyms of less familiar words and interpret complex words and phrases. use prediction, determine story sequence, and use self-monitoring techniques to check for understanding.	

GRADE:	6.8	
	LISTENING, READING	
ELPA21	6-8.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	6-8.2 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.
	Supporting	6-8.7 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 6-8.8 An ELL can . . . create clear and coherent grade- appropriate speech and text. 6-8.9 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.
Level 1	use a very limited set of strategies to: identify a few key words and phrases in oral communications and simple written texts. Participate in short conversational and written; exchanges on familiar topics; present simple information; respond to simple questions and some wh- questions.	
Level 2	use an emerging set of strategies to: identify the main topic in oral communications and simple written texts; retell a few key details. Participate in short conversational and written; exchanges on familiar topics and texts; present information and ideas; respond to simple questions and wh- questions.	
Level 3	use a developing set of strategies to: determine the central idea or theme in simple oral presentations or written text; explain how the theme is supported by specific details; summarize part of the text. Participate in conversations, discussions, and written exchanges on familiar topics and texts; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; add relevant information.	
Level 4	use an increasing range of strategies to: determine two or more central ideas or themes in oral presentations or written text; explain how the central ideas/themes are supported by specific textual details; summarize a simple text. Participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; add relevant information and evidence; paraphrase the key ideas expressed.	
Level 5	use a wide range of strategies to: determine central ideas or themes in oral presentations or written text; explain how the central ideas/themes are developed by supporting ideas or evidence; summarize a text. Participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; build on the ideas of others; express his or her own ideas clearly; pose and respond to relevant questions; add relevant and specific evidence; summarize the key ideas; reflect on the key ideas expressed.	
	LISTENING, READING	
LAS Links	Listening: L1 Follow directions; L2 Respond to idiomatic expressions; L3.1 Identify purpose; L3.3 Identify supporting details; L3.2 Identify main ideas; L4.2 Make inferences;	Reading: R1.1 Identify rhyming words; R1.2 Apply letter-sound relationships to read English words; R1.3 Apply letter-sound relationships to read English phonemes; R1.4 Apply knowledge of morphemes and syntax to word meaning; R2.1 Associate words with representation; R2.2 Classify words; R2.3 Interpret words and phrases as are used in text; R3.1 Identify main ideas; R3.2 Identify supporting details; R3.3 Identify important literary features of text; R3.4 Analyze the structure of texts; R3.5 Identify point of view tone and attitude
Level 1	Listening: are starting to develop receptive and productive skills in English. Reading: are starting to develop receptive and productive skills in English.	
Level 2	Listening: typically follow simple oral directions and understand common vocabulary and idiomatic expressions. identify details. Errors frequently impede communication and comprehension. Reading: typically follow simple oral directions and understand common vocabulary and idiomatic expressions. Identify some details. Errors frequently impede comprehension.	
Level 3	Listening: typically follow multistep directions that use academic vocabulary. recall details from class discussions or short oral stories and identify the main purpose of conversation. interpret graphic organizers and extrapolate conclusions from discussions. Errors interfere with communication and comprehension. Reading: identify synonyms of familiar social and academic vocabulary and interpret common idiomatic expressions using context clues. Distinguish main ideas from supporting details and make inferences from clues in text. Errors interfere with comprehension.	
Level 4	Listening: typically follow complex multistep directions. determine main ideas, make inferences from directions, draw simple conclusions and predict logical outcomes in oral stories. understand metaphorical language and uncommon idiomatic expressions, and recognize technical academic vocabulary. Reading: interpret idioms and determine synonyms of grade-level words. Recall stated and implicit details in a variety of genres, identify specific information in graphic organizers, and determine main ideas in fiction and academic texts. Analyze the structure of texts and identify literary techniques. Errors do not interfere with comprehension.	
Level 5	Listening: typically follow complex instructions, recall subtle details, determine and evaluate key information to summarize a task, and make sophisticated inferences and predictions from classroom discussions or lengthy oral stories. understand increasingly abstract idiomatic expressions, locate new information in a wider context, and distinguish relevant from extraneous information. Reading: typically identify synonyms and antonyms, interpret less familiar idiomatic expressions, apply word definitions, and restate meanings in variant language. prioritize main and supporting details, and read closely to make logical inferences. Use prediction to read fluently and to identify author's purpose and literary techniques.	

