

Kindergarten CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.		with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> • identify some key words, attributes, and phrases from read-alouds and oral presentations	with prompting and supports, use a developing set of strategies to: <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details from read-alouds and oral presentations		
K.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.			with prompting and supports, <ul style="list-style-type: none"> • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • follow some rules for discussion • respond to yes/no and wh- questions • make comments of his or her own about familiar topics		with prompting and supports, <ul style="list-style-type: none"> • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer questions • follow rules for discussion • contribute his or her own relevant comments about a variety of topics

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment			with prompting and supports, • tell or dictate messages • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events	with prompting and supports, • make oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events
K.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express a feeling or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topic or objects in the environment	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic or experience			with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, experiences, or events
K.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.				with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label and sort information into provided categories • present findings to a small or large group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from a variety of provided sources • label and sort information • present findings to a small or large group using drawings or illustrations, when useful

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, <ul style="list-style-type: none">orally or nonverbally identify the opinion or preference of others			with prompting and supports, <ul style="list-style-type: none">identify the main point of an author or speakeridentify a reason an author or speaker gives to support a point	
K.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.		with prompting and supports, <ul style="list-style-type: none">recognize and use some words learned through conversations, reading, and being read torecognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, <ul style="list-style-type: none">use some words learned through conversations, reading, and being read torecognize the meaning and the context of some words learned through conversations, reading, and being read to		
K.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on prompting, context, visual aids, and knowledge of morphology in the native language, <ul style="list-style-type: none">recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events		using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none">answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events		using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i> , <i>-s</i> , and some common prefixes and suffixes), <ul style="list-style-type: none">answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.9	An EL can . . . create clear and coherent grade-appropriate speech and text.					with prompting and supports, <ul style="list-style-type: none"> • retell a short sequence of events from an experience or a familiar story, including key details • describe the attributes and positions of objects in the environment • use frequently occurring linking words (e.g. <i>and, so, then</i>) and positional words (e.g., <i>above, beside</i>)
K.10	An EL can . . . make accurate use of Standard English to communicate in grade-appropriate speech and writing.		with prompting and supports, <ul style="list-style-type: none"> • recognize and use frequently occurring nouns and verbs • respond to simple wh-questions • produce a few simple sentences in familiar shared language activities			

Grade 1 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds, picture books, and oral presentations				use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories and events, including key details from read-alouds, written texts, and oral presentations
1.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • take turns • respond to yes/no and wh-questions about familiar topics			• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • build on the comments of others • contribute his or her own relevant comments about a variety of topics and texts

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, <ul style="list-style-type: none"> communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment			<ul style="list-style-type: none"> deliver short simple oral presentations compose written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to include relevant details about a variety of texts, topics, experiences, or events	
1.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, <ul style="list-style-type: none"> verbally or nonverbally express a preference or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or objects in the environment		with guidance and supports, <ul style="list-style-type: none"> express an opinion give a reason for the opinion use words and phrases acquired in conversations, reading, and being read to about familiar stories, experiences, or events		
1.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from simple provided sources label information 	with prompting and supports, <ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from provided sources label information 			<ul style="list-style-type: none"> participate in shared research projects to answer a question recall information from experiences gather information from a variety of provided sources. record some information/observations in simple notes. present findings to a small or large group using drawings or illustrations, when useful

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.6	An EL can . . . analyze and critique the arguments of others orally and in writing.					<ul style="list-style-type: none"> • identify the main point of an author or speaker • explain the reasons an author or a speaker gives to support the main point
1.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, <ul style="list-style-type: none"> • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to 			<ul style="list-style-type: none"> • use some words learned through conversations, reading, and being read to • demonstrate awareness of differences between social language and language appropriate to the classroom 	<ul style="list-style-type: none"> • use words learned through conversations, reading, and being read to • shift appropriately between social language and language appropriate to the classroom

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on prompting, context, visual aids, and knowledge of morphology in the native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, <ul style="list-style-type: none"> answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events			
1.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, <ul style="list-style-type: none"> put events in order from an experience or familiar story point to or match attributes of objects in the environment 				<ul style="list-style-type: none"> retell a sequence of events or a story in the correct order including key details introduce a topic provide some related facts about a topic use temporal words accurately to signal event order and using frequently occurring conjunctions (linking words or phrases) provide some sense of closure

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.		•			<ul style="list-style-type: none"> • use singular and plural nouns, and pronouns • use past, present, and future verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand a variety of simple and compound sentences <p>in response to prompts</p>

Grades 2-3 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none">• identify a few key words and phrases from read-alouds, simple written texts, and oral presentations				use a wide range of strategies to: <ul style="list-style-type: none">• determine the main idea or message• tell how key details support the main idea• retell a variety of stories from read-alouds, written texts, and oral communications
	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		with prompting and supports, <ul style="list-style-type: none">• actively listen to others• participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words• take turns• respond to yes/no and wh-questions about familiar topics			<ul style="list-style-type: none">• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words• follow the rules for discussion• ask and answer questions to gain information or clarify understanding• build on the ideas of others• express his or her own ideas about a variety of topics and texts

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, <ul style="list-style-type: none"> communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, <ul style="list-style-type: none"> deliver basic oral presentations compose short written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events			
2-3.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.			with guidance and supports, <ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, experiences, or events	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts topics, experiences, and events	

