

Coatesville Area School District



LIEP

Language Instruction Educational Program

2023-2024 School Year

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PURPOSE AND LEGAL SUPPORTS

State Regulation, 22 Pa. Code S4.26, declares:

Every school shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

MISSION STATEMENT

The mission of the English Language Development Program in the Coatesville Area School District is to provide instruction and support in English language development to foster the linguistic, academic development, personal and social growth of English Learners which will enable them to become successful in the classroom, school environment, and the community at large.

The Coatesville Area School District is committed to educating all students by providing rigorous educational opportunities to become responsible, productive, life-long learners in a global society.

In alignment with the mission of the Coatesville Area School District, the goal of the EL Department is to empower English Learners with the language skills, content knowledge and cultural competence needed to achieve their maximum potential by supporting the acquisition of English language skills of students whose native or first language is not English.

EDUCATIONAL THEORY AND APPROACH

Every child who is a resident in the Coatesville Area Community has the right, regardless of undocumented or non-citizen status, to access a free and appropriate public education. Students cannot be denied enrollment in the Coatesville Area School District because they lack a birth certificate or because they have a foreign birth certificate.

Any student who is a resident of the Coatesville Area School District (CASD) may be eligible for English language development (ELD) services if they meet one of the following criteria: 1) their first language spoken is a language other than English; 2) they come from a home where a language other than English is spoken; or 3) they speak a language other than English.

The Coatesville Area School District's English as a Second Language Program serves students whose dominant language is not English for the purpose of facilitating the students' achievement of English proficiency and the academic standards as per state regulation, 22 Pa. Code § 4.26.

As used here, the term "program" refers to:

- 1) planned English language development instruction by a qualified ESL teacher, and
- 2) adaptations/scaffolds in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

Core program instruction in social and academic English and appropriate support for learning academic content is vital. Our vision is to ensure that our English Learners have meaningful access to rigorous instruction, materials, and academic choices to ensure equity for English learners while maintaining their cultural and linguistic identity.

IDENTIFICATION, SCREENING, AND PLACEMENT OF ELS

ELL Administrators, Enrollment Staff, and bilingual professional staff use the following process and resources to identify, screen, and place English Learners in the Coatesville Area School District Language Instruction Program (LIEP).

IDENTIFICATION PROCESS:

1. Upon entrance into the Coatesville Area School District, all students, including foreign exchange students, will be given a home language survey (HSL) to be completed by a parent/guardian at the time of registration.
2. The Coatesville Area School District also completes a review of the files from student's previous schools to identify students currently identified as ELS.

During the review of records, it is determined if the student has limited or interrupted formal education – SLIFE (Students with Limited or Interrupted Formal Education). *Students with Limited or Interrupted Formal Education (SLIFE) is an umbrella term used to describe a diverse subset of the English language learner population who share several unifying characteristics. SLIFE usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country. They have limited backgrounds in reading and writing in their native language(s) and are below grade level in most academic skills (Freeman & Freeman, 2002). Students who have these characteristics could be refugees, migrant students, or any student who experienced limited or interrupted access to school for a variety of reasons, such as poverty, isolated geographic locales, limited transportation options, societal expectations for school attendance, a need to enter the workforce and contribute to the family income, natural disasters, war, or civil strife.*

English language learners with interrupted educational backgrounds have often experienced difficult circumstances. Students with this background often need their emotional, psychological, and physiological needs to be met before they are able to engage fully in the educational setting (WIDA, 2013a). Guidance counselors need to be aware of students' histories and knowledgeable about the various services available to students and families in the community. Whenever possible, practitioners should provide services in the student's first language and in ways that demonstrate sensitivity to the student's culture.

3. If the HLS indicates a language other than English for any one question or if the student has limited or interrupted formal education, the school conducts a family interview to determine if the student is potentially an English Language Learner, using an interpreter as necessary.
4. If the HLS indicates a language other than English for all questions or if it is determined that the student has limited or interrupted formal education, the school conducts a review of

student's academic records from previous schools for evidence that the student has sufficient English proficiency.

5. If the student's academic records from previous schools are not available or the records do not contain reasonable evidence of English proficiency, the school screens the student for English proficiency using the WIDA screener (online or paper).
6. If the student's scores meet the criteria for identification as an English Language Learner, then the school determines if the student has limited or interrupted formal education as well as the most appropriate LIEP and instructional placement, based on the student's English language proficiency.
7. The home language survey is embedded in the district enrollment packet for all new students. The CASD enrollment procedures are reviewed annually. Enrollment staff are trained annually, no later than May, by administrators within the Pupil Services Department on appropriate enrollment procedures. These procedures include a review of PA School Code – Chapter 11 and 24 P.S. sections 13-1301 – 13-1306 which includes language indicating the following: *A child's right to be admitted to school may not be conditioned on the child's immigration status. A school may not inquire regarding the immigration status of a student as part of the admissions process. Plyler v. DOE, a U.S. Supreme Court decision, held that it is unconstitutional to deny free public education to children who are not legally admitted into the United States.*

Interpreting and translation services will be provided by District Family Liaison or staff provided by the Chester County Intermediate as necessary. Enrollment staff will distribute and collect the Home Language Survey during the enrollment process. He/she will then include a copy of all home language surveys to building principals, EL staff, and district administration for record keeping.

8. A completed copy of the enrollment packet with the Home Language Survey is placed in the student's cumulative/placement file.
 - In alignment with the [Pennsylvania Department of Education Guidelines for English Learners](#), ELL placement testing is scheduled and administered by a certified test administrator (i.e. the building administrator/facilitator, or ELL teacher designee)
 1. Within 30 days of the beginning of the school year
 2. Within 14 days after October 14
 - Students are tested for ELL placement using the PDE approved language placement test.
 - Parents of tested students receive;
 1. ESSA/Title III/LIEP Letter indicating testing results, language acquisition level, and placement information

2. Parent Waiver/Opt-Out form, if applicable– Parents have the right to refuse placement in the LIEP but this decision should be informed and voluntary
- IEP Information for English Learners is sent to the Special Education Department. IEP documents are reviewed and translated by district or CCIU staff who have knowledge and understanding of the language and content of the IEP. The Special Education Department collaborates with the EL Department to determine appropriate placement for English Learners with IEPs.
 - Students are assigned to developmentally age-appropriate grade level

Screening

1. If records indicate a student was enrolled in a Language Instruction Educational Program at the time of transfer, the student will be placed in a Coatesville Area School District Language Instruction Program.
2. Academic records are reviewed.
3. A student without academic records will be assessed using the WIDA Screener. The WIDA Screener is an identification and placement assessment required by the Pennsylvania Department of Education. It is an initial measure of a student's English language proficiency for potential placement in an English Language development program. Other formal standardized assessments may be used for additional information including the WIDA-ACCESS Placement Test and WIDA Model.
4. A student may be exempt from screening and/or assessment when rare circumstances occur such as an adoption of a foreign-born child or an error on the Home Language Survey.

Note A: A student who comes from an environment where English is not the dominant language or who has been exposed to another language (Home Language Survey indicates other languages), is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is NOT required; however, a parent interview should be conducted prior to screening. The information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether to screen a potential ELL student. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate and preclude screening.

Note B: If, after the parent review, it is unclear whether a student should be screened for English proficiency, a thorough review of all available academic records and document evidence of English language proficiency shall be completed. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. Schools
- District assessment results from previously attended U.S. schools indicating English proficiency (May be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic record.

Note C: If the student has an IEP, ESL and Special Education personnel MUST collaborate to determine program and academic placement. All students enrolling with academic records indicating ELL or Monitor status in an LIEP will be placed in the Coatesville Area School District's LIEP at their current level.

PLACEMENT PROCESS

Parent permission to assess is NOT required, but a parent must be notified in their native language prior to testing (Phone call, email, personal contact).

The PA WIDA Screener for K and the PA WIDA Screener (grades 1-12) score, along with multiple criteria, must inform the identification and/or placement decision.

- In Kindergarten, Semester 1: Only screen oral language – a composite proficiency score below 5.0 on the WIDA K screener is the minimum requirement for a student to be placed in the LIEP. Semester 2: Assess all domains, oral language below 5.0 OR Literacy composite below 4.2
- In grades 1-12, a composite proficiency score below 5.0 on the WIDA Screener is the minimum requirement for a student to be placed in the LIEP. Scores of 5 or higher on the WIDA Screener meet the minimum requirement for a student to be exempt from an English Language Instructional Program. Additional criteria must include current or previous grades and performance on state assessments and district assessments.

District Recommended Placement - Placement into the LIEP may NOT be made without notifying parents. Following the assessment, parents receive the Coatesville Area School District ESSA/Title III/LIEP Letter informing parents of assessment results and/or placement in the district's LIEP. A copy of this letter must also be placed in the child's cumulative folder.

Instructional placement of English Language Learner students must be age and grade appropriate. Students with an IEP must be screened with appropriate accommodations. Students with an IEP must be placed in coordination with the IEP team.

Further, English Learners must be given equal access to all educational programs, opportunities, and extra-curricular activities.

For newly enrolled, previously identified English Learners and students who qualify for the Coatesville Area School District Language Instruction Educational Program based on WIDA Screener scores, the new ELL information needs to be sent to the district's PIMS Administrator as soon as possible but no later than by the end of the current school quarter.

IMPORTANT NOTE: Documentation of the EL identification procedure, language assessment results, and placement determination will be maintained in the student's permanent file.

PARENT WAIVER/PARENTAL RIGHTS

While grade level core instruction should always be made accessible to EL students, parents have the right to opt out – waive or refuse placement in a Coatesville Area School District LIEP if the recommended program includes instruction that is different from grade level core instruction. This decision must be informed and voluntary. Should a parent choose to refuse placement, the procedures outlined in PDE’s English Language Development Program Parental Waiver Form shall be followed. It should be noted that Federal law requires that English Language Learners be tested annually with the WIDA ACCESS for ELLs until the child attains English proficiency. This includes English Language Learners whose parents have completed the Parental Waiver Form.

The Coatesville Area School District informs parents of their right to refuse part, or all, of the separate, specialized LIEP – specialized services or classes provided only for ELLs. For example: ELD pull-out classes, ELL tutoring, or content classes consisting of only ELLs – and supplies parents with the state-required English Language Development Program Parental Waiver. Parents may not refuse the placement of their student in a class composed of ELLs and non-ELLs in which English Language instruction is supported through content instruction.

The school ensures that parents do not opt their students out of programs or services based on scheduling conflicts, insufficient space in the available programs, or insufficient offerings within the program. A parent’s decision to refuse programs or services is informed and voluntary. The Coatesville Area School District will provide the opportunity to discuss and conference with the parent to ensure that parents have the information necessary to make an informed decision. An interpreter will be provided for these discussions as necessary to ensure that parents understand their options. However, the district does not influence the decision in any way and does not make any program or placement decisions contingent on this decision.

The Coatesville Area School District annually tests opt-out ELs with the state required WIDA ACCESS for ELs until the student attains English proficiency by meeting the state exit criteria and is reclassified non-ELL status. The school maintains the ELL status of opt-out ELs on all reporting. The school provides ELL instruction for students who are opted out in general education classes. The school notifies the parents of opt-out ELLs who are struggling in the general education classes and recommends placement into the LIEP again. The school presents the English Language Development Program Parental Reinstatement Request Form to parents who wish to opt their student back in the school’s LIEP.

If completed, the original English Language Development Program Parental Waiver and English Language Development Parental Reinstatement Request Form are added to the student’s file.

Students with IEPs

The federal government has mandated that all ELLs, including those with significant cognitive disabilities, receive language development instruction, unless a parent/guardian has chosen to opt out their child, until they have reached proficiency, as defined by the state (that is, to meet the reclassification/exit criteria). Therefore, the students must continue to be identified as an ELL to receive language development instruction and to be administered the annual proficiency assessment. Based on these individual needs, ELD instruction could range from full inclusion to consultative support. Programs must collaborate to ensure that both the language needs and special education requirements are met. This approach allows the ELL teacher to consult in a regular, planned way with the special education teacher so that the special education teacher can provide appropriate language instruction within the special education classroom in addition to pulling the student out for ELL instruction.

ELLs identified as special education students may continue to receive ELL services as determined by the student's IEP. The ELL teacher provides ELL instruction, and appropriately qualified special education teachers give special education services.

The Coatesville Area School District does not place any student in a special education program based on his/her limited English proficiency. The guidelines and time frames for special education are the same for both ELLs and non-ELLs in accordance with the Individuals with Disabilities Education Act (IDEA). The ELL teacher will be a member of the evaluation team if a special education placement is recommended, the ELL teacher will become a member of the IEP team. ELLs with disabilities must be given the opportunity to demonstrate their level of proficiency in the English language and must be included in the appropriate annual ACCESS for ELLS language proficiency assessments in all language domains.

For more detailed guidance related to ELs with disabilities, please refer to the Bureau of Special Education website at www.pattan.net

Program Design and Instruction

The Coatesville Area School District LIEP is grounded in research and best practices to meet the needs of the district's EL students. The program attends to English language development to promote the attainment of both social and academic English proficiency; is aligned to state academic content standards for appropriate grade levels of the ELs; includes EL instruction delivered by properly certified teachers; incorporates the use of the PA ELDS Framework, and provides equitable access to content for ELs at all language proficiency levels. The CASD does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

Ongoing training is provided to both EL teachers and general education teachers which addresses the development and explicit instruction of vocabulary and structures of the English language across content areas, the use of instructional tools such as Lexia ELD, Open Court core Reading, structured language courses, providing differentiated instruction, creating opportunities to practice speaking and encouraging peer interaction, developing background knowledge to support comprehension, and learning strategies that help to improve parent engagement.

In the EL class, English will be presented as the language of instruction in the language-intensive setting. Basic interpersonal communication skills and cognitive academic language proficiency will be developed. Students will receive quality language instruction in listening, speaking, reading, writing, and critical thinking associated with five content areas. These areas are: English/language arts, math, science, social studies, and social and instructional language which incorporates proficiencies needed to deal with the general language of the classroom and the school. The role of the EL teacher is to develop the necessary language functions to succeed in the core content classes.

ELs will participate in the regular education content classes. The classroom teacher will make adaptations and scaffolds within the delivery of the content instruction based on the student's language proficiency level, the Pennsylvania English Language Development Standards (PA ELDS), the Pennsylvania Core and Academic Standards along with the WIDA ELD Standards. English language development is to be integrated into all classes taught by non-ELD certified teachers in which ELs are present. Classroom non-ELD teachers are responsible for planning for and including language instruction, as well as supports and accommodations, so that ELs are able to have access to the standards with which the course is aligned. English Language instruction takes place daily for English Learners and is delivered by both EL teachers and non-EL teachers.