GRADE:	9_12	
	LISTENING, READING	
ELPA21	9-12.1 An ELL can . . . construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	9-12.2 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.
	Supporting	9-12.7 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.8 An ELL can . . . create clear and coherent grade- appropriate speech and text. 9-12.9 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.
Level 1	use a very limited set of strategies to: identify a few key words and phrases in oral communications and simple oral and written texts. participate in short conversational and written exchanges on familiar topics; present information; respond to simple yes/no questions and some wh- questions.	
Level 2	use an emerging set of strategies to: identify the main topic; retell a few key details in oral presentations and simple oral and written texts. Participate in short conversational and written exchanges on familiar topics and texts; present information and ideas; respond to simple questions and wh- questions.	
Level 3	use a developing set of strategies to: determine the central idea or theme in oral presentations and written texts; explain how the theme is developed by specific details in the texts; summarize part of the text. Participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues; build on the ideas of others; express his or her own ideas; ask and answer relevant questions; add relevant information and evidence; restate some of the key ideas expressed.	
Level 4	use an increasing range of strategies to: determine two central ideas or themes in oral presentations and written texts; analyze the development of the themes/ideas; cite specific details and evidence from the texts to support the analysis; summarize a simple text. Participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues; build on the ideas of others; express his or her own ideas clearly; support points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; summarize the key points expressed.	
Level 5	use a wide range of strategies to: determine central ideas or themes in presentations and written texts; analyze the development of the themes/ideas; cite specific details and evidence from the texts to support the analysis; summarize a text. Participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues; build on the ideas of others; express his or her own ideas clearly and persuasively; refer to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; summarize the key points and evidence discussed.	
LAS Links	Listening: L1 Follow directions; L2 Respond to idiomatic expressions; L3.1 Identify purpose; L3.3 Identify supporting details; L3.2 Identify main ideas; L4.2 Make inferences;	Reading: R1.1 Identify rhyming words; R1.2 Apply letter-sound relationships to read English words; R1.3 Apply letter-sound relationships to read English phonemes; R1.4 Apply knowledge of morphemes and syntax to word meaning; R2.1 Associate words with representation; R2.2 Classify words; R2.3 Interpret words and phrases as are used in text; R3.1 Identify main ideas; R3.2 Identify supporting details; R3.3 Identify important literary features of text; R3.4 Analyze the structure of texts; R3.5 Identify point of view tone and attitude
Level 1	Listening: are starting to develop receptive and productive skills in English. Reading: are starting to develop receptive and productive skills in English.	
Level 2	Listening: typically follow multistep directions. identify main ideas and make simple inferences and draw conclusions. Errors frequently impede communication and comprehension. Reading: Recall simple information from text, identify main ideas and supporting details, and make simple inferences. Identify common idiomatic expressions and paraphrase passages. Errors frequently impede comprehension.	
Level 3	Listening: typically interpret simple academic vocabulary and idiomatic expressions. extrapolate logical outcomes, place new information in a broader context, and recall details from classroom discussions or oral stories. Errors interfere with communication and comprehension. Reading: typically use knowledge of high-frequency affixes and context clues to determine word meanings and identify synonyms of high-frequency social and academic vocabulary. From a simple narrative, recall stated and implicit details, distinguish main ideas, compare and contrast information, draw conclusions, and make some inferences. Errors interfere with comprehension.	
Level 4	Listening: typically interpret idiomatic expressions and complex academic vocabulary and concepts. distinguish essential details and nuances of meaning, synthesize answers from fragmentary information, and determine key information to summarize a task from complex narratives and discussions. Reading: typically draw complex conclusions from lengthy passages and distinguish nuances of meanings. Interpret alternate expressions of ideas, analyze the organization of passages, and identify theme, tone, and author purpose. Errors do not interfere with comprehension.	
Level 5	Listening typically interpret more complex grammar and academic vocabulary to follow complex instructions. use context clues to interpret new vocabulary and draw conclusions about a character in an oral story. Distinguish subtleties of tone and point of view, recall extensive details, grasp abstract and uncommon idiomatic expressions, and analyze the structure of oral passages. Reading: recognize uncommon synonyms, subtle gradations of meanings using context clues, and unfamiliar idioms. Use prediction to read fluently, make inferences from challenging texts, synthesize text, recognize literary techniques, and use self-monitoring techniques to check for understanding.	

