ELPA21 Achievement Level Indicators (ALIs)
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Reading—ELPA21 Achievement Level Indicators—Kindergarten

1	2	3	4	5
The learner can: • (1) identify a few key words from read-alouds of text • (2) respond to simple yes/no and some wh-questions about familiar topics • (5) recall information from a provided source • (8) recognize the meaning of a few frequently occurring words