To ensure academic success, the EL teacher will employ effective best practices, including but not limited to, culturally responsive teaching, as well as meaningful and comprehensible access to all content area classes. The EL teacher, as well as the content teacher, will work together to identify appropriate classroom accommodations that best meet the current language needs of

the English Learner. To help teachers understand what ELs can do at various English proficiency levels, the ELL teacher and content area teachers will use the WIDA Can Do Descriptors to help identify the key uses and language functions.

Collaboration amongst the EL teacher and all content area teachers is essential to ensure the academic success of the English Learner. Discussions include best practices to support the English Learner as well as direction and support to provide appropriate scaffolding of instruction to both engage and support the student's ability to access their instruction on a daily basis across all subject areas. Teachers are encouraged to create culturally responsive classrooms that reflect the identities of the children who learn there. They encourage student engagement by creating opportunities for students to connect their personal stories to the classroom and share them with their peers when appropriate. Teachers employ a variety of teaching modalities and provide opportunities to connect to the curriculum. They may provide differentiated instruction, explicit instruction to develop content related vocabulary, graphic organizers, bilingual dictionaries, visual thinking strategies, choice regarding materials and follow up activities, alternative methods of assessment, and sentence stems to make the curriculum more accessible to EL students.

The Coatesville Area School District Language Instruction Educational Program (LIEP) includes instruction based on:

- A student's English language proficiency level
- The PA Standards for English Language Development:
<https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards>
- PA ELD Framework
- CAN DO Descriptors: <https://www.wida.wisc.edu/teach/can-do/descriptors>
- Input from EL and Content Teachers

Planned English Instruction by a qualified ESL teacher is provided in the language intensive ESL classrooms and in co-taught English Language Arts/Literacy classes. English Learners will participate in the general education content classes. Adaptations/scaffolds to content instruction will be determined and provided as a result of collaboration between ESL and content teachers.

Placement and instruction in the LIEP is based on the student's level of English proficiency using the following PDE recommendations:

- Entering – Level 1
- Beginning – Level 2
- Developing – Level 3
- Expanding – Level 4
- Bridging – Level 5
- Monitoring – First/Second/Third/Fourth Year

Instructional models within the LIEP include:

- Pull-Out Direct Instruction – provides direct instruction to students in addition to general education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include one-on-one instruction/support and/or small group instruction. Small groups may be formed based on the English language proficiency level of the students and may span grade levels.
- Push-In Co-taught ELA/Literacy Instruction – provides support to students in the application of English language skills during regular education instruction.
- Observation/Consultation – ESL teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student's English language skills
- EL – Specific English only Instruction – English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support Class Composition: English Language Learners *only* participate in this class

1. Students scoring below a 2.0 (1.9 or lower with no subtest greater than a 2.0) qualify for special Specific English only Instruction programming at Elementary or Secondary based on the following criteria:

- Students must be new to the United States
- Students must have no formal instruction within United States Public Schools
- Appropriate Placement of IEP students who meet the previous criteria must be approved by the Special Education Department

Accommodations

Based on a student's English language proficiency, teachers must establish challenging but realistic expectations. Accommodations should be provided to ensure that class work, assignments, and assessments measure a student's content knowledge and skills. The ESL Accommodations Checklist provides some appropriate modifications/accommodations for English Learners.

PSSA/Keystone accommodations are allowable for English Learners and are published annually by the Pennsylvania Department of Education. The following individuals, when appropriate, should be involved in the determination of accommodations:

- ESL teacher
- Classroom teachers
- Test administrator(s)
- Test coordinator(s)
- Parent(s)
- Building Administrator(s)
- Counselor(s)
- Student

Current accommodations used in day-to-day instruction and assessments are appropriate for testing. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or Keystone Exams. All accommodations should be documented in the student's EL folder and recorded on the accommodations section of the PSSA or Keystone exams.

Visit the PDE website for the current Accommodation Guidelines for English Language Learners:

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/Testinginformation.aspx>

Integration

English Learners at the Coatesville Area School District are not denied participation in any school sponsored activity for any reason unless they are expelled. The CASD mandates accommodations to instruction for all ELs in the classroom. All services are provided in the least restrictive environment. Students in the EL program will be integrated with the general education population whenever possible.

In addition, the Coatesville Area School District mandates that instructional materials for ELs including access to technology are sufficient in quality and quantity, and comparable in quality and quantity to those provided to non-English Language Learners. Classroom and instructional EL materials are ordered for each individual building on a yearly basis. Furthermore, the facilities provided to ELs are comparable to those provided to non-ELs.

Across all school settings in the Coatesville Area School District, EL students are placed in general education classrooms except when they are assigned for specialized instruction with an EL teacher outside of the general education classroom. Students eat lunch with their peers, participate in recess, and attend all special classes such as art, music, and physical education with their peers. English Learners are provided equal access to all supports and services available, after school activities, career and technical programming, STEM activities, field trips, special events, athletic opportunities, and any extracurricular activities that are available to non-English Learners.

Alternative Education for Disruptive Youth

Alternative Education for Disruptive Youth programs must provide the same EL development instruction that was provided while enrolled in the regular education program at the Coatesville Area School District. AEDY must provide daily EL instruction delivered by a certified ELD teacher. The ELD instructional program design shall be based upon the student's current English proficiency level and instructional needs. It is recommended that instruction for ELs identified as levels 3, 4, or 5 must have at least 45-90 minutes of EL instructional time per week. Newcomers may require additional time.

Collaboration amongst the EL teacher and the content area teachers of the AEDY program is essential to ensure that academic success of the English Learner. All English Learners will be given the opportunity to succeed while placed in an AEDY program. Extra help and guidance should be provided if the student is struggling academically. ELs may resume their extra-curricular activities when they return as a traditional student to the Coatesville Area School District.

All ELs will be given the opportunity to have access to the same challenging curricula as non-ELs. More specifically ELs placed at AEDY programs receive general education, special education, counseling, and other support services as well as English language instruction daily,

and interventions and programming to meet their individual needs. All materials, technologies, lessons, and assignments will include scaffolds and accommodations for the English Learner at the student's proficiency level and will be culturally relevant and sensitive.

All AEDY programs shall provide academic progress and behavior summaries for ELs and their parents in their preferred mode of communication. Within five days of placement, clear exit criteria with measurable behavioral goals that can be reasonably achieved by the end of the 45-day placement shall be established. The AEDY coordinator, Director of Student Services or Designee, student, parents and other school and AEDY program staff will serve as members of the review/transition team that establishes the exit criteria. All data related to the exit criteria are communicated by the AEDY program to the school, the student, and the parents. For parents who are not proficient in English, data is provided in a language or mode of communication that they can understand.

Grading and Retention

English Learners must be graded using the same grading system as all other students. CASD communicates information related to English language proficiency and/or progress to parents at least annually. EL distinction and/or instructional information is not included on an English Learner's transcript unless it is part of a course title or code. Scaffolds are selected based on the background and academic strengths and needs of the English Language Learner.

English Learners are entitled to testing accommodations to ensure that an assessment measures their knowledge of skills rather than their English proficiency. On the ACCESS for ELLs, the school provides all allowable testing accommodations published annually by the WIDA Consortium. On state standardized assessments, the school provides all allowable testing accommodations published annually by PDE. Other progress monitoring includes purposeful and appropriate assessment practices that account for the EL's primary language, individual plan, and ongoing linguistic and academic progress; and curriculum-based measures to determine risk and monitor progress across tiers with ELs as part of the district's comprehensive Multi-Tiered System of Supports program.

English Learners may not be retained based on the English proficiency level. Promotion criteria for ELs who receive special education services are aligned with the student's IEP. All decisions regarding the promotion or retention of ELLs must be made by instructional teams that include the ELL teacher classroom teacher, special education teacher, principal, and LEA. Other members of the team may participate as appropriate.

The EL and general education teacher should collaboratively determine grades for each English Language Learner. They must collaborate to ensure that content area instruction is aligned to the standards with accommodations provided to meet the needs of the English Learner.

Prior to considering retention for an English Learner, evidence must be provided that all appropriate accommodations to instruction and assessment were aligned to the student's English language proficiency and needs. Evidence must be available to ensure that the English Learner had equitable and meaningful access to the general education curriculum and that the student received appropriate instruction to promote second language learning.

GIEP

LIEP and gifted programming are not mutually exclusive. Gifted services do not replace English language development services or vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words ELs are eligible for gifted services if they meet GIEP eligibility criteria. Students with a gifted designation are eligible for EL programming if they are identified as an English Learner. There is no waiting period for making a gifted determination for an EL student. A student must not be denied gifted testing or services if he or she is an English Learner.

ELD Instructional Staff

The ELL teacher(s) in the Coatesville Area School District are highly qualified teachers. Staff development opportunities provided through collaboration with the Chester County Intermediate Unit are arranged by the district. Staff professional development for EL teachers focuses on ELD issues and is provided within the professional development schedule for the Coatesville Area School District. The EL staff of the Coatesville Area School District participate annually in the professional development opportunities provided by WIDA, US, the Pennsylvania Department of Education, and the CCIU on topics including but not limited to enrollment/registration procedures, identification procedures, assessment, instruction, and reclassification procedures.

Over the course of the year, the ELL teacher will be responsible for daily instruction, assessment, monitoring, and will serve as a resource to the school's staff regarding appropriate language accommodations. EL instruction takes place daily throughout the day for ELs and will be delivered by both EL teachers and non-EL teachers.

To ensure academic success, the EL teacher will employ best practices including but not limited to culturally responsive teaching as well as meaningful and comprehensible access to all content area classes. The EL teacher, as well as the content teacher, will work together to identify appropriate classroom accommodations that best meet the current language needs of the English Language Learner. To help teachers understand what ELLs can do at various English proficiency levels, the EL teacher and content area teacher will use the WIDA Can Do Descriptors to help identify the key uses and language functions.

Collaboration amongst the EL teacher and the content area teachers of all buildings and programs is essential to ensure the academic success of the English Language Learner. Key considerations in promoting collaboration amongst the team of teachers include but are not limit to; providing time for co-planning, establishing clear roles, setting goals and expectations and identifying resources. Additional information may be found in the guide: [Supporting English Learner’s Success: A Practical Guide for School Administrators](http://www.eslportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-Ada.pdf), available at <http://www.eslportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-Ada.pdf>

Assessment for ELLs

ACCESS for ELLs

ACCESS for ELLs is a suite of secure, large-scale English proficiency assessments for Kindergarten through grade 12 students who have been identified as ELLs. All identified ELLs will be administered the ACCESS for ELLs during the annual testing window. The assessments are grounded in the WIDA English Language Development Standards and given annually in WIDA Consortium member states to monitor student progress in acquiring academic English. For more information on WIDA assessments, visit:

<https://www.wida.wida.wisc.edu/assess/model>

English language proficiency is a measure of the language students use in their interactions with peers and teachers in both instructional and social settings. Language and cognition develop over years, and the path of each individual varies depending on many factors, including age, educational experiences, and personality. With this in mind and to target distinct spaces along the development continuum, the ACCESS for ELs assessments are divided into grade-level clusters.

Each test, across all grade-level clusters, assesses the four language domains of listening, reading, writing, and speaking. In the listening and reading domain tests, students are presented with items to which they respond by making a selection from limited options. In the writing and speaking domain tests, students are presented with open-ended tasks and construct unique responses. To give students the best opportunity to show what they can do with academic English language, the tests are organized into thematically linked groups of items. This structure minimizes the cognitive leaps students must make as they move from item to item through the test.

Each ACCESS for ELLs, an online assessment, has some form of built-in adaptivity, giving students the chance to respond to test content that is challenging enough to allow them to fully demonstrate their English language skills, but no so difficult as to prevent them from showing any skills at all. Kindergarten and Alternate ACCESS for ELLs give students multiple opportunities to respond to each test item and provides multiple points at which test administrators can stop testing as students reach the extent of their current language abilities.

Alternate ACCESS for ELLs

The Alternate ACCESS is an assessment of English language proficiency for students in grades 1-12, who are classified as English Language Learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. Students with significant cognitive disabilities are identified as having one or more of the existing categories of disabilities under the IDEA (e.g.; intellectual disabilities, autism, traumatic brain injury, multiple disabilities, etc.) Their cognitive impairments may prevent them from attaining grade level achievement standards. **NOTE:** It must be stated in the student's IEP that they will be given the Alternate ACCESS for ELLs.

Checklist for the Alternate ACCESS for ELLs

- The student has been classified as an English Learner
- The student has a significant cognitive disability and is eligible for Special Education services under IDEA
- The student is in an alternate curriculum aligned with their state's academic standards and is or will be participating in the state-wide alternate accountability assessment (PASA).

Reclassification: Active to Former EL Status

ELL status of students K-12 for the current school year must be determined by **September 30** and reported in the student management system (PIMS) in time to be included in the **October** District and school enrollment collection snapshot (unless otherwise stated by PDE).

Reclassification Procedures for ELs without Disabilities

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories.

To determine reclassification status, the ACCESS for ELs and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Two language use inventories must be completed. An EL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an EL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an EL teacher or

English Learners in higher proficiency levels who do not work with an EL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is EL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed, and the single score is multiplied by two. When two inventories are completed, it is important to note that the two inventories do not need to agree. Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELs points assigned to determine if the students meets the minimum threshold for reclassification.

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the score points are added to the inventory points from the rubrics to determine if students are eligible to be reclassified.

When this reclassification score is equal to or greater than the cutoff, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with ACCESS for ELs score report and language use inventory forms, then the EL status may be retained.

For reclassification of ELs with disabilities, whether ACCESS for ELs or the Alternate ACCESS for ELs, please refer to the appropriate procedures as stated in the PDE policy: state required Reclassification, Monitoring, Re-designation of English Language Learners (ELLs).

Reclassification Procedures for ELs with Disabilities

ELs with Disabilities – taking the ACCESS for ELs

An EL with a disability may be considered for reclassification if:

- the student has an IEP, AND
- the student has been continuously enrolled in an ELD/bilingual education program for at least four years, AND
- the student’s overall composite proficiency level score on the ACCESS for ELLs has not increased by more than 10% at any point or total over the three most recent testing cycles, AND
- the IEP team, with input from an ELL education professional, recommends reclassification.

ELLs with Disabilities – taking the Alternate ACCESS for ELLs

An ELL who is deemed eligible for the Alternate ACCESS for ELLs may be considered for reclassification when:

- the student achieves a score of at least P2 on two consecutive administrations of the test OR achieves the same score for three consecutive administrations of the test, AND
- the IEP team, with input from an ELD education professional, recommends reclassification.

Although language use inventories are not required for ELLs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future references, if needed.