GRADE:	Kindergarten		
	Speaking, Writing		
ELPA21	K.2 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.	K.3 An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	K.4 An ELL can . . . construct grade- appropriate oral and written claims and support them with reasoning and evidence.
	Supporting	K.7 An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. K.8 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. K.9 An ELL can . . . create clear and coherent grade- appropriate speech and text. K.10 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	
Level 1	listen with limited participation in short conversations respond to simple yes/no and some wh- questions about familiar topics. Communicate simple information or feelings about familiar topics or experiences. express a feeling or opinion about a familiar topic showing limited control.		
Level 2	participate in short conversations respond to simple yes/no and wh- questions about familiar topics. communicate simple information or feelings about familiar topics, experiences, or events. express an opinion or preference about a familiar topic showing emerging control.		
Level 3	participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions about familiar topics. communicate information or feelings about familiar topics, experiences, or events. express an opinion or preference about a familiar topic or story showing developing control.		
Level 4	participate in conversations and discussions ask and answer simple questions; follow increasing number of rules for discussion about a variety of topics. Tell or dictate simple messages about a variety of topics, experiences, or events. express an opinion or preference about a variety of topics or stories showing increasing control.		
Level 5	participate in conversations and discussions; ask and answer questions; follow rules for discussion about a variety of topics. Make simple oral presentations; compose short written texts about a variety of topics, experiences, or events. Express an opinion or preference about a variety of topics or stories showing increasing control.		
	Speaking, Writing		
LAS Links	Speaking: S1.1 Provide information; S1.2 Describe information; S1.3 Interpret and analyze information; S1.5 Express opinions and preferences; S1.6 Make requests; S1.7 Ask questions request clarification and negotiate for understanding; S2.1 Identify an object or concept; S2.2 Describe purpose use or feature using words phrases or sentences; S2.3 Identify an academic or social situation and describe it using sentences; S3.2 Describe people locations and scenery; S4.2 Explain ideas and opinions; S5.1 Interpret narrate and paraphrase events using visual information;	Writing: W1 Copy words and sentences; W2 Write letters numerals and words; W3.1 Use articles; W3.11 Parallel structure; W3.2 Singular and plural; W3.3 Subject/verb agreement; W3.4 Tense and aspect; W3.5 Conjunctions; W3.6 Pronouns; W3.7 Adjectives and adverbs; W3.8 Prepositional phrases; W3.9 Auxiliary verbs; W4.1 Capitalization; W4.2 Sentence-ending marks; W4.3 Commas; W4.5 Semi-colons; W4.6 Colons; W6.1 Write sentences to summarize; W6.2 Write sentences to describe or narrate; W6.3 Write simple sentences to interpret or analyze; W6.4 Write simple sentences to state opinions; W6.6 Write simple sentences to explain; W7.1 Write to describe explain report compare narrate persuade or express	
Level 1	Speaking: starting to develop receptive and productive skills in English. Writing: starting to develop receptive and productive skills in English.		
Level 2	Speaking typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication. Writing copy simple words and sentences that describe pictures or respond to other prompts. Errors frequently impede communication.		
Level 3	Speaking typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. provide mostly clear information although errors interfere with communication. Writing: typically write one or more words to describe a picture or respond to other prompts. are to recognize correct sentence format. Errors interfere with communication.		
Level 4	Speaking typically produce simple and accurate sentences when making requests and asking for clarifications. use appropriate words and phrases to label and describe the purpose of less common objects. narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication. Writing: typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.		
Level 5	Speaking typically produce simple sentences and use correct grammar when making requests, asking for clarification, and describing situations. Narrate a story with extensive and accurate vocabulary and grammar appropriate to age. Writing Proficient typically write a complete sentence to describe a picture or respond to other prompts. form regular plural nouns and possessive pronouns, and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.		

GRADE:	1		
	Speaking, Writing		
ELPA21	1.2 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.	1.3 An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	1.4 An ELL can . . . construct grade- appropriate oral and written claims and support them with reasoning and evidence.
	Supporting	1.7 An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. 1.8 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 1.9 An ELL can . . . create clear and coherent grade- appropriate speech and text. 1.10 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	
Level 1	listen to short conversations respond to simple yes/no and some wh- questions about familiar topics. deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. express an opinion; give a reason for the opinion about familiar stories, experiences, or events.		