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, <ul style="list-style-type: none">• conduct short individual or shared research projects to answer a question• gather information from provided sources• label information			<ul style="list-style-type: none">• conduct short individual or shared research projects to answer a question• recall information from experience• gather information from multiple print and digital sources• sort evidence into provided categories.• record information/ observations in orderly notes.• present findings to a small or large group in an oral or written text using drawings or illustrations, when useful	
2-3.6	An EL can . . . analyze and critique the arguments of others orally and in writing.					<ul style="list-style-type: none">• identify the main point of an author or speaker• describe how reasons support the specific points an author or a speaker makes
2-3.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.			with guidance and supports, <ul style="list-style-type: none">• demonstrate awareness of differences between social language and language appropriate to the classroom• (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions		

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on visual aids, context, and knowledge of morphology in the native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, visual aids, and knowledge of morphology in the native language, <ul style="list-style-type: none"> ask and answer simple questions about the meaning of frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events			using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes and suffixes), <ul style="list-style-type: none"> determine the meaning of words, phrases, and idiomatic expressions (at Grade 3) determine the meaning of some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events
2-3.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 				<ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, <ul style="list-style-type: none"> • understand and use a small number of frequently occurring nouns and verbs • respond to simple yes/no questions about familiar topics 	with prompting and supports, <ul style="list-style-type: none"> • recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) and frequently occurring irregular plural nouns (e.g. children) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics 			<ul style="list-style-type: none"> • use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) and reflexive pronouns • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences

Grades 4–5 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations				use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations
	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.				• participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts	• participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to. about familiar texts, topics, events, or objects in the environment				
4-5.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.		with prompting and supports, • express an opinion about a familiar topic or event • give a reason to support the opinion • use academic and domain specific vocabulary		• express an opinion about a variety of topics, texts, or events • introduce the topic • provide several reasons or facts to support the opinion • provide a concluding statement • use academic and domain specific vocabulary	

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from a few provided sources label some key information 		with guidance and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from print and digital sources identify and record key information in orderly notes present findings in an oral or written text to a peer or small group 		<ul style="list-style-type: none"> conduct short research projects to answer a question recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics, as appropriate to support the analysis and reflection of the topic present findings in an organized oral or written text provide a list of sources
4-5.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, <ul style="list-style-type: none"> identify a point an author or speaker makes 				<ul style="list-style-type: none"> identify the main point of an author or speaker explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points

	CELP Standards	By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.		with prompting and supports, <ul style="list-style-type: none"> • use language for social and academic purposes • use some words learned through conversations, reading, and being read to 			<ul style="list-style-type: none"> • adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing
4-5.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on context, visual aids, and knowledge of morphology in the native language, <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and knowledge of morphology in the native language, <ul style="list-style-type: none"> • determine the meaning of some frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events		

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	An EL can . . . create clear and coherent grade-appropriate speech and text.					<ul style="list-style-type: none"> • introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section
4-5.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.		<p>with prompting and supports,</p> <ul style="list-style-type: none"> • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics 			<ul style="list-style-type: none"> • use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • (at Grade 5) use the progressive and perfect verb tenses • use verb tense to convey time, sequence, state, or condition • recognize and correct fragments and run-on sentences • use conventional patterns to order adjectives • use modal auxiliaries • produce and expand simple, compound, and complex sentences

Grades 6–8 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts				use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
6-8.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.				<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed 	<ul style="list-style-type: none"> • participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.		with prompting and supports, <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details <p>about familiar texts, topics, experiences, or events</p>		including relevant general and specific details, <ul style="list-style-type: none"> • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary <p>about a variety of texts, topics, and events</p>	
6-8.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, <ul style="list-style-type: none"> • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary 			

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.		with prompting and supports, <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information 			<ul style="list-style-type: none"> • conduct short research projects to answer a question • gather information from multiple print and digital sources • use search terms effectively • (at Grade 8) evaluate the credibility of each source • quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate • integrate information into an organized oral or written report • cite sources • use a standard format for citations
6.8.6	An EL can . . . analyze and critique the arguments of others orally and in writing.					<ul style="list-style-type: none"> • analyze and evaluate the argument and specific claims made in texts or speech/ presentations • determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims • cite textual evidence to support the analysis

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> • adapt language choices according to task and audience • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions 	with guidance and supports, <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text 		
6-8.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on context, visual aids, and knowledge of morphology in the native language, <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events			using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, <ul style="list-style-type: none"> • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 		with guidance and supports, <ul style="list-style-type: none"> • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) • provide a concluding statement or section 		<ul style="list-style-type: none"> • introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section
6-8.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.					

Grades 9–12 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts 				use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text
9-12.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.				<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly • support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed 	<ul style="list-style-type: none"> • participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.		with prompting and supports, <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events		including relevant general and specific details, concepts, and examples to develop the topic, <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	
9-12.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.					

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events 	with prompting and supports, <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information 			<ul style="list-style-type: none"> • conduct both short and more sustained research projects to answer a question or solve a problem • gather and synthesize information from multiple print and digital sources • use advanced search terms effectively • evaluate the reliability of each source • analyze and integrate information into a clearly organized oral or written text • cite sources appropriately
9-12.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, <ul style="list-style-type: none"> • identify a point an author or a speaker makes 			<ul style="list-style-type: none"> • analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance • determine whether the evidence is sufficient to support the claim • cite textual evidence to support the analysis 	

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	•	•	•	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use a wider range of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate 	•
9-12.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>relying on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events</p>		

CELP Standards		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, <ul style="list-style-type: none"> • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 		with guidance and supports, <ul style="list-style-type: none"> • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) • provide a concluding statement or section 		<ul style="list-style-type: none"> • introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section
9-12.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.			with guidance and supports, <ul style="list-style-type: none"> • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences 	<ul style="list-style-type: none"> • use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences 	