Monitoring of Former English Learners (FELS)

- **Active Monitoring Period – first two years after reclassification** – A student who has been reclassified as a Former English Learner (FEL) and has exited the ELD program will be monitored formally for two years. The ELD teacher will be responsible for monitoring the ELL. Student monitoring will occur formally at the end of each marking period and informally throughout the year. The ELL teacher will distribute and collect the ELL monitoring form from the student’s content area teachers. The ELL Monitoring Form will be placed in the student’s permanent file. If the student receives a failing grade for one marking period, the ELL teacher and the guidance counselor will meet with the student to determine the reason for the failure and suggest possible solutions. The ELL teacher will work with the administration to find additional time where the ELL teacher can work with the student.
- **Additional Monitoring Period – third and fourth years after reclassification**
FELs will be monitored for a period of two years after reclassification strictly by reporting FELs to the state for an additional two years. ELL services are not provided during this period and students are not monitored by an ESL teacher.

Redesignation of Former ELs

If it is determined during the active monitoring phase that an ELL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former ELL as an active ELL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs, which require academic supports and/or interventions. FELs who have been re-designated as active ELLs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year one upon the second reclassification.

Additional information and training for Redesignating, Reclassifying and Monitoring ELL and Former ELL students can be found at: <https://reclassification.eslportalpa.info/>

Documentation

The LEA reports to various stakeholders regarding the progress of the enrolled ELs to evaluate program effectiveness. Stakeholders within the Coatesville Area School District include the Director of Educational Services, Director of Pupil Services, Director of Special Education, Supervisors of Pupil Services, Building Administrators, Teachers, School Counselors, Family Liaison, and families of English Language Learners.

Parents are afforded the opportunity to meet with the school, with the assistance of an interpreter if needed, in order to learn more about the LIEP and how they can be active participants in assisting their student in attaining English proficiency and academic success.

The LEA will provide all paperwork and documents related to instruction and student achievement, including the student handbook in the preferred mode of communication of the English Learner’s parent/guardian. The LEA will provide the English Learner and the parent/guardian with quarterly progress summaries in the family’s preferred mode of communication at least one time per marking period.

The following essential information is provided to parents:

School registration and enrollment instructions	Grievance procedures and notices of non-discrimination
A description of the ELL identification process and the reason their student was identified as an ELL	Student discipline policies and procedures
The student’s current English proficiency level and a description of what that means	Report cards and progress reports
A description of the LIEP	Notices of parent-teacher conferences
Information explaining the right to refuse enrollment of their student in an LIEP	ACCESS for ELLS results
A description of the criteria for reclassification and an expected timeline for achieving proficiency	Requests for parent permission for student participation in school activities
Notices required by special education laws and regulations	All other information provided to native English-speaking parents

ELL Program Evaluation

The Coatesville Area School District is committed to providing instruction and support in English language development to foster the linguistic, academic development, personal and social emotional growth of English Language Learners.

The EL Instructional program must be regularly evaluated, modified, and replaced as needed in order to meet legal requirements and ensure that students who are participating in the program are receiving educational benefit and demonstrating meaningful progress. Evaluation on an annual basis is strongly recommended.

The following information/data must be considered when evaluating effectiveness of the CASD ELL Program:

- Are procedures in place to ensure that the district identifies students who may be eligible for ELD services?
- Are enrollment/registration personnel trained to identify students who should be referred for further consideration with regard to limited English proficiency?
- Do EL students and teachers in ELD programs have access to quality research-based instructional materials in adequate quantities?
- Is the program implemented with consistency across the district?
- Are students gaining skills, meeting their goals, and acquiring English language skills at the expected rate?
- Are EL students able to participate meaningfully in the school's educational program?
- Does the district allocate appropriate staff to provide instruction and support?
- Are staff adequately trained to support students, staff, and parents?
- Are administrators trained to effectively support and evaluate implementation of EL programs within their buildings?
- Does the district provide equal access to quality materials for EL students?
- Are EL students integrated and provided access to all academic programs, technical programs, related arts programs, and extra-curricular activities as their non-EL peers?

Additional information that must be considered:

- English language proficiency assessment results (ACCESS Testing)
- Academic achievement assessment results (Benchmark Testing, MTSS data)
- Grades (Classroom performance)
- Promotion and retention rates
- Graduation rates
- Attendance (School and class)
- Rates of participation in special programs
- Input from a variety of stakeholders, including teachers students and parents (Surveys)
- Suspension/Expulsion Data (Discipline Records)

Program Evaluation for Operating or Participation in AEDY

The Pennsylvania Department of Education provides very clear directions for evaluating AEDY programs and requirements of schools who either provide in-house AEDY programming or place students with disabilities and English Language Learners into other State approved AEDY programs. These guidelines can be found at: <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/Alternative-Education-for-Disruptive-Youth.aspx>

Each student being served in an AEDY LEA In-house Program or an AEDY Private Provider Program must be provided with:

A 45-day Presumptive Exit Date.

A course of instruction sufficient to make normal academic progress in the core academic subjects (English language arts, mathematics, science, social studies, and life skills/health) and work toward the requirements for graduation as defined by the placing LEA.

Clear and measurable academic performance goals established after administering required academic assessments. Plans for individual academic programs should be formulated in close collaboration between the sending LEA and AEDY Program. A student cannot remain in AEDY placement for failure to meet these academic goals.

A course of instruction that recognizes their special needs and prepares them for successful return to a regular education setting and/or completion of the graduation requirements established by their home LEA.

Individual academic evaluations to measure progress in the core academic subjects in relationship to the academic standards established by 22 Pa. Code Chapter 4.

Differentiated instruction must take place in order to provide students with academic curriculum that is appropriate to their grade level.

An academic assessment evaluates individual student growth in the core subjects in relationship to Chapter 4 of 22 Pa. Code. Each AEDY Program should use a combination of various teaching and assessment types. Types of assessments may include aptitude, achievement, diagnostic, screening, and neuropsychological. These assessments should guide individualized academic program planning, evaluate individual student progress, and indicate the effectiveness of the program overall.

AEDY Programs are encouraged to use course grading, report cards, portfolios, graduation projects, exhibitions of student work, and other local assessment tools to monitor student progress. These assessments should align with the requirements of the student's sending LEA. This will facilitate transition back to the regular education setting and ensure that credit is given by the sending LEA for work completed in the AEDY Program. Additional assessment strategies that support success in the particular AEDY Program are also encouraged.

Assessments that measure progress against the Pennsylvania standards are available at no cost via the SAS Portal (www.pdesas.orgOpens In A New Window).

In summary, when placing students with disabilities and English Language Learners in an approved AEDY program, it is the responsibility of the sending district to:

- Ensure that programs to which students are being referred and placed operate in compliance with school code and PDE AEDY Guidelines
- Analyze program data (academic, behavioral, course performance, attendance, IEP/504 implementation, implementation of EL services...) for any AEDY Program to which it refers students to ensure students are receiving appropriate academic and behavioral services
- Provide annual data to PDE on referrals to AEDY programs. The data shall be disaggregated by student disability status (including identification of the primary IDEA or Section 504 eligibility) . The data shall also reflect the programs to which referrals were made, the reason for which a student is disciplined, and the length of program stay
- Ensure that a certified EL teacher is available to provide daily instruction and support to students and staff in the AEDY program



HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? No Yes (language) _____
2. Does your child communicate in a language other than English? No Yes (language) _____
3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided No Yes



English Learner Identification Procedure Grades K-12

(See Pre-K identification guidance for Pre-K students)

- STEP 1:** Review the Home Language Survey.
 - If the HLS indicates a language other than English for **any** question, **proceed to STEP 2.**

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia or Cameroon) constitute a language other than English for identification purposes.

- STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian Interviewed:

Date: _____ Phone: _____
 Name of Student: _____ PASID: _____
 Students Date of Birth: _____ Age: _____
 Student's Date of Entry to U.S. (if born in the U.S., then same as DOB): _____
 Parent Country of Origin: _____ Student Country of Origin: _____
 Parents' Primary Country of Education: _____

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instru
Pre K			
K			
1			
2			

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?
 YES NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
 YES NO

3. When at home, how often does this student hear a language other than English?
 Always Occasionally Never

4. When at home, how often does this student speak a language other than English?
 Always Occasionally Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?
 Always Occasionally Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
 Always Occasionally Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

- Always Occasionally Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the interview questions, determine if the second language exposure/use is significant and tied to the national origin of the student/parent(s)/guardian(s) or is superficial in nature. Ensure that the parent/guardian understands the HLS and has completed it accurately during the parent interview. The HLS cannot be completed again at a later date. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

Comments:

- STEP 3: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see [Appendix A](#) before proceeding.**
- STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for compelling evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain compelling evidence of English proficiency, then **proceed to STEP 5**.

NOTE:

*A newly enrolling student who has an ACCESS overall composite proficiency level score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened for the purpose of identification. In this case, **skip to STEP 6**. If a student has an ACCESS overall composite proficiency level score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the stated defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

*If a newly enrolling student has an ACCESS overall composite proficiency level score from a previous district that is more than one year old (i.e. two or more years prior to the current year), then **proceed to step 5** (screening) to determine the EL status. If the student exceeds the cut score for identification as an EL, then the student may be coded as never-EL and the identification process is complete.*

STEP 5: Screen the student for English language proficiency using the K Screener, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See Appendix C for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	K MODEL	<p><i>1st semester K: Assess oral language</i> Oral language composite below 5.0</p> <p><i>2nd semester K: Assess all 4 domains</i> Oral language proficiency level below 5.0 OR Literacy Composite below 4.2</p>
Kindergarten	K Screener	<p><i>1st semester K: Assess Oral Language</i> Oral language composite below 5.0</p> <p><i>2nd semester K: Assess all 4 domains</i> Oral language proficiency level below 5.0 OR Literacy Composite below 4.2</p>
1 st semester 1 st grade	K MODEL	Assess all 4 domains Overall composite proficiency level below 5.0
1 st semester 1 st grade	K Screener	Assess all 4 domains Overall composite proficiency level below 5.0
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

STEP 6: OPTIONAL - Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7.**

Name of screener	Score(s)	Score descriptor

STEP 7: Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:

- Is enrolling after grade two, AND
- Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
- Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education? YES (the student should be coded as 06 in PIMS)

NO

Proceed to STEP 8.

STEP 8: Determine the most appropriate language instruction educational program (LIEP) based on the student’s English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement:

Proceed to STEP 9.

STEP 9: Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a

specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#).

Proceed to STEP 10.

- STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**

- STEP 11:** If your district participates in Title III, explain the services offered and their right to opt out of all of some of those services. If, after the district notifies the parent/guardian of their option to opt out of Title III services, the parent does not respond, then the district may proceed with enrolling the student in the Title III services. **Proceed to STEP 12.**

NOTE: This applies to discrete services/programs (e.g. after-school tutoring, summer school programs, the use of technology purchased with Title III funds, etc.). If, for example, Title III is being used for professional development for staff working with ELs, then there is no discrete service of which parents may opt out.

- STEP 12:** Notify the receiving school of student's identification and placement. **Proceed to STEP 13.**

- STEP 13:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. If the student will participate in Title III funded services, then ensure that the student is identified as participating in Title III. *NOTE: Not all ELs in a district that receives Title III funds are participating in Title III.* **Proceed to STEP 14.**

- STEP 14:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. This includes general education teachers.

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Students who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure. *NOTE: The identification process must be completed within the timelines prescribed in this procedure.*

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

If a student cannot complete all domains of the screener due to a disability:

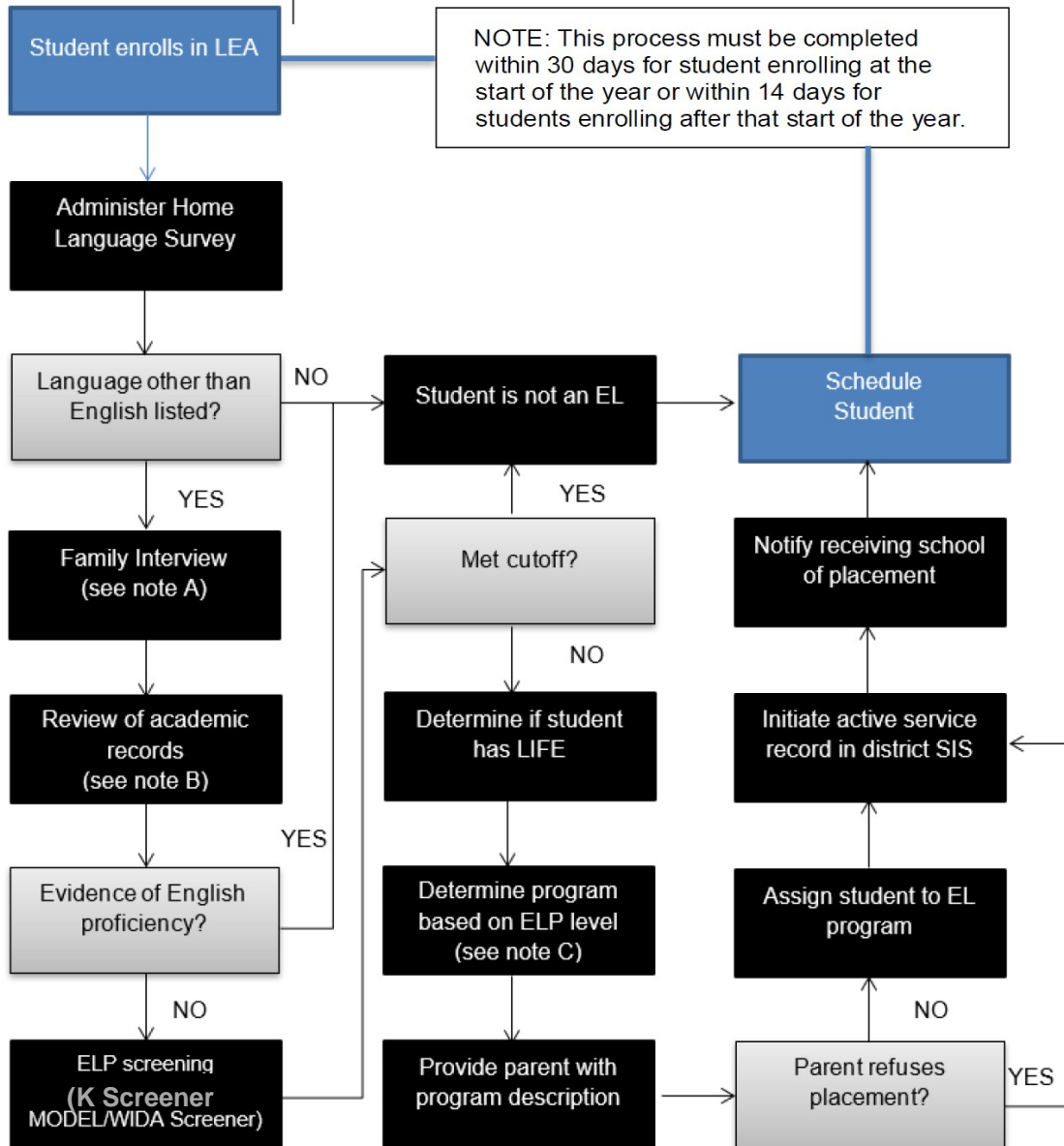
The determination must be based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

If a student cannot complete any domains of the screener due to a disability:

The identification decision must be based on the available evidence gathered from the home language survey, the family interview, and the records review. If the HLS indicates a language other than English, the family interview confirms that it is tied to national origin and significant, and academic records do not supply evidence of English proficiency, then the student should be identified as an EL.