Level 2	participate in short conversations; take turns respond to simple yes/no and wh- questions about familiar topics. Using simple sentences and drawings or illustrations, deliver short simple oral presentations; compose written texts about a variety of texts, topics, experiences, or events. Express opinions give a reason for the opinion about a variety of texts topics, experiences, and events.		
Level 3	participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions about familiar topics. Including a few descriptive details, deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events. Express opinions; introduce the topic; give a reason for the opinion; provide a sense of closure about a variety of texts, topics, experiences, or events.		
Level 4	participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others; make comments of his or her own about a variety of topics and texts. Using simple sentences and drawings or illustrations; deliver short simple oral presentations; compose written texts about a variety of texts, topics, experiences, or events. Express opinions; give a reason for the opinion about a variety of texts topics, experiences, and events.		
Level 5	participate in extended discussions, conversations, and written exchanges ; follow rules for discussion; ask and answer questions; build on the comments of others; contribute his or her own comments about a variety of topics and texts. Including a few descriptive details, deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events. • express opinions introduce the topic give a reason for the opinion; provide a sense of closure about a variety of texts, topics, experiences, or events.		
	Speaking, Writing		
LAS Links	Speaking: S1.1 Provide information; S1.2 Describe information; S1.3 Interpret and analyze information; S1.5 Express opinions and preferences; S1.6 Make requests; S1.7 Ask questions request clarification and negotiate for understanding; S2.1 Identify an object or concept; S2.2 Describe purpose use or feature using words phrases or sentences; S2.3 Identify an academic or social situation and describe it using sentences; S3.2 Describe people locations and scenery; S4.2 Explain ideas and opinions; S5.1 Interpret narrate and paraphrase events using visual information;	Writing: W1 Copy words and sentences; W2 Write letters numerals and words; W3.1 Use articles; W3.11 Parallel structure; W3.2 Singular and plural; W3.3 Subject/verb agreement; W3.4 Tense and aspect; W3.5 Conjunctions; W3.6 Pronouns; W3.7 Adjectives and adverbs; W3.8 Prepositional phrases; W3.9 Auxiliary verbs; W4.1 Capitalization; W4.2 Sentence-ending marks; W4.3 Commas; W4.5 Semi-colons; W4.6 Colons; W6.1 Write sentences to summarize; W6.2 Write sentences to describe or narrate; W6.3 Write simple sentences to interpret or analyze; W6.4 Write simple sentences to state opinions; W6.6 Write simple sentences to explain; W7.1 Write to describe explain report compare narrate persuade or express	
Level 1	Speaking: starting to develop receptive and productive skills in English. Writing: starting to develop receptive and productive skills in English.		
Level 2	Speaking: typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication. Writing: typically copy simple sentences and write one or more words to describe or explain a picture. Select grammatically correct sentences from a set of choices. restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.		
Level 3	Speaking: typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. Provide mostly clear information although errors interfere with communication. Writing: typically write words, phrases, or sentences that attempt to describe or explain a picture. Begin to recognize sentences illustrating correct grammar, proper subject/verb agreement, and correct pluralization and capitalization. Have limited range of vocabulary knowledge. Errors interfere with communication.		
Level 4	Speaking: typically produce simple and accurate sentences when making requests and asking for clarifications. Use appropriate words and phrases to label and describe the purpose of less common objects. Narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication. Writing: typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. Identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.		

Level 5	Speaking Proficient typically produce simple sentences and use correct grammar when making requests and conducting transactions in the classroom or describing familiar social situations or a process. Narrate a story with extensive and accurate vocabulary and grammar appropriate to age. Writing: typically write a complete sentence to describe a picture or respond to other prompts. form regular plural nouns and possessive pronouns, and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.
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GRADE:	2_3		
ELPA21	Speaking, Writing		
	2-3.2 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.	2-3.3 An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	2-3.4 An ELL can . . . construct grade- appropriate oral and written claims and support them with reasoning and evidence.
	Supporting	2-3.7 An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. 2-3.8 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 2-3.9 An ELL can . . . create clear and coherent grade- appropriate speech and text. 2-3.10 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	
Level 1	listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions. about familiar topics. communicate simple information about familiar texts, topics, experiences, or events. express an opinion about a familiar topic.		
Level 2	participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions deliver simple oral presentations compose written texts about familiar texts, topics, experiences, or events. express an opinion about a familiar topic or story.		
Level 3	participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments about familiar topics and texts. deliver short oral presentations compose written narratives; compose informational texts about familiar texts, topics, experiences, or events. express an opinion; give one or more reasons for the opinion about a familiar topic or story.		
Level 4	participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others; contribute his or her own ideas about a variety of topics and texts. deliver short oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. introduce a topic express opinions give several reasons for the opinions about a variety of topics.		
Level 5	participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas about a variety of topics and texts. With some details, deliver oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. introduce a topic express opinions give several reasons for the opinions provide a concluding statement about a variety of topics.		
	Speaking, Writing		
LAS Links	Speaking: S1.1 Provide information; S1.2 Describe information; S1.3 Interpret and analyze information; S1.5 Express opinions and preferences; S1.6 Make requests; S1.7 Ask questions request clarification and negotiate for understanding; S2.1 Identify an object or concept; S2.2 Describe purpose use or feature using words phrases or sentences; S2.3 Identify an academic or social situation and describe it using sentences; S3.2 Describe people locations and scenery; S4.2 Explain ideas and opinions; S5.1 Interpret narrate and paraphrase events using visual information;	Writing: W1 Copy words and sentences; W2 Write letters numerals and words; W3.1 Use articles; W3.11 Parallel structure; W3.2 Singular and plural; W3.3 Subject/verb agreement; W3.4 Tense and aspect; W3.5 Conjunctions; W3.6 Pronouns; W3.7 Adjectives and adverbs; W3.8 Prepositional phrases; W3.9 Auxiliary verbs; W4.1 Capitalization; W4.2 Sentence-ending marks; W4.3 Commas; W4.5 Semi-colons; W4.6 Colons; W6.1 Write sentences to summarize; W6.2 Write sentences to describe or narrate; W6.3 Write simple sentences to interpret or analyze; W6.4 Write simple sentences to state opinions; W6.6 Write simple sentences to explain; W7.1 Write to describe explain report compare narrate persuade or express	
Level 1	Speaking: are starting to develop receptive and productive skills in English. Writing: are starting to develop receptive and productive skills in English.		
Level 2	Speaking: typically use basic vocabulary and grammar, and simple phrases or sentences to make requests or comparisons, ask questions, express opinions or preferences, or describe a sequence of pictures about familiar events and situations. Errors frequently impede communication. Writing: typically describe, explain, or express ideas in sentences. Make simple comparisons. Demonstrate basic vocabulary knowledge and grammar skills such as use of auxiliary verbs, verb tenses, and conjunctions. Errors frequently impede communication.		

Level 3	Speaking: typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions. Produce mostly accurate sentences when narrating simple stories about familiar events and situations. Errors interfere with communication. Writing: typically respond to various prompts or pictures using multiple sentences. make simple predictions and express some opinions in response to pictures. Meaning is somewhat clear although vocabulary may be limited. Identify appropriate verb forms and articles based on contextual clues. Errors interfere with communication.
Level 4	Speaking: typically produce complete sentences with few grammatical and vocabulary errors when describing situations, explaining reasoning, or narrating a story. Use broad vocabulary to accurately express opinions or preferences and ask appropriate questions. Minor errors do not interfere with communication. Writing: typically make predictions and express opinions in response to pictures using complete sentences. use correct auxiliary verb forms and verb tenses and correctly use writing conventions such as capitalization and punctuation. Organize and write responses in logical and sequential order. Errors do not interfere with communication.
Level 5	Speaking: typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining reasoning. Writing: Proficient: typically write fluently to a variety of pictures, prompts, or purposes with precise vocabulary and ease of expression. use correct verb tenses and subject/verb agreement, appropriate articles and punctuation. Responses contain few digressions or repetitions. Communication is clear and complete, though it may contain minor errors.

GRADE:	4_5		
	Speaking, Writing		
ELPA21	4-5.2 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.	4-5.3 An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	4-5.4 An ELL can . . . construct grade- appropriate oral and written claims and support them with reasoning and evidence.
	Supporting	4-5.7 An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. 4-5.8 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text 4-5.9 An ELL can . . . create clear and coherent grade- appropriate speech and text. 4-5.10 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	
Level 1	Participate in short conversations; participate in short written exchanges; actively listen to others; respond to simple questions and some wh- questions about familiar topics. Communicate simple information about familiar texts, topics, events, or objects in the environment. Express an opinion about a familiar topic.		