Appendix B

English Learner (EL) Identification Procedure Flowchart



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information

information gathered should be filed with the student’s other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student’s academic records

NOTE: A determination of English proficiency for the purpose of precluding screening MUST be based on compelling and robust evidence.

Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement. The process must be completed within 30 days for students enrolling at the start of the school year or within 14 days for students who enroll after the start of school.

Appendix C

Selection of appropriate grade-level cluster test forms

See the tables below for selection of the appropriate screener to use for each grade.

WIDA Screener Selection

Grade	1*	2	3	4	5	6	7	8	9	10	11	12
Semester	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Grade-Cluster Form	Grade 1 Test		Grades 2–3 Test		Grades 4–5 Test		Grades 6–8 Test			Grades 9–12 Test		

* Districts have the option of using the grade 1 WIDA Screener, the Kindergarten MODEL, or K Screener for first semester 1st graders.

WIDA MODEL Selection

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener		Grades 1-2 Screener				Grades 3-5 Screener						Grades 6-8 Screener						Grades 9-12 Screener							

WIDA K Screener

GRADE	K			1	
Semester	1	2		1	2
Grade - Cluster Form	K Screener				



Coatesville Area School District

English Learner Program Placement

Initial Placement Continuing Placement

Name of Student: _____ Date: _____

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child’s proficiency in English. Proficiency in language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. The school will provide services that will help your child become proficient in English and will do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child’s level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available information about how your child is generally doing in school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure you understand it. If you need assistance understanding this letter, please contact:

Name: Brenda George Title: Director of Pupil Services

Email: georgeb@casdschools.org Phone: 610-466-2400 X82510

Do you need an interpreter? Please tell us and we will make sure one is available for you.

Your child will receive instruction in our school district’s English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended in 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.



English
English Learner Placement Program

Coatesville Area School District

Notification of Placement Letter

The name(s) of the English proficiency test your child took is:

- _____
- _____

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit :

If applicable, your child's level of academic achievement was measured using the following test(s):

- _____
- _____

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

*See other side for detailed class description

- Pull-out Direction Instruction**
- Push-In Co-taught Instruction**
- Observation/Consultation**
- EL -Specific English only Instruction**
- Class Composition**

- **Pull-Out Direct Instruction** – provides direct instruction to students in addition to general education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include one-on-one instruction/support and/or small group instruction. Small groups may be formed based on the English language proficiency level of the students and may span grade levels.
- **Push-In Co-taught ELA/Literacy Instruction** – provides support to students in the application of English language skills during regular education instruction.
- **Observation/Consultation** – ESL teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student’s English language skills
- **EL – Specific English only Instruction** – English language skills and content are the focus of instruction. The student’s native language is not used in either instruction or support

Class Composition: English Language Learners only

1. Students scoring below a 2.0 (1.9 or lower with no subtest greater than a 2.0) qualify for special sheltered instruction programming at Elementary or Secondary based on the following criteria:

- Students must be new to the United States
- Students must have no formal instruction within United States Public Schools
- Appropriate Placement of IEP students who meet the previous criteria must be approved by the Special Education Department

Please contact the person below if you would like to request: (a) Immediate removal of your child from the English Learner Services provide by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Parental Waiver Form

Name:

School:

Opt-out Date:

Grade:

Student ID#:

As required by federal law, your child has taken an English language proficiency test to determine if s/he/they qualify for English Language Development instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate the s/he/they is/are eligible to receive English Language Development instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the English Language Development (ELD) program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking each item below, I acknowledge that I have read and understand each statement.

- I am aware of my child's English language assessment score and other information about my child's current academic progress and understand why s/he/they was/were recommended for additional English language instruction.
- My decision to decline or opt-out of specialized ELD instruction is voluntary.
- The school district will report my child to the Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.
- Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he/they attains English proficiency and is no longer considered EL status.
- The school district will continue to inform me of my child's progress in attaining English proficiency.
- I can change my preference at any time by notifying the school district in writing and allow my child to enroll in the ELD program(s) offered by the school.

I, _____ (Parent/Guardian), with a full understanding of the above information, wish to

- Decline all of the specialized ELD programs and services offered to my child.
- Decline some of the ELD programs and/or particular ELD services offered to my child.

Parent/Guardian Signature: _____ Date: _____

ESL MODIFICATIONS/ACCOMMODATIONS CHECKLIST

The following is a list (not exhaustive) of modifications that can be used in the classroom with Bilingual/ESL students:

- Speak slowly, clearly, and use gestures
- Simplify language; avoid idioms, slang, and sarcasm
- Pair student with a buddy
- Give preferential seating
- Maintain routines with consistent signals
- Write clearly and legibly (most ELL's cannot read cursive)
- Give both oral AND written directions
- Encourage student to participate, do not force
- Accept participation at any level, even one word
- Limit content objectives and expectations
- Use reduced text, so that print is not dense
- Use story and direction retelling to assess comprehension of text and instructions
- Provide a graphic organizer in advance of a new topic/vocabulary/chapter
- Present information in a variety of ways (pictures, videos, manipulatives)
- Preview vocabulary and/or content using online sources
- Limit the amount of vocabulary words; avoid similar words (soluble and solvent are similar and thus confusing to an ELL)
- Highlight key vocabulary using a 3x5 index card to cover words above or below
- Allow a bilingual dictionary
- Allow extended time to answer questions, and permit drawing as an explanation
- Use ESL materials
- Use books on tape/CD
- Stress importance of finding the key words
- Limit the amount of content reading; select 3-5 of the most important concepts and do task analysis
- Provide key word/chart resources on desk or on desktop (tablet)
- Provide summaries of text or study guides and/or outlines and word banks
- Reduce multiple choices to two
- Use group projects rather than individual work

- Rephrase questions, directions, and explanations
- Have tests read orally
- Provide native language support to students in the classroom
- Explicitly teach study skills/habits, as well as effective ways of using educational resources and materials

Homework Modifications:

- Highlight or bold key words in classwork, homework, and tests
- Reword homework questions
- Adapt homework assignments to reflect language proficiency (limit number of questions or choices, reword, provide alternate assignment)

Testing Modifications:

- Allow student to answer questions orally, in writing, or with a picture
- Allow extra time for assignments
- Allow open book tests
- For each question, indicate page number in textbook where answer is found
- Alternate assessments (oral tests, project based, teacher read tests)
- Add a word bank to tests/quizzes
- Read tests aloud
- Reword test questions to ensure understanding
- Reduce number of answer choices on tests/quizzes
- Do not give any true/false questions or trick questions
- Use anecdotal records as a form of assessment
- Keep portfolio of work as a form of assessment
- Grade responses based on content, not spelling or grammar

Scaffolding Strategies

When supporting English Language Learners during instruction, we must consider that the instruction is two-fold. Teachers are supporting content and language acquisition simultaneously. This task is not easy, but scaffolding is known to be effective for its ability to engage most learners and minimize failure and frustration, especially for students acquiring a new language.

Six Scaffolding Strategies for ELLS

Modeling – Students need to be given clear examples of what is required of them.

How: Speaking slowly, modeling the language you want students use, and providing samples of student work

Bridging – New Concepts need to be built on previous knowledge and understanding. Weave new information into existing mental structure. **How:** Build on previous knowledge and establish a link between the student and the material. Use strategies such as think-pair-share, quick writes, and anticipatory charts.

Contextualizing – Familiarizes unknown concepts through direct experience. **How:**

- Provide verbal contextualization by creating analogies based on student experiences
- Embed academic language in sensory context by using pictures, manipulatives, film (without sound), authentic objects and source information

Schema Building – Schema are clusters of meaning that are interconnected. Students need to see the connections. **How:**

- Preview the text; note headings, captions, titles of charts, etc
- Compare and contrast
- Jigsaw learning – peer teaching
- Project based learning

Text Representation – Transform linguistic constructions found modeled in one genre into forms used in another genre. Invite students to extend their understanding of text and apply them in a new way. **How:**

- Students create drawing, posters or videos
- Student create new games

Developing Metacognition – Thinking about one’s own thinking involves the following:

- Encourage students to self-monitor
- Teach note taking and studying techniques
- Vocabulary assignments

The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

The *WIDA Can Do Descriptors, Key Uses Edition* provides examples of academic language use for four specific communicative purposes. These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:

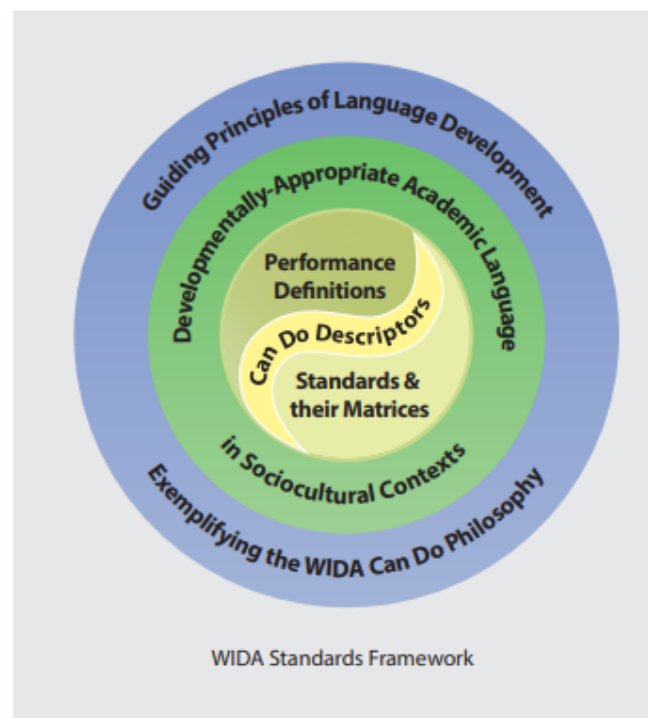
Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.



Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).

The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you’ll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
Educators who work with language learners, including coaches, teachers (<i>e.g., general education, gifted and talented, special education, Title I</i>), language specialists, and support staff.	<ul style="list-style-type: none"> • Differentiate curriculum, instruction, and assessments designed in English based on language learners’ levels of English language proficiency • Collaborate and engage in instructional conversations about the academic success of language learners in English environments • Advocate for equitable access to content for language learners based on their level of language proficiency
Administrators and school leaders	<ul style="list-style-type: none"> • Communicate with other educators about students’ English language development • Support the WIDA Can Do Philosophy throughout schools and districts • Advocate for equitable access to content for language learners based on their level of language proficiency

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

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

KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> Pointing to pictures described orally in context (e.g., “the big dog”) Finding familiar people, places, or objects named orally (e.g., “Where’s a chair?”) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Responding with gestures to songs, chants, or stories modeled by teachers Matching familiar pictures, objects, or movements to oral statements (e.g., “Clap your hands.”) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Acting out songs, chants, stories and poems with gestures as a whole group Following sequential language for oral directions one step at a time (e.g., “Walk to the door. Now, come to the circle.”) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Role playing in response to illustrated stories read aloud Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., “The bright yellow ball is shining in the sky.”) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Arranging content-related objects or illustrations according to oral discourse with a partner Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., “Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.”) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying drawings or other visual displays from elaborate descriptions with details Identifying detailed information in oral discourse or through multimedia
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> Repeating words, simple phrases or expressions from familiar stories as a whole class Participating in group songs, chants, or poems using gestures or physical movement 	<p>Recount by</p> <ul style="list-style-type: none"> Restating some language associated with illustrated short stories or informational text (e.g., “I see.” “I hear.”) Re-enacting various roles when interacting in pairs or in small groups 	<p>Recount by</p> <ul style="list-style-type: none"> Retelling main events in short narrative stories to peers using pictures Describing attributes of familiar objects, people, and places 	<p>Recount by</p> <ul style="list-style-type: none"> Retelling familiar stories through a series of pictures Sharing personal stories or experiences with others (e.g., in multiple languages) 	<p>Recount by</p> <ul style="list-style-type: none"> Relating school-based content and personal experiences with peers and adults Rephrasing events from stories or information with a partner (e.g., class rules or routines) 	<p>Recount by</p> <ul style="list-style-type: none"> Retelling familiar stories, including key details with prompting and support Describing details about characters, settings, and major events in illustrated stories with prompting and support

*Except for Level 6, for which there is no ceiling.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> • Matching icons and symbols to corresponding pictures • Identifying labeled real-life classroom objects (<i>e.g., tables, books, door</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Reproducing content-related information in oral text through drawings • Acting out familiar rhymes from text read aloud or chanted in small groups 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying familiar words in context (<i>e.g., in Big Books or wall charts</i>) in small groups • Recognizing persons and settings in illustrated text read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying words in picture dictionaries (<i>e.g., in multiple languages</i>) • Recognizing common types of text (<i>e.g., storybooks, poems</i>) read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Ordering words to form short sentences from oral models (<i>e.g., using pocket charts, cards</i>) • Identifying language related to spatial relations (<i>e.g., in front of, next to, in between</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying major events in stories with prompting and support • Identifying main ideas and details in common types of illustrated text (<i>e.g., trade books, rhymes</i>)
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> • Dictating personal information scribed by adults (<i>e.g., about self and family members</i>) • Reproducing icons or environmental print related to self from models 	<p>Recount by</p> <ul style="list-style-type: none"> • Reproducing symbols, numbers, and illustrated words from models in context • Drawing and labeling familiar people, objects, or events from models (<i>e.g., word walls, posters, cards</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> • Reproducing familiar words from labeled models or illustrations (<i>e.g., labeled dioramas</i>) • Restating facts about personal experiences shared with classmates (<i>e.g., through illustrated text</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> • Producing familiar words and phrases from environmental print and illustrated text • Drawing and describing different parts of stories, personal experiences, or events (<i>e.g., written conversations</i>) with a peer 	<p>Recount by</p> <ul style="list-style-type: none"> • Describing everyday experiences using illustrated phrases and short sentences • Producing illustrated stories about self or family (<i>e.g., using one or more languages</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> • Stating information to answer modeled questions about experiences with guidance • Using new words and phrases acquired through conversations or oral reading in short illustrated sentences

*Except for Level 6, for which there is no ceiling.