Level 2	participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions about familiar topics and texts. deliver short oral presentations compose written texts about familiar texts, topics, and experiences. construct a simple claim about a familiar topic give a reason to support the claim.		
Level 3	participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions about familiar topics and texts. Including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim.		
Level 4	participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence about a variety of topics and texts. Including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement.		
Level 5	participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of topics and texts. Including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences. construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.		
	Speaking, Writing		

LAS Links	Speaking: S1.1 Provide information; S1.2 Describe information; S1.3 Interpret and analyze information; S1.5 Express opinions and preferences; S1.6 Make requests; S1.7 Ask questions request clarification and negotiate for understanding; S2.1 Identify an object or concept; S2.2 Describe purpose use or feature using words phrases or sentences; S2.3 Identify an academic or social situation and describe it using sentences; S3.2 Describe people locations and scenery; S4.2 Explain ideas and opinions; S5.1 Interpret narrate and paraphrase events using visual information;	Writing: W1 Copy words and sentences; W2 Write letters numerals and words; W3.1 Use articles; W3.11 Parallel structure; W3.2 Singular and plural; W3.3 Subject/verb agreement; W3.4 Tense and aspect; W3.5 Conjunctions; W3.6 Pronouns; W3.7 Adjectives and adverbs; W3.8 Prepositional phrases; W3.9 Auxiliary verbs; W4.1 Capitalization; W4.2 Sentence-ending marks; W4.3 Commas; W4.5 Semi-colons; W4.6 Colons; W6.1 Write sentences to summarize; W6.2 Write sentences to describe or narrate; W6.3 Write simple sentences to interpret or analyze; W6.4 Write simple sentences to state opinions; W6.6 Write simple sentences to explain; W7.1 Write to describe explain report compare narrate persuade or express
Level 1	.Speaking: starting to develop receptive and productive skills in English. Writing: starting to develop receptive and productive skills in English.	
Level 2	.Speaking typically use basic vocabulary and grammar and simple sentences to identify common objects and describe function, provide basic information, make requests, ask questions, and express opinions or preferences. construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers using basic vocabulary. Errors frequently impede communication. Writing: typically write sentences using basic vocabulary and grammar to describe and discuss text, interpret graphic organizers, and compare and contrast information. Errors in organization, grammar, word choice, and mechanics frequently impede communication.	
Level 3	.Speaking typically use appropriate words and phrases and complete sentences when making requests, expressing opinions or preferences, providing information, and describing locations. Construct a narrative from a sequence of pictures and compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary. Errors interfere with communication. Writing: typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. Demonstrate a grasp of pronouns, prepositions, auxiliary verbs and verb tenses. Errors in organization, grammar, word choice, and mechanics interfere with communication.	
Level 4	Speaking : typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. organize responses in logical and sequential order. Accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication. Writing typically write complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions. Summarize passages; interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and organize and write responses to open-ended questions in logical and sequential order. Errors do not interfere with communication.	
Level 5	.Speaking typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, asking questions, expressing opinions and subtle nuances of meanings, and explaining processes and reasoning. create a detailed and structured narrative. Writing: typically write fluently in response to a variety of prompts and purposes. skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers. Communication is clear and complete, though it may contain minor errors.	

GRADE:	6_8		
	Speaking, Writing		
ELPA21	6-8.2 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.	6-8.3 An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	6-8.4 An ELL can . . . construct grade- appropriate oral and written claims and support them with reasoning and evidence.
	Supporting	6-8.7 An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. 6-8.8 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 6-8.9 An ELL can . . . create clear and coherent grade- appropriate speech and text. 6-8.10 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	
Level 1	participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh-questions. communicate simple information about familiar texts, topics, and experiences. express an opinion about a familiar topic.		
Level 2	participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. construct a claim about a familiar topic give a reason to support the claim.		

Level 3	participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement.	
Level 4	participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. Deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. Construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement.	
Level 5	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others; express his or her own ideas clearly; pose and respond to relevant questions; add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed. Deliver oral presentations; compose written narratives or informational texts; develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. Construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim; provide a concluding statement.	