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

KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying illustrated activities described orally Following modeled actions to show likes or dislikes (e.g., using “or” words and phrases, “read” or “write”) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching real-life objects to illustrations about their use based on oral statements Identifying people and places associated with everyday events described orally (e.g., “It is Monday. You are at school.”) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying language associated with features of objects or print (e.g., “Show me a word in the title.”) Following peer-modeled oral commands with a partner 	<p>Process explanations by</p> <ul style="list-style-type: none"> Drawing individual phases or steps to “how” questions (e.g., “How does a caterpillar change into a butterfly?”) Pointing out illustrated details that match oral descriptions of cycles or procedures 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying illustrations related to cause and effect from oral information Reenacting procedural information obtained from videos or other media (e.g., “Show me how to make day and night.”) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing language related to scientific or mathematical processes Identifying patterns in procedures or natural phenomena in illustrated stories read aloud
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English) Rehearsing and acting out key steps in procedures or classroom routines following models (e.g., “Put away toys. Get in line.”) 	<p>Explain by</p> <ul style="list-style-type: none"> Describing uses of everyday objects or roles of familiar people (e.g., “Teacher reads.”) Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes) 	<p>Explain by</p> <ul style="list-style-type: none"> Comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider) Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors) 	<p>Explain by</p> <ul style="list-style-type: none"> Describing classroom routines (e.g., putting away puzzles) Comparing and contrasting placement of real-life objects and phenomena (e.g., “on the table” v. “under the table”) 	<p>Explain by</p> <ul style="list-style-type: none"> Providing details related to classroom activities and tasks in small groups (e.g., how we work together) Describing steps in familiar cycles and processes (e.g., getting in a circle to play a game) 	<p>Explain by</p> <ul style="list-style-type: none"> Comparing two objects using measurable attributes (e.g., “The table is higher than the chair.”) Describing the causes or effects of different phenomena based on observations and experiences (e.g., pull/push, sink/float)

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

KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process explanations by</p> <ul style="list-style-type: none"> • Matching illustrations with modeled language with a partner • Identifying steps in procedures from illustrations and icons (e.g., “It goes up. It comes down.”) 	<p>Process explanations by</p> <ul style="list-style-type: none"> • Identifying illustrated words or icons to show why (e.g., in play-based activities) • Following illustrated directions with a peer (e.g., to form shapes or patterns) 	<p>Process explanations by</p> <ul style="list-style-type: none"> • Pointing out causes or motives in illustrated stories read aloud • Showing relationships depicted in informational text with real-life objects (e.g., “5 is more than 3.”) 	<p>Process explanations by</p> <ul style="list-style-type: none"> • Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., “the big tall giraffe and the teeny tiny mouse”) • Classifying how to resolve situations faced by characters or in content-related text using graphic organizers 	<p>Process explanations by</p> <ul style="list-style-type: none"> • Matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines) • Comparing how to do something in different ways from illustrated stories (e.g., making fruit salad) 	<p>Process explanations by</p> <ul style="list-style-type: none"> • Drawing sketches or models to show how to solve problems read from illustrated informational text • Locating descriptive language related to “how” or “why” in illustrated text in small groups
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> • Describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages) • Drawing what comes next (e.g., in stories or experiments) 	<p>Explain by</p> <ul style="list-style-type: none"> • Connecting oral language to print (e.g., through language experience) • Reproducing labeled pictures or photographs to describe processes or procedures (e.g., producing an album) 	<p>Explain by</p> <ul style="list-style-type: none"> • Describing familiar events or phenomena using sentence starters and drawings • Identifying self as an author through pictures and invented words (e.g., by keeping a journal) 	<p>Explain by</p> <ul style="list-style-type: none"> • Describing how to do something through a sequence of pictures and words • Composing group drafts on different processes based on oral input or experiences modeled by teachers 	<p>Explain by</p> <ul style="list-style-type: none"> • Describing uses of tools or objects with a peer (e.g., from illustrated phrase walls) • Sequencing content-related processes by drawing and describing objects (e.g., from seeds to plants) 	<p>Explain by</p> <ul style="list-style-type: none"> • Stating steps of familiar routines or events by drawing, dictating, and writing • Responding to “how” questions and suggestions from peers, with guidance from adults, to add details to text

*Except for Level 6, for which there is no ceiling.

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

KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying personal choices (e.g., “Show me your favorite...”) from different examples Classifying everyday objects by descriptive features (e.g., red ones, blue ones) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Discriminating between words and phrases related to personal choices (e.g., “The park or the zoo?”) Identifying oral preferences stated by others (e.g., choosing pictures or objects) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Acting out opposites using gestures (e.g., through songs or chants) Responding non-verbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Drawing to make predictions from illustrated stories read aloud (e.g., “What happens next?”) Classifying fact from fiction in oral discourse (e.g., through physical responses or sorting pictures) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Agreeing or disagreeing with oral claims using gestures (e.g., “Tomorrow will be hotter than today.”) Identifying reasons for choices in real life scenarios read aloud (e.g., by circling pictures) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Interpreting which side to take and why from dialogs or short conversations Identifying details of stories or scenarios read aloud that represent different points of view
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> Stating personal likes from oral prompts (e.g., sports, food, animals) Naming choices from models (e.g., “Apple or banana?”) 	<p>Argue by</p> <ul style="list-style-type: none"> Stating personal preferences (e.g., “I like this.”) Agreeing or disagreeing with familiar questions (e.g., “Are you ready?” “Yes I am.”) 	<p>Argue by</p> <ul style="list-style-type: none"> Stating personal preferences or opinions (e.g., “Recess is best.”) Predicting everyday situations or events from illustrations 	<p>Argue by</p> <ul style="list-style-type: none"> Expressing likes, dislikes, or preferences with reasons (e.g., “I like ___ because___.”) Giving reasons for classifying familiar objects with classmates (e.g., in open sorts) 	<p>Argue by</p> <ul style="list-style-type: none"> Offering personal opinions about content-related ideas in small groups Giving reasons for content-related information when modeled (e.g., “These animals go together because they have spots.”) 	<p>Argue by</p> <ul style="list-style-type: none"> Agreeing or disagreeing with reasons for categorizing content-related information with a partner Stating personal opinions with justification for content-related ideas or topics

*Except for Level 6, for which there is no ceiling.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process arguments by</p> <ul style="list-style-type: none"> Pointing to labeled pictures or objects of personal preferences Matching illustrations to words of personal interest as modeled 	<p>Process arguments by</p> <ul style="list-style-type: none"> Classifying labeled pictures of personal choices from stories according to different character traits Making choices from illustrated descriptions read aloud and sharing with peers (<i>e.g., based on "or" phrases</i>) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Predicting next steps, actions, or events in informational text and stories read aloud (<i>e.g., by pointing to pictures</i>) Indicating agreement or disagreement with authors' points of view of text read aloud with a partner 	<p>Process arguments by</p> <ul style="list-style-type: none"> Interpreting pictures in informational text as true or false in small groups Comparing choices of different characters in illustrated text read aloud (<i>e.g., using T charts</i>) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Evaluating situations in picture books and matching them to related reasons for choices Agreeing or disagreeing with actions of characters in illustrated text read aloud 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying different points of view from illustrated text with prompting and support Identifying similarities in and differences between two texts on the same topic (<i>e.g., pasting or matching words found in both sources</i>)
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> Illustrating likes or dislikes from real-life objects or pictures Drawing or making collages about personal interests or content-related topics in small groups 	<p>Argue by</p> <ul style="list-style-type: none"> Drawing and reproducing words about preferences (<i>e.g., from charts or posters</i>) Stating personal choices from models (<i>e.g., labeling photos or drawings of self</i>) 	<p>Argue by</p> <ul style="list-style-type: none"> Agreeing or disagreeing with choices (<i>e.g., producing "yes" or "no"</i>) from models Completing text about personal opinions on different topics (<i>e.g., "I like ____."</i>) 	<p>Argue by</p> <ul style="list-style-type: none"> Producing statements about choices using different models as examples (<i>e.g., "I want to ____."</i>) Building short sentences from personal preferences using pictures or photos with partners 	<p>Argue by</p> <ul style="list-style-type: none"> Making requests to indicate preferences (<i>e.g., "Can I have ...?"</i>) Listing reasons for content-related choices with guidance and support (<i>e.g., "Why do you like number 5?"</i>) 	<p>Argue by</p> <ul style="list-style-type: none"> Composing opinion pieces using content-related language with prompting and support Making claims using content-related language about topics or books (<i>e.g., dictated to adults</i>)

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

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Attending to the speaker to demonstrate understanding Following routines, chants, and songs 	<p>Discuss by</p> <ul style="list-style-type: none"> Addressing others according to relationship (<i>e.g., student-student, student-teacher</i>) Participating in exchanges between peers (<i>e.g., thumb buddies, turn and talk</i>) 	<p>Discuss by</p> <ul style="list-style-type: none"> Working together collaboratively (<i>e.g., taking turns, listening to others</i>) Using language and body movement to include others in conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Proposing ideas to contribute to conversations Asking questions to request clarification 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking questions to extend conversations Demonstrating active listening to show respect to the speaker 	<p>Discuss by</p> <ul style="list-style-type: none"> Sustaining conversations on a topic Building on comments/responses of others

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KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> Mimicking gestures or movement associated with oral commands Matching key words or expressions in songs, chants, and poems to illustrations 	<p>Process recounts by</p> <ul style="list-style-type: none"> Acting out oral statements using manipulatives or real-life objects Pointing to objects, characters or places from oral descriptions 	<p>Process recounts by</p> <ul style="list-style-type: none"> Sequencing pictures of stories read aloud (<i>e.g., beginning, middle, end</i>) Following modeled oral instructions related to content 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying characters, plots, and settings from oral stories Finding details in illustrated narrative or informational text read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Constructing models based on instructions from extended oral discourse with a partner Following multi-step oral directions during content-related activities 	<p>Process recounts by</p> <ul style="list-style-type: none"> Matching relevant details to main ideas presented in oral discourse Identifying different genres through multiple readings of text by adults (<i>e.g., rhymes, stories, informational text</i>)
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> Repeating words, phrases and memorized chunks of language related to different topics Answering yes or no questions about stories or experiences 	<p>Recount by</p> <ul style="list-style-type: none"> Stating content-related facts in context (<i>e.g., playing telephone</i>) Describing characters or places in picture books 	<p>Recount by</p> <ul style="list-style-type: none"> Retelling simple stories from picture cues Participating in dialog with peers on familiar topics 	<p>Recount by</p> <ul style="list-style-type: none"> Restating information with some details Summarizing a series of familiar events or routines 	<p>Recount by</p> <ul style="list-style-type: none"> Presenting information on content-related topics Sharing details about personal experiences with peers and adults 	<p>Recount by</p> <ul style="list-style-type: none"> Producing discourse appropriate to task and situation Rehearsing content-related presentations with peers

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KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> Using pictures and illustrations to identify themes or storylines Matching vocabulary to illustrated stories 	<p>Process recounts by</p> <ul style="list-style-type: none"> Pointing to icons, letters, or illustrated words that represent ideas Identifying repetitive words and phrases in texts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying Wh-words in questions (<i>e.g., who, what, when</i>) Recalling content-related information from illustrated texts read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying the main topic of texts Ordering illustrations based on sequence of events from texts read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Distinguishing among characters, settings, and events in narratives Reconstructing texts read orally using drawings or re-enacting text with performances 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying who is telling the story at various points in texts Matching original text to paraphrased versions
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> Forming words using a variety of strategies Answering Wh- oral questions or using icons to plan stories 	<p>Recount by</p> <ul style="list-style-type: none"> Providing information in graphic organizers Presenting content-related information labeling visuals or graphics 	<p>Recount by</p> <ul style="list-style-type: none"> Describing feelings or reactions to personal events or situations Recalling information from events or experiences 	<p>Recount by</p> <ul style="list-style-type: none"> Producing a series of related sentences from transition word starters (<i>e.g., first, next, last</i>) Describing observations first-hand or from media 	<p>Recount by</p> <ul style="list-style-type: none"> Composing stories or narratives using sequential language Editing personal narratives based on criteria for success 	<p>Recount by</p> <ul style="list-style-type: none"> Producing narratives with at least two sequential events Producing narrative sequences from timelines and labeled drawings

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying real-life objects based on descriptive oral phrases or short sentences Pointing to objects or people reflective of content-related vocabulary (<i>e.g., family members</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Classifying real-life objects according to their function based on oral directions Interpreting oral descriptions and matching them to illustrations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Following peer statements to create projects Identifying illustrated cycles or processes described orally 	<p>Process explanations by</p> <ul style="list-style-type: none"> Following illustrated content-related procedures shared orally Organizing real-life objects based on oral comparisons 	<p>Process explanations by</p> <ul style="list-style-type: none"> Organizing causes and effects of various phenomena presented orally Using strategies and procedures shared by peers 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying details from oral descriptions of processes or procedures Representing ideas from oral discussions or multimedia
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Answering questions with words or phrases (<i>e.g., "Go washroom."</i>) Describing pictures or classroom objects 	<p>Explain by</p> <ul style="list-style-type: none"> Demonstrating how to do something using gestures or real-life objects (<i>e.g., tie a bow</i>) Describing what people do from action pictures (<i>e.g., jobs of community workers</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Stating associations between two objects, people, or events (<i>e.g., "Lidia is my sister and Lisa is my sister."</i>) Telling why something happened 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting ideas by building on guided conversations with peers Describing in detail the function of objects or roles of people 	<p>Explain by</p> <ul style="list-style-type: none"> Stating conditions for cause and effect (<i>e.g., "If it rains, I play inside."</i>) Elaborating on details of content-related procedures 	<p>Explain by</p> <ul style="list-style-type: none"> Asking and answering content-related "how" and "why" questions Expressing connected ideas with supporting details

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying icons from illustrated texts or media with a partner Sorting objects according to their use based on labeled illustrations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching descriptive labels or headings to illustrated text Identifying labeled illustrations signaled by Wh- questions 	<p>Process explanations by</p> <ul style="list-style-type: none"> Sorting illustrated content words and phrases into categories Matching labeled illustrations to “how” or “why” questions 	<p>Process explanations by</p> <ul style="list-style-type: none"> Finding details in illustrated narrative or informational texts read aloud Identifying what authors say in oral stories 	<p>Process explanations by</p> <ul style="list-style-type: none"> Ordering content-related events according to information in illustrated texts Identifying steps or stages of content-related processes or events from informational or explanatory texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying words and phrases related to cause and effect Identifying reasons for actions in stories, songs, and poems
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> Designing, drawing and labeling content-specific models Identifying topics through photographs, illustrated word walls, or software 	<p>Explain by</p> <ul style="list-style-type: none"> Labeling and illustrating observations over time (<i>e.g., growing plants</i>) Describing people, places, or objects from illustrated examples 	<p>Explain by</p> <ul style="list-style-type: none"> Classifying illustrated words and phrases into groups (<i>e.g., “Animals that fly. Animals that swim.”</i>) Comparing real-life objects, numbers, or animals using models 	<p>Explain by</p> <ul style="list-style-type: none"> Describing models related to content-related phenomena in pictures or real-life Expressing feelings and a reason related to situations or events 	<p>Explain by</p> <ul style="list-style-type: none"> Describing causes and effects of actions and strategies Sequencing steps in solving problems using short sentences, illustrations, and symbols 	<p>Explain by</p> <ul style="list-style-type: none"> Predicting how stories, events, or situations might end Producing texts that can name a topic and supply topic-related facts

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KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Answering questions about likes and preferences • Identifying words or phrases that express opinions 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Evaluating options to make personal choices from oral simple sentences • Signaling agreement or disagreement with short oral statements using gestures (e.g., “Today is Monday.” “Clap one time for yes. Clap two times for no.”) 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Classifying objects according to descriptive oral statements • Following conditional directions (e.g., “Raise two hands if you like ice cream.”) 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Organizing information from oral comparisons of people or objects • Identifying claims about real-life objects or events based on observations or experiences 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying claims and reasons from oral discourse • Identifying reasons for choices from oral stories 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying reasons authors give to support points in text read aloud • Distinguishing opinions from reasons in oral discourse
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> • Expressing preferences in naming and pointing to objects • Repeating language to express agreement or disagreement 	<p>Argue by</p> <ul style="list-style-type: none"> • Responding to short statements or questions about choices (e.g., “I am sure.” “I am not sure.”) • Stating likes and dislikes to participate in conversations with peers 	<p>Argue by</p> <ul style="list-style-type: none"> • Describing characters or objects using pictures or actions • Stating choices of materials or supplies and reasons for their selection 	<p>Argue by</p> <ul style="list-style-type: none"> • Justifying the use of objects for particular purposes • Supporting content-related ideas with examples 	<p>Argue by</p> <ul style="list-style-type: none"> • Comparing and contrasting content-related ideas (e.g., “Winter is hot in Hawaii. Winter is cold in Alaska.”) • Providing evidence for specific claims 	<p>Argue by</p> <ul style="list-style-type: none"> • Defending solutions to simple problems • Elaborating reasons to justify content-related ideas

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KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Categorizing labeled pictures or photographs • Identifying opinions from illustrated statements (<i>e.g., likes and dislikes</i>) 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying information related to events from graphics (<i>e.g., birthday charts, weather calendars</i>) • Sharing likes and dislikes using environmental print 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying persuasive words in written phrases or statements in context (<i>e.g., "have to," "must"</i>) • Identifying language of wants and needs in illustrated short stories read aloud 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Distinguishing characters' opinions or preferences from illustrated text read aloud • Determining the author's point of view from illustrated texts 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Determining what happens next from illustrated observations • Identifying evidence or reasons in peers' written text 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Predicting meaning of words based on clues from sentence-level context • Identifying similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>)
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> • Indicating agreement with opinions of others using labeled drawings • Drawing icons or symbols to represent preferences 	<p>Argue by</p> <ul style="list-style-type: none"> • Producing simple sentences from models about likes, wants, and needs (<i>e.g., "I like..., I don't like..."</i>) • Supplying facts about topics 	<p>Argue by</p> <ul style="list-style-type: none"> • Participating in interactive journals with peers • Stating preferences related to social and academic topics (<i>e.g., "I want to go..."</i>) 	<p>Argue by</p> <ul style="list-style-type: none"> • Describing patterns in processes and stories to use as evidence • Stating reasons for particular claims or opinions in content-related topics 	<p>Argue by</p> <ul style="list-style-type: none"> • Providing simple edits to peers' writing • Elaborating content-related claims with examples 	<p>Argue by</p> <ul style="list-style-type: none"> • Using persuasive language in a variety of sentences • Producing opinion pieces by stating an opinion and providing a connected reason

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Tracking the speakers to demonstrate understanding Sharing pictures, created work, or visuals to contribute to conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Following along familiar routines of small and large groups Recognizing different types of intonation used by speakers 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking clarifying questions Inviting others to participate 	<p>Discuss by</p> <ul style="list-style-type: none"> Using intonation appropriate for the purposes of communication Restating statements to clarify ideas 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking and answering questions to maintain conversations Elaborate on someone else's comments to participate in conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Sustaining conversations by responding to comments made in multiple exchanges Asking and answering questions about key details in social and academic contexts

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> Showing what happens next based on familiar oral stories (<i>e.g., by pointing or drawing</i>) Drawing or providing other visual displays of people, animals, or objects in response to oral prompts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying the “who,” “where” and “when” of illustrated statements Identifying main materials or resources from oral descriptions 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying linking words or phrases related to passage of time in speech (<i>e.g., “on Monday” “the next day”</i>) Illustrating events in response to audio recordings of stories or poems 	<p>Process recounts by</p> <ul style="list-style-type: none"> Re-enacting content-related situations or events from oral descriptions Identifying content-related ideas from oral discourse using multi-media (<i>e.g., retracing steps of a process</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying details of content-related topics from oral discourse Making designs or models following oral directions and specifications (<i>e.g., maps, origami</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying key ideas or details from texts read aloud or information presented orally Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> Responding to questions related to stories or experiences (<i>e.g., “Who came to the door?”</i>) Acting out and naming events or experiences throughout the school day 	<p>Recount by</p> <ul style="list-style-type: none"> Reproducing facts or statements in context Participating in multi-media presentations based on research 	<p>Recount by</p> <ul style="list-style-type: none"> Retelling simple stories from picture cues Stating information from personal or school-related experiences 	<p>Recount by</p> <ul style="list-style-type: none"> Sequencing events in stories with temporal transitions (<i>e.g., “After the sun set...”</i>) Describing situations and events from school and the community 	<p>Recount by</p> <ul style="list-style-type: none"> Describing main ideas of content-related information Asking and answering questions about information from speakers 	<p>Recount by</p> <ul style="list-style-type: none"> Providing descriptive details of content-related information or activities Naming the steps for producing multi-media presentations with some detail

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KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying key words and phrases in illustrated text Signaling language associated with content-related information (<i>e.g., during preview, view, & review</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying time-related language in context (<i>e.g., in biographies</i>) Illustrating experiences of characters in illustrated statements 	<p>Process recounts by</p> <ul style="list-style-type: none"> Creating timelines or graphic organizers from illustrated related statements or paragraphs Identifying temporal-related words that signal order of events (<i>e.g., "In the beginning..."</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Ordering a series of events based on familiar texts Identifying main ideas and details in illustrated texts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Paraphrasing narratives or informational text with support (<i>e.g., arranging paragraph strips</i>) Highlighting relevant information in grade-level texts to produce summaries 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying setting and character details from grade-level text Determining the central messages, lessons, or morals of fables and folktales from diverse cultures
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> Labeling images that illustrate the steps for different processes (<i>e.g., writing workshop</i>) Creating visual representations of ideas or stories 	<p>Recount by</p> <ul style="list-style-type: none"> Listing ideas using graphic organizers Describing visual information 	<p>Recount by</p> <ul style="list-style-type: none"> Retelling past experiences Expressing ideas in various genres (<i>e.g., poetry, interactive journals</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> Describing a series of events or procedures Creating stories with details about characters and events 	<p>Recount by</p> <ul style="list-style-type: none"> Describing the sequence of content-related ideas Providing details and examples about narratives 	<p>Recount by</p> <ul style="list-style-type: none"> Signaling order of events using temporal words and phrases Relating real or imagined experiences or events

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Pointing to visual characteristics of models or real-life objects from oral clues Pairing objects, pictures, or equations as directed by a partner 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching oral descriptions to photos, pictures, or icons Following simple sequences presented orally to create patterns or sequences 	<p>Process explanations by</p> <ul style="list-style-type: none"> Carrying out steps described orally to solve problems Completing graphic organizers or representations from oral comparisons 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying connectors in speech or text read aloud Identifying content-related ideas and details in oral discourse 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying the purpose of language/the message in each content area Following a series of short oral directions to create models of content-area phenomena or processes 	<p>Process explanations by</p> <ul style="list-style-type: none"> Distinguishing shades of meaning among closely related words in oral discourse (<i>e.g., jump/leap, huge/enormous</i>) Comparing strategies from extended oral discourse
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Describing the outcomes of experiments or stories with guidance and visual support Naming or answering Wh-questions related to classroom routines (<i>e.g., "What do we do now?"</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Naming steps in processes or procedures Describing familiar phenomena in words or phrases 	<p>Explain by</p> <ul style="list-style-type: none"> Describe relationships between objects or uses for tools Expressing cause and effect of behaviors or events 	<p>Explain by</p> <ul style="list-style-type: none"> Stating details of processes or procedures Describing consequences of behaviors or occurrences 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting ideas in content-related presentations Elaborating on the cause of various phenomena (<i>e.g., shooting stars, sunsets</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Elaborating on ideas in light of conversations among students Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying words and phrases in titles and highlighted texts Matching pictures with graphic information from illustrated texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Interpreting images, illustrations, and graphics Identifying elements of expository texts (<i>e.g., graphs, captions</i>) in illustrated texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Sequencing sentences descriptive of processes or procedures in informational texts Locating details in content area texts or media 	<p>Process explanations by</p> <ul style="list-style-type: none"> Illustrating cause/effect relationships in content area texts Classifying main ideas and details in informational or explanatory texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying relevant information from texts on the same content area topic (<i>e.g., in open sorts</i>) Identifying the main purpose of texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts Connecting ideas with details in extended content area texts
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> Listing and illustrating ideas Stating facts associated with images or illustrations 	<p>Explain by</p> <ul style="list-style-type: none"> Describing elements of processes or procedures Stating how something happens using illustrations and sequential language (<i>e.g., eruption of volcanoes</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Comparing causes of different phenomena Stating ideas about content-related topics 	<p>Explain by</p> <ul style="list-style-type: none"> Relating details and illustrating stages of different cycles (<i>e.g. frogs, plants</i>) Describing strategies to solve problems 	<p>Explain by</p> <ul style="list-style-type: none"> Describing details of processes, procedures, and events Producing “how to” manuals based on personal experiences or scientific experiments 	<p>Explain by</p> <ul style="list-style-type: none"> Elaborating topics with facts, definitions, and details Comparing different strategies related to procedures or problem-solving

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

KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> Indicating personal points of view in response to oral phrases or short sentences (<i>e.g., by thumbs up/thumbs down; agree/disagree cards</i>) Identifying preferences from short oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> Distinguishing opinions from facts from peers' oral presentations Categorizing content-based pictures or objects from oral descriptions (<i>e.g., "animals that form groups to help members survive"</i>) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying similarities and differences from oral content-related materials or equipment Identifying different points of view in short oral dialogues 	<p>Process arguments by</p> <ul style="list-style-type: none"> Interpreting oral information from different sides Identifying opposing sides of arguments in dialogues 	<p>Process arguments by</p> <ul style="list-style-type: none"> Comparing oral arguments with representations and models Identifying claims in oral presentations 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying evidence to support claims/opinions from multimedia Following agreed-upon rules for discussions around differing opinions
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> Stating a claim or position from models or examples Sharing facts as evidence using sentence starters or sentence frames 	<p>Argue by</p> <ul style="list-style-type: none"> Telling what comes next and showing why Sharing reasons for opinions or claims (<i>e.g., science experiments</i>) 	<p>Argue by</p> <ul style="list-style-type: none"> Describing organizing categories for content-related information (<i>e.g., fish/birds, forests/deserts</i>) Asking and answering questions in collaborative groups 	<p>Argue by</p> <ul style="list-style-type: none"> Defend claims or opinions to content-related topics Posing different solutions to content-related issues or problems 	<p>Argue by</p> <ul style="list-style-type: none"> Expressing and supporting different ideas with examples Providing evidence to defend own ideas 	<p>Argue by</p> <ul style="list-style-type: none"> Connecting personal comments to the remarks of others to build a case for ideas or opinions Summarizing ideas or opinions from two sides

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying facts in illustrated informational text read orally Identifying language related to likes, needs, and wants in labeled illustrations 	<p>Process arguments by</p> <ul style="list-style-type: none"> Distinguishing fact from fiction (<i>e.g., using sentence strips or highlighting texts</i>) Identifying claims or opinions in illustrated texts 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying different ideas or opinions in written texts Identifying general academic and content-related words and phrases in text relevant to the genre/key use (<i>e.g., "once upon a time" indicates a fairy tale</i>) 	<p>Process arguments by</p> <ul style="list-style-type: none"> Sorting content-related information according to specific criteria (<i>e.g., pros and cons</i>) Identifying reasons to strengthen arguments 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying data from written sources to support positions Matching opinions to reasons in informational texts and literature 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying authors' point of view in texts Evaluating characters, settings, and events from a variety of media
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> Indicating decisions or preferences through labeled pictures, words, or phrases Providing evidence of natural phenomena or opinions through labeled drawings 	<p>Argue by</p> <ul style="list-style-type: none"> Participating in shared opinion writing experiences Connecting preferences, choices, or opinions to reasons 	<p>Argue by</p> <ul style="list-style-type: none"> Communicating different content-related ideas or opinions Describing pros and cons related to social issues or familiar topics 	<p>Argue by</p> <ul style="list-style-type: none"> Supporting main ideas or opinions with evidence from texts Providing evidence to support or refute peers' ideas 	<p>Argue by</p> <ul style="list-style-type: none"> Producing persuasive pieces supported by multiple reasons or details Stating reasoning for content-related choices 	<p>Argue by</p> <ul style="list-style-type: none"> Elaborating on opinions and reasons Comparing and contrasting important points and details presented in two texts on the same topic

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Expressing own ideas through drawings, gestures, words and phrases Expressing agreement/disagreement nonverbally (<i>e.g., thumbs up or down</i>) 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking yes or no questions to request clarification Recognizing how different intonation conveys different meanings 	<p>Discuss by</p> <ul style="list-style-type: none"> Negotiating agreement in small groups Expressing own ideas consistent with the topic discussed 	<p>Discuss by</p> <ul style="list-style-type: none"> Expressing own ideas and supporting ideas of others Proposing new solutions to resolve conflict in small groups 	<p>Discuss by</p> <ul style="list-style-type: none"> Initiating and maintaining conversations Challenging ideas respectfully Listening to, building, and extending ideas 	<p>Discuss by</p> <ul style="list-style-type: none"> Sharing topic-related information Building on remarks of others by linking comments Maintaining audience engagement through specific language and body movement