	Speaking, Writing	
LAS Links	Speaking: S1.1 Provide information; S1.2 Describe information; S1.3 Interpret and analyze information; S1.5 Express opinions and preferences; S1.6 Make requests; S1.7 Ask questions request clarification and negotiate for understanding; S2.1 Identify an object or concept; S2.2 Describe purpose use or feature using words phrases or sentences; S2.3 Identify an academic or social situation and describe it using sentences; S3.2 Describe people locations and scenery; S4.2 Explain ideas and opinions; S5.1 Interpret narrate and paraphrase events using visual information;	Writing: W1 Copy words and sentences; W2 Write letters numerals and words; W3.1 Use articles; W3.11 Parallel structure; W3.2 Singular and plural; W3.3 Subject/verb agreement; W3.4 Tense and aspect; W3.5 Conjunctions; W3.6 Pronouns; W3.7 Adjectives and adverbs; W3.8 Prepositional phrases; W3.9 Auxiliary verbs; W4.1 Capitalization; W4.2 Sentence-ending marks; W4.3 Commas; W4.5 Semi-colons; W4.6 Colons; W6.1 Write sentences to summarize; W6.2 Write sentences to describe or narrate; W6.3 Write simple sentences to interpret or analyze; W6.4 Write simple sentences to state opinions; W6.6 Write simple sentences to explain; W7.1 Write to describe explain report compare narrate persuade or express
Level 1	.Speaking: starting to develop receptive and productive skills in English. Writing: starting to develop receptive and productive skills in English.	
Level 2	.Speaking: typically produce simple sentences using basic vocabulary and grammar when describing social situations, giving instructions, and identifying locations. construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers. Errors frequently impede communication. Writing: typically write complete sentences using basic vocabulary and grammar to describe, explain, or compare verbal or graphic prompts. respond to simple open-ended questions and summarize simple passages. Errors in organization, grammar, word choice, and mechanics frequently impede communication.	
Level 3	.Speaking typically use appropriate words and phrases and complete sentences when expressing opinions, providing information, conducting transactions, or describing common functions. describe common social situations and narrate simple stories. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear. Writing: typically write complete sentences to describe, explain, or compare or contrast verbal or graphic prompts. write responses to open-ended questions and summarize passages. use sentence-ending punctuation, pronouns, prepositional phrases, auxiliary verbs and verb tenses. Responses have limited range of vocabulary. Errors in organization, grammar, word choice, and mechanics interfere with communication.	
Level 4	.Speaking typically produce complete sentences to express opinions, provide information, conduct transactions, make a request, explain processes, give instructions, and describe social situations. produce generally fluent narratives with some hesitations or self-corrections that do not obscure meaning. organize responses in logical and sequential order and incorporate idiomatic expressions. Speech is coherent and clear but lacks elaboration or detail. Writing: typically write logically-sequenced responses that incorporate idiomatic expressions and convey original thought in response to open-ended prompts. accurately interpret pictures or graphical information. use correct verb tense and agreement, subordinating conjunctions, capitalization, punctuation, and adjective and adverb placement. Errors do not interfere with communication.	
Level 5	.Speaking typically produce sentences with sophisticated vocabulary and correct grammar and subtle nuances of meaning, when expressing opinions, providing information, making requests, identifying and describing objects, and explaining processes and reasoning. produce detailed narratives of complex structure and skillfully organize information for presentations. Writing typically craft original responses to prompts, fluently conveying sequenced logical exposition. respond to open-ended questions requiring them to extrapolate from information indicated in prompts, interpret and synthesize complex information from graphic organizers, draw sophisticated inferences, explain reasoning, and express and support opinions. Minor errors are possible, but generally negligible.	

GRADE:	9_12		
	Speaking, Writing		
ELPA21	9-12.2 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.	9-12.3 An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	9-12.4 An ELL can . . . construct grade- appropriate oral and written claims and support them with reasoning and evidence.
	Supporting	9-12.7 An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. 9-12.8 An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.9 An ELL can . . . create clear and coherent grade- appropriate speech and text. 9-12.10 An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	
Level 1	participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. With support (including modeled sentences), communicate information about familiar texts, topics, and experiences. express an opinion about a familiar topic.		
Level 2	participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. With support (including modeled sentences), deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement.		
Level 3	participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others; express his or her own ideas ask and answer relevant questions; add relevant information and evidence; restate some of the key ideas expressed. With support (including modeled sentences), deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. Construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement.		