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KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> • Matching oral words and phrases to content-related pictures or objects • Identifying the topic in oral statements 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Classifying time-related language in oral statements (<i>e.g., present, past, future</i>) • Connecting the context of narratives (<i>e.g., the who, what, when, & where</i>) to illustrations 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying the beginning, middle and end in oral retelling of a text • Following tasks and directions retold by peers 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Sequencing events or steps based on oral reading of informational text • Recognizing the language of related genres (<i>e.g., news reports, historical accounts</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying related information from multiple sources presented orally • Recognizing the key historical, scientific or technical language used in a mini-lecture 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in oral presentations • Differentiating similarities and differences of information presented through multimedia and written text
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> • Stating key words and phrases associated with the content using visual or graphic support • Communicating personal experiences orally 	<p>Recount by</p> <ul style="list-style-type: none"> • Retelling short stories or content-related events • Stating procedural steps across content areas 	<p>Recount by</p> <ul style="list-style-type: none"> • Presenting detailed content-related information that has been rehearsed • Stating main ideas in classroom conversations on social and academic topics 	<p>Recount by</p> <ul style="list-style-type: none"> • Giving content-related oral reports • Sequencing steps to solve a problem 	<p>Recount by</p> <ul style="list-style-type: none"> • Conveying personal and content-related experiences in a team • Using technical and specific vocabulary when sharing content information 	<p>Recount by</p> <ul style="list-style-type: none"> • Summarizing discussions on content-related topics • Expanding on topics with descriptive details using varied vocabulary

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KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying words in context during oral reading of illustrated text on familiar topics or experiences Highlighting previewed or familiar phrases 	<p>Process recounts by</p> <ul style="list-style-type: none"> Classifying time-related language in text as present or past Identifying the “who,” “what,” “where,” and “when” in narrative text with a partner 	<p>Process recounts by</p> <ul style="list-style-type: none"> Sequencing events in stories or content-related processes Identifying main ideas in narrative and informational text 	<p>Process recounts by</p> <ul style="list-style-type: none"> Connecting details to main ideas or themes Identifying conclusions in multi-paragraph text 	<p>Process recounts by</p> <ul style="list-style-type: none"> Becoming familiar with the language of related genres (<i>e.g., news reports, historical accounts</i>) Summarizing information from multiple related sources 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> Communicating personal experiences through drawings and words Reproducing a series of events through illustrated text 	<p>Recount by</p> <ul style="list-style-type: none"> Listing procedural steps across content areas Listing positive and negative effects of events in informational or narrative text 	<p>Recount by</p> <ul style="list-style-type: none"> Using key words and phrases reflective of main ideas Conveying details using concrete words and phrases 	<p>Recount by</p> <ul style="list-style-type: none"> Relating a sequence of events using a variety of transitional words, phrases, and clauses Synthesizing information across related texts (<i>e.g., author study</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> Producing content-related reports Creating narratives that connect personal experiences and content 	<p>Recount by</p> <ul style="list-style-type: none"> Summarizing content-related information Using narrative themes to extend the storyline

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Sequencing oral procedures or cycles with images Distinguishing key words and phrases related to phenomena 	<p>Process explanations by</p> <ul style="list-style-type: none"> Organizing routine causal or sequential relationships described orally Following oral directions to show recurring steps in cycles or problem-solving 	<p>Process explanations by</p> <ul style="list-style-type: none"> Interpreting cause and effect relationships in conversations Recognizing relationships in a series of oral statements 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying precise details, descriptions, or comparisons that support conversation Following oral information on how or why phenomena occur 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing language used to enhance the specificity of phenomena in class discussions Identifying components of systems (<i>e.g., ecosystems, branches of government</i>) in small group interactions 	<p>Process explanations by</p> <ul style="list-style-type: none"> Interpreting the specific language used to enhance descriptions of phenomena Attending to the language related to events or phenomena in peer presentations
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Naming components of phenomena using illustrations, photographs, or diagrams Demonstrating procedures using realia 	<p>Explain by</p> <ul style="list-style-type: none"> Giving reasons why or how something works using diagrams, charts or images Stating key words or phrases in processes in a sequential order 	<p>Explain by</p> <ul style="list-style-type: none"> Stating clear sequential procedures to peers Comparing data or information 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts Presenting detailed information in small groups 	<p>Explain by</p> <ul style="list-style-type: none"> Elaborating by adding precision and details to content-related sequence or causal phenomena Describing relationships of components within systems (<i>e.g., ecosystems, government</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Analyzing how variables contribute to events or outcomes Maintaining a formal register

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching illustrated words/ phrases to causal or sequential language Sequencing sentences strips to show content-area processes from illustrated texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying different types of connectors (<i>e.g., first, next, because, so</i>) Identifying key words and phrases that describe the topic or phenomena 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching causes with effects Identifying words or phrases to determine the type of explanation (<i>e.g., linear sequence, cycle, system</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying the different words or phrases that are used to describe the same topic or phenomena Organizing information on how or why phenomena occur 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying how text provides clear details of the topic or phenomena Identifying components of systems (<i>e.g., ecosystems, government</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying how text presents information in a factual or neutral manner Evaluating the specific language used to enhance descriptions of phenomena
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> Producing short-answer responses to questions using word/ phrase banks Labeling charts and graphs to describe phenomena (<i>e.g., organisms in ecosystems</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Using key terms related to phenomena Ordering linear and cyclical sequences of phenomena (<i>e.g., the steps of how a volcano erupts</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting related ideas or concepts using linking words and phrases Answering “how” or “why” questions (<i>e.g., “How does the water cycle work?” “Why are there three branches of government?”</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Presenting information on processes or phenomena from a variety of sources Elaborating topics with facts, definitions, concrete details, or quotations and examples 	<p>Explain by</p> <ul style="list-style-type: none"> Describing how factors contribute to events or outcomes Describing how systems relate or interact 	<p>Explain by</p> <ul style="list-style-type: none"> Presenting information on processes or phenomena supported by facts and details in essays and reports Selecting the appropriate organizational structure for the particular purpose

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KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Matching illustrations with oral points of view • Identifying language related to facts or opinions from oral presentations 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Sorting evidence and claims from oral descriptions • Distinguishing words and phrases related to opinions or facts from oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying different perspectives, stances, or points of view • Recognizing reasons for positions in oral presentations 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying evidence that supports predictions or hypotheses • Differentiating between multiple points of view in class discussions 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Distinguishing certainty from uncertainty of spoken words or phrases in context • Identifying the degree of formality in oral presentations 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Recognizing the strength of the quality of evidence presented in oral discourse • Identifying the purpose of arguments
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> • Stating reasons for choices using words or phrases • Answering yes/no or choice questions across content or personal preferences 	<p>Argue by</p> <ul style="list-style-type: none"> • Stating opinions based on experiences • Responding to opinion statements of others with personal preferences 	<p>Argue by</p> <ul style="list-style-type: none"> • Expressing opinions using content-area specific language • Presenting content-based facts that support a position 	<p>Argue by</p> <ul style="list-style-type: none"> • Stating relevant evidence for claims • Responding to opinion statements of others with reasons or evidence 	<p>Argue by</p> <ul style="list-style-type: none"> • Supporting claims with evidence from various sources • Using claims and evidence to persuade an audience 	<p>Argue by</p> <ul style="list-style-type: none"> • Countering with a different point of view • Stating conclusions based on a summary of information from the various sides

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying key words and phrases of claims Identifying a claim or an opinion in multimedia with a partner 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying language indicative of points of view Organizing evidence based on sequential language in texts Differentiating between claims and evidence 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying evidence from multiple places within text Identifying different perspectives, stances, or points of view 	<p>Process arguments by</p> <ul style="list-style-type: none"> Hypothesizing or predicting based on evidence Comparing multiple points of view on a topic 	<p>Process arguments by</p> <ul style="list-style-type: none"> Connecting personal experience with textual evidence to strengthen an interpretation of the text Evaluating the strength of evidence as support for claims 	<p>Process arguments by</p> <ul style="list-style-type: none"> Evaluating claims and evidence by drawing from multiple print sources Differentiating from the strength of different pieces of evidence as support for claims
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> Selecting words and phrases to represent points of view using facts from illustrated text or posters Using key words or phrases related to the topic 	<p>Argue by</p> <ul style="list-style-type: none"> Stating reasons for particular points of view Listing pros and cons of issues 	<p>Argue by</p> <ul style="list-style-type: none"> Connecting reasons to opinions supported by facts and details Making adjustments for audience and context 	<p>Argue by</p> <ul style="list-style-type: none"> Comparing and contrasting evidence for claims Providing reasons and evidence which support particular points 	<p>Argue by</p> <ul style="list-style-type: none"> Evaluating positive and negative implications associated with various positions (<i>e.g., historical events, scientific discoveries</i>) Including evidence from multiple sources 	<p>Argue by</p> <ul style="list-style-type: none"> Organizing ideas and information logically and coherently Integrating information from multiple sources to provide evidence for claims

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Expressing own ideas in a variety of ways (<i>e.g., drawing, using gestures, graphing</i>) Tracking the person speaking Sharing own work (<i>e.g., graphic organizers, drawings</i>) to contribute to the conversation 	<p>Discuss by</p> <ul style="list-style-type: none"> Taking turns and applying conventions specific to particular conversations Addressing others according to relationship (<i>e.g., student-peers, student-teacher</i>) 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking clarifying questions to demonstrate engagement Using examples to clarify statements Answering questions to contribute to a topic 	<p>Discuss by</p> <ul style="list-style-type: none"> Elaborating on statements of others to extend ideas Presenting creative solutions to resolve communication issues Contributing ideas to co-create group responses 	<p>Discuss by</p> <ul style="list-style-type: none"> Recognizing how language can be used to express bias and influence others Challenging ideas respectfully Managing conversations to stay focused on a topic 	<p>Discuss by</p> <ul style="list-style-type: none"> Examining the value of examples to bring clarity to statements Extend conversations by developing topics with clear examples and information

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KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying familiar objects or places from oral statements Pointing to objects, people, or places based on short oral descriptions 	<p>Process recounts by</p> <ul style="list-style-type: none"> Sequencing labeled visuals per oral directions Identifying settings or time frames in narrative or informational scenarios read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud to visuals Stating the next event in a series based on clues from narrative or informational oral texts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying main ideas and details in oral discourse Evaluating oral presentations of peers based on criteria for success 	<p>Process recounts by</p> <ul style="list-style-type: none"> Categorizing details of content-related main ideas seen and heard in videos or other technologies Sequencing a series of illustrated events from oral passages (<i>e.g., historical recaps</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying key ideas expressed orally Identifying new information expressed by others
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> Answering select Wh-questions Naming and briefly describing past community or school events using visual support (<i>e.g., posters, photographs</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> Stating main ideas or points of classroom conversations Restating details of content-related topics (in home language and English) in small groups 	<p>Recount by</p> <ul style="list-style-type: none"> Relating a series of events by expressing time in multiple tenses Connecting ideas in content-related discourse using transitions 	<p>Recount by</p> <ul style="list-style-type: none"> Paraphrasing and summarizing content-related ideas presented orally Connecting ideas with supporting details in a variety of oral venues 	<p>Recount by</p> <ul style="list-style-type: none"> Producing oral multimedia, content-related reports based on research from multiple sources Tracing the evolution of literary characters, themes, and plots from different venues (<i>e.g., digital text or video</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> Restating new information expressed by others in extended speech Posing questions that elicit elaboration and responding to others' questions and comments

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KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying responses to Wh-questions in charts or illustrated text Identifying icons in graphs, charts, and environmental print related to familiar topics 	<p>Process recounts by</p> <ul style="list-style-type: none"> Sequencing illustrated text of narrative or informational events Locating main ideas in a series of simple sentences 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying topic sentences, main ideas, and details in paragraphs Connecting people to actions based on oral descriptions with details 	<p>Process recounts by</p> <ul style="list-style-type: none"> Ordering paragraphs in narrative and informational text Identifying summaries of passages in a variety of genres 	<p>Process recounts by</p> <ul style="list-style-type: none"> Sequencing main ideas, events, and conclusions in narrative and informational text Matching details of content-related topics to main ideas 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments Evaluating how a central event is introduced, illustrated, and elaborated in text (<i>e.g., through examples or anecdotes</i>)
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> Producing labeled illustrations of conclusions reached in problem-solving with a partner Reproducing words and phrases related to topics (<i>e.g., including cognates</i>) 	<p>Recount by</p> <ul style="list-style-type: none"> Completing sentences using word banks Producing statements related to main ideas on familiar topics in home language and English 	<p>Recount by</p> <ul style="list-style-type: none"> Producing short paragraphs with main ideas and some details Composing dialogues or blogs based on personal experiences 	<p>Recount by</p> <ul style="list-style-type: none"> Producing content-related reports Reproducing a sequence of events or experiences using transitional words 	<p>Recount by</p> <ul style="list-style-type: none"> Producing research reports using multiple sources Summarizing conclusions reached from steps in problem-solving or conducting experiments 	<p>Recount by</p> <ul style="list-style-type: none"> Providing a concluding statement or section that follows from and supports the information presented Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching instructional language, given orally, with visual representation (e.g., “Show me your schedule.”) Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., <i>organisms in ecosystems</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Classifying content-related visuals per oral descriptions (e.g., <i>environmental v. genetic factors</i>) Matching oral sentences of cause and effect to illustrations (e.g., <i>weather or climate conditions</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud with visuals Showing differences between or among content-related phenomena described orally (e.g., <i>descriptive statistics</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying relationships between people, ideas, or events in oral discourse Matching complex oral descriptions to images, graphs, or formulas 	<p>Process explanations by</p> <ul style="list-style-type: none"> Carrying out a series of oral directions to construct mathematical or scientific models Connecting details to main ideas based on extended oral discourse 	<p>Process explanations by</p> <ul style="list-style-type: none"> Evaluating main ideas and supporting details presented in diverse media and oral formats Developing models from oral discourse and multimedia (e.g., <i>YouTube videos</i>)
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Comparing attributes of real-life objects with a partner Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams 	<p>Explain by</p> <ul style="list-style-type: none"> Describing situations from modeled sentences Connecting two content-related ideas that define “how” or “why” 	<p>Explain by</p> <ul style="list-style-type: none"> Demonstrating how to conduct experiments, engage in processes, or solve problems with supports Stating why events occur, phenomena exist, or some things happen 	<p>Explain by</p> <ul style="list-style-type: none"> Comparing content-related concepts Connecting ideas with supporting details to show relationships (e.g., <i>characters’ actions to their feelings</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Giving demonstrations with step-by-step details (e.g., <i>converting Fahrenheit to Celsius</i>) Evaluating the significance of events, people, or phenomena in oral presentations 	<p>Explain by</p> <ul style="list-style-type: none"> Adapting speech to a variety of contexts and tasks (e.g., <i>use of register</i>) Posing questions that connect several speakers’ ideas and responding to others’ ideas