Level 4	participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others; express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. deliver oral presentations compose written informational texts; develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. Construct a claim about a variety of topics; introduce the topic; provide logically ordered reasons or facts that effectively support the claim; provide a concluding statement.		
Level 5	participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues; build on the ideas of others; express his or her own ideas clearly and persuasively; refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed. Deliver oral presentations; compose written informational texts; fully develop the topic with relevant details, concepts, examples, and information; integrate graphics or multimedia when useful about a variety of texts, topics, or events. Construct a substantive claim about a variety of topics introduce the claim distinguish it from a counterclaim; provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim; provide a conclusion that summarizes the argument presented.		
	Speaking, Writing		
LAS Links	Speaking: S1.1 Provide information; S1.2 Describe information; S1.3 Interpret and analyze information; S1.5 Express opinions and preferences; S1.6 Make requests; S1.7 Ask questions request clarification and negotiate for understanding; S2.1 Identify an object or concept; S2.2 Describe purpose use or feature using words phrases or sentences; S2.3 Identify an academic or social situation and describe it using sentences; S3.2 Describe people locations and scenery; S4.2 Explain ideas and opinions; S5.1 Interpret narrate and paraphrase events using visual information;	Writing: W1 Copy words and sentences; W2 Write letters numerals and words; W3.1 Use articles; W3.11 Parallel structure; W3.2 Singular and plural; W3.3 Subject/verb agreement; W3.4 Tense and aspect; W3.5 Conjunctions; W3.6 Pronouns; W3.7 Adjectives and adverbs; W3.8 Prepositional phrases; W3.9 Auxiliary verbs; W4.1 Capitalization; W4.2 Sentence-ending marks; W4.3 Commas; W4.5 Semi-colons; W4.6 Colons; W6.1 Write sentences to summarize; W6.2 Write sentences to describe or narrate; W6.3 Write simple sentences to interpret or analyze; W6.4 Write simple sentences to state opinions; W6.6 Write simple sentences to explain; W7.1 Write to describe explain report compare narrate persuade or express	
Level 1	Speaking: starting to develop receptive and productive skills in English. Writing: starting to develop receptive and productive skills in English.		
Level 2	Speaking: typically produce simple sentences using basic vocabulary and grammar when interpreting language related to social, school, and academic contexts, explaining personal preferences or describing a sequence of pictures about familiar events and social situations. Minimal vocabulary and grammar knowledge and errors frequently impede communication. Writing: typically write complete sentences using basic vocabulary and grammar to express ideas. compare and summarize information found in texts or graphic organizers. demonstrate a basic knowledge of auxiliary verbs, pronouns, and conjunctions. Errors in organization, grammar, word choice, and mechanics frequently impede communication.		
Level 3	Speaking: typically use appropriate words and phrases and complete sentences when providing information, expressing preferences, conducting transactions, and describing personal experiences. describe social situations, give instructions, and narrate a simple story. Intended meaning is mostly clear, but sometimes requires comprehension-check		

	<p>questions. are capable of communicating some nuances of meaning. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear. Writing: typically use correct basic grammar and begin to demonstrate use of conjunctions in compound sentences. summarize texts and analyze information in graphic organizers. Meaning is somewhat clear, although vocabulary may be limited. Errors interfere with communication.</p>
Level 4	<p>Speaking: typically use complete sentences to express opinions, explain processes, conduct transactions, and describe personal experiences. use accurate vocabulary and grammar to describe the purpose of less common objects and fluently narrate stories with creative detail. organize responses in logical and sequential order and incorporate idiomatic expressions. convey subtle distinctions through rich, specific, and varied vocabulary. Writing: typically write fluently, using complete sentences with accurate vocabulary to interpret texts and graphical information, while distinguishing nuances of meaning. incorporate idiomatic expressions and produce responses to open-ended questions and write summaries and comparisons that correctly use verb forms, capitalization, punctuation, and advanced grammar. Responses exhibit minor errors in grammar and content organization that do not interfere with communication.</p>
Level 5	<p>Speaking: typically produce complex sentences with sophisticated and precise vocabulary and correct grammar. Convey detailed academic content and expressive nuances of meaning and skillfully organize information for presentations. Writing: typically write using precise, sophisticated, and varied vocabulary. Demonstrate fluent and varied expression; express subtle nuances of meaning; and expand responses to prompts using related background knowledge. Minor errors are possible, but generally negligible.</p>