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

KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching content-related objects, pictures, or media to words and phrases Identifying social or academic topics highlighted in text 	<p>Process explanations by</p> <ul style="list-style-type: none"> Comparing ideas on the same topic in a series of simple sentences Identifying how content-related phenomena relate to one another in illustrated text or media 	<p>Process explanations by</p> <ul style="list-style-type: none"> Illustrating relationships between main ideas and details in paragraphs Sequencing steps or events to describe processes (<i>e.g., solving math problems</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching content-related cause to effect in graphically-supported text Highlighting text evidence that points to how systems function (<i>e.g., different forms of government</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Sorting grade-level text by highlighting elements of the genre (<i>e.g., differentiating the "how" from the "why"</i>) Sequencing events based on cause and effect (<i>e.g., how machines operate</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics Identifying factors that contribute to phenomena in explanations
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> Indicating relationships by drawing and labeling content-related pictures on familiar topics Describing processes or cycles by labeling diagrams and graphs 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting short sentences Comparing illustrated descriptions of content-related concepts (<i>e.g., mitosis v. meiosis</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Comparing and contrasting information, events, or characters Producing descriptive paragraphs around a central idea 	<p>Explain by</p> <ul style="list-style-type: none"> Describing relationships between details or examples and supporting ideas Connecting content-related themes or topics to main ideas 	<p>Explain by</p> <ul style="list-style-type: none"> Producing informational text around graphs and charts Comparing content-related ideas from multiple sources in essays, reports, and narratives 	<p>Explain by</p> <ul style="list-style-type: none"> Determining two or more central ideas in text and tracing their development Evaluating the interactions between individuals, events, and ideas in text (<i>e.g., how ideas influence individuals or events and the converse</i>)

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KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Signaling agreement or disagreement of short oral statements or questions • Identifying points of view (<i>e.g., first or third person</i>) from short statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying claims from a series of oral statements • Identifying evidence to support claims from charts and tables 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Illustrating claims or reasons from oral narratives • Identifying opposing perspectives from oral text (<i>e.g., sides in wars, regimes, or revolutions</i>) 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Matching evidence to claims in oral discourse • Formulating opinions based on evidence presented within oral discourse 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Establishing connections among claims, arguments, and supporting evidence within oral discourse • Comparing opposing points-of-view presented within oral discourse 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Evaluating the soundness of opposing claims presented orally • Identifying bias within claims in oral discourse
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> • Responding yes or no to short statements or questions related to a claim • Expressing personal points of view (in home language and English) in support of or against a claim 	<p>Argue by</p> <ul style="list-style-type: none"> • Answering simple questions related to claims • Stating evidence to support claims (in home language and English) 	<p>Argue by</p> <ul style="list-style-type: none"> • Critiquing opposing claims • Evaluating the value of options in content-based situations 	<p>Argue by</p> <ul style="list-style-type: none"> • Connecting ideas with supporting details or evidence • Taking stances and summarizing ideas supporting them 	<p>Argue by</p> <ul style="list-style-type: none"> • Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence • Defending points of view with specific claims 	<p>Argue by</p> <ul style="list-style-type: none"> • Paraphrasing new information expressed by others and, when warranted, modifying views or positions • Making presentations with multimedia components to clarify claims and emphasize salient points

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KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying words or phrases associated with topic choices Classifying true from false short statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> Distinguishing facts from opinions in text Identifying features associated with content-related claims 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying claims and the reasons for each claim Identifying opposing points of view 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying evidence to support analysis of what texts say (<i>e.g., position papers</i>) Classifying pros and cons of claims and evidence presented within written texts 	<p>Process arguments by</p> <ul style="list-style-type: none"> Evaluating evidence presented in support of claims Developing a stance in favor of or against claims presented within content-related text 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying specific evidence to support analyses of content area text Distinguishing among facts, reasoned judgment, and speculation in text
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> Generating words and phrases that represent opinions (<i>e.g., "I think..."</i>) Making lists of topic choices with peers 	<p>Argue by</p> <ul style="list-style-type: none"> Stating opinions using evaluative language related to content (<i>e.g., "I agree. Metric is better."</i>) Connecting simple sentences to form content-related ideas 	<p>Argue by</p> <ul style="list-style-type: none"> Substantiating opinions with content-related examples and evidence Providing feedback to peers on language used for claims and evidence 	<p>Argue by</p> <ul style="list-style-type: none"> Crafting persuasive pieces (<i>e.g., editorials</i>) with a series of substantiated content-related claims Composing scripts with protagonists and antagonists 	<p>Argue by</p> <ul style="list-style-type: none"> Presenting opinions in persuasive essays or reports backed by content-related research Justifying ideas using multiple sources 	<p>Argue by</p> <ul style="list-style-type: none"> Introducing claims and opposing claims, along with their associated reasons and evidence Closing with concluding statements or paragraphs that support claims

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Using appropriate nonverbal behaviors to show engagement and listening Contributing to conversations by sharing own work (<i>e.g., pictures, posters, graphics</i>) 	<p>Discuss by</p> <ul style="list-style-type: none"> Inviting others to participate Answering Wh-questions in conversations Connecting ideas to one's experiences 	<p>Discuss by</p> <ul style="list-style-type: none"> Supporting ideas with examples Asking clarifying questions to demonstrate engagement Generating new questions to maintain conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Recognizing purposes of contributions in conversations Demonstrating awareness of personal bias when defending one's point of view 	<p>Discuss by</p> <ul style="list-style-type: none"> Building on the ideas of others Listening to others with a purpose (<i>e.g., to challenge own or others' ideas</i>) 	<p>Discuss by</p> <ul style="list-style-type: none"> Presenting organized ideas and information on content topics including the use of graphics and multimedia Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas

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KEY USE OF RECOUNT

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

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> Matching key content-related terms and ideas to images, graphs, icons, or diagrams Sequencing illustrated text of narrative or informational events 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>) Locating main ideas in a series of related sentences 	<p>Process recounts by</p> <ul style="list-style-type: none"> Recognizing lexical chains that show how characters and ideas are labeled across the text Identifying detailed descriptions, procedures, and information in paragraphs 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying how the authors make language choices and adjusts for audience and purpose Reflecting on various accounts of a subject told in different media (<i>e.g., print and multimedia</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying how text structure supports comprehension and retrieval of information and details Identifying the central idea or theme and how it is supported by clear descriptions and extended details 	<p>Process recounts by</p> <ul style="list-style-type: none"> Analyzing and comparing how authors use language for specific purposes and audiences Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> Listing content words or phrases that relate to the topic Including images, diagrams, and charts to add details to the topic 	<p>Recount by</p> <ul style="list-style-type: none"> Following patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>) Sequencing narratives or informational text using linking words and phrases 	<p>Recount by</p> <ul style="list-style-type: none"> Summarizing content-related material Including important information and related details 	<p>Recount by</p> <ul style="list-style-type: none"> Creating narrative or informational extended text of past events or experiences (<i>e.g., lab reports, current events</i>) Connecting main points, events, and central ideas to conclusions 	<p>Recount by</p> <ul style="list-style-type: none"> Sequencing using language that creates coherence Organizing information according to content-specific expectations 	<p>Recount by</p> <ul style="list-style-type: none"> Summarizing content-related notes from lectures or readings Producing research reports using multiple sources of information

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Ordering events or stages of phenomena from oral statements Identifying words and phrases related to sequence 	<p>Process explanations by</p> <ul style="list-style-type: none"> Sequencing steps in processes or procedures described orally Comparing information, symbols, or icons on charts or tables described orally 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing relationships in a series of oral statements Identifying causes for particular events or phenomena in short oral presentations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying components of systems from multimedia Interpreting cause and effect from oral discourse 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying effects and consequences of events and phenomena from class discussions Identifying interdependence of different parts of systems from multimedia presentations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing specific language used to enhance clarity and precision Recognizing and following language related to the same event or phenomenon throughout presentations
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Ordering events or stages of phenomena with sequential language (<i>e.g., first, next, step 1</i>) Using words and phrases to identify visually supported phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Naming properties, characteristics or features of illustrated content-related topics Posing and responding to Wh-questions that relate to phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting causes to effects in a series of statements Sequencing processes, cycles, or procedures in short extended discourse 	<p>Explain by</p> <ul style="list-style-type: none"> Describing components of systems in small groups and class discussions Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures 	<p>Explain by</p> <ul style="list-style-type: none"> Presenting information using an objective, neutral tone in extended discourse Using nominalization to compress information and maintain coherence (<i>e.g., "This expansion..." "Weathering..." "An implication..."</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms Following discipline-specific organization (<i>e.g., orienting the reader, details, conclusion</i>) and supporting presentations with graphs, formulas, quotes or other media

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KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying key words and phrases that describe the topics or phenomena Recognizing sequence statements and illustrations that describe phenomena 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying different types of connectors that show relationships between topics and phenomena Differentiating between technical and everyday vocabulary that describe phenomena 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying how language provides clarity and precision in describing topics or phenomena Summarizing information with diagrams, models, flow charts, or illustrations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying the interdependence of parts of systems (e.g., <i>technical, government, chemical</i>) Comparing information on phenomena across a variety of multimedia sources 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing discipline-specific patterns (e.g., <i>orienting the reader, part-whole classification, neutral/authoritative tone</i>) Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> Producing short responses to questions using word/phrase banks Labeling charts, graphs, timelines, or cycles to describe phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Using transitions and connectors to show causal relationships or procedures Choosing everyday or technical language to describe phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures Integrating headings, introductory statements, and other features to organize text 	<p>Explain by</p> <ul style="list-style-type: none"> Presenting information objectively by using a neutral tone appropriate to the content area Integrating images, diagrams, formulas, or charts to describe phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Synthesizing information and details about phenomena from a variety of sources Organizing information and details logically and cohesively 	<p>Explain by</p> <ul style="list-style-type: none"> Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations Maintaining discipline-specific patterns that bridge across key uses (e.g., <i>explanation to argument in history, explanation to recount for information reports</i>)

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KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> Matching oral information to pictures, diagrams, or photographs that show points of view Distinguishing words and phrases related to opinions or facts from oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> Recognizing the pros or cons of issues from short oral statements Identifying claims in oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> Organizing information related to different perspectives presented orally Identifying language choices that represent specific points of view from a series of oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> Classifying claims and evidence from oral presentations Differentiating multiple perspectives presented orally 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying how language choices connect to particular audiences Evaluating the purpose of arguments presented by others 	<p>Process arguments by</p> <ul style="list-style-type: none"> Identifying strengths, limitations, and potential biases from oral presentations Organizing claims and counter claims presented in debates
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> Relating points of view with visual support (<i>e.g., posters, photographs</i>) Stating pros and cons listed visually on a topic 	<p>Argue by</p> <ul style="list-style-type: none"> Responding to oral or written claims Offering facts or opinion statements as appropriate to discussion 	<p>Argue by</p> <ul style="list-style-type: none"> Stating claims matched to evidence using a series of related sentences Suggesting details or reasons to reinforce points of view 	<p>Argue by</p> <ul style="list-style-type: none"> Taking stances and defending them with evidence (<i>e.g., using data or citations</i>) Comparing and contrasting different points of view 	<p>Argue by</p> <ul style="list-style-type: none"> Challenging evidence and claims in debates Convincing audiences of personal points of view using persuasive language 	<p>Argue by</p> <ul style="list-style-type: none"> Organizing claims and counter claims in debates with evidence from multiple sources Negotiating differing cultural perspectives in pairs or small groups

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

KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Matching media (<i>e.g., posters, photos, banners</i>) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying their purposes and audiences • Evaluating the strength of evidence statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying persuasive language across content areas • Following the progression of logical reasoning 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Recognizing multiple perspectives and points of view on any given issue • Identifying evidence of bias and credibility of sources 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions • Identifying the logical connections among claims, counterclaims, reasons, and evidence
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> • Selecting words and phrases to represent points of view • Listing pros and cons of issues 	<p>Argue by</p> <ul style="list-style-type: none"> • Expressing claims with evidence (<i>e.g., "Socialism is a good government system because..."</i>) • Listing content-related ideas that represent different points of view on issues 	<p>Argue by</p> <ul style="list-style-type: none"> • Justifying reasons or opinions with evidence • Summarizing opposing positions with evidence 	<p>Argue by</p> <ul style="list-style-type: none"> • Evaluating and challenging evidence presented • Creating persuasive essays or reports making adjustments for specific audiences 	<p>Argue by</p> <ul style="list-style-type: none"> • Organizing information to show logical reasoning • Integrating multiple perspectives and evidence from a variety of sources 	<p>Argue by</p> <ul style="list-style-type: none"> • Evaluating positive and negative implications associated with various positions (<i>e.g., historical events, scientific discoveries, individuals</i>) • Organizing information logically and coherently to represent contrasting views

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

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Representing one's ideas using various media Responding to yes and no questions posed by the group Using nonverbal signals to demonstrate engagement in conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking and answering questions Communicating need for clarity of messages Recognizing intonation used to achieve various purposes of communication 	<p>Discuss by</p> <ul style="list-style-type: none"> Suggesting creative ways to resolve communication issues Clarifying one's own ideas using a variety of strategies (<i>e.g., analogies or metaphors, paraphrasing</i>) Asking clarifying questions in a respectful manner 	<p>Discuss by</p> <ul style="list-style-type: none"> Demonstrating stamina when building ideas in a small group Validating ideas of others Sorting through one's own ideas to determine relevant ones Providing and receiving constructive feedback from others tactfully 	<p>Discuss by</p> <ul style="list-style-type: none"> Co-creating novel perspectives on issues Responding to diverse perspectives and recognizing bias in one's own view Generating new ideas or questions to sustain conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Identifying and reacting to subtle differences in speech and register (<i>e.g., hyperbole, satire, comedy</i>) Producing coherent oral discourse appropriate to task, purpose, and audience Synthesizing and sharing information from a variety of sources and perspectives

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Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., “stand up”; “sit down”) Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	Write in grade-level Listening expectations below:
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "Where is Sonia?") Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g. "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	Write in grade-level Speaking expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different 	Write in grade-level Reading expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> • Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> • Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters 	<ul style="list-style-type: none"> • Communicate using letters, symbols, and numbers in context • Make illustrated “notes” and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> • Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> • Create content-based representations through pictures and words • Make “story books” with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences 	Write in grade-level Writing expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	Write in grade-level Listening expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., “smaller,” “biggest”) 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., “I’m happy because...”) Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	Write in grade-level Speaking expectations below:
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., “as big as a house”) 	Write in grade-level Reading expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	Write in grade-level Writing expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	Write in grade-level Listening expectations below:
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	Write in grade-level Speaking expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	Write in grade-level Reading expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	Write in grade-level Writing expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 	Write in grade-level Listening expectations below:
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., “but,” “then”) Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	Write in grade-level Speaking expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., “cell,” “table”) Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., “dark as night”) Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	Write in grade-level Reading expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
WRITING	<ul style="list-style-type: none"> • Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/ concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> • Complete pattern sentences • Extend “sentence starters” with original ideas • Connect simple sentences • Complete graphic organizers/forms with personal information • Respond to yes/no, choice, and some WH-questions 	<ul style="list-style-type: none"> • Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> • Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research) 	<ul style="list-style-type: none"> • Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles 	Write in grade-level Writing expectations below:
NAMES						

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Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	Write in grade-level Listening expectations below:
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	Write in grade-level Speaking expectations below:
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH-questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	Write in grade-level Reading expectations below:
NAMES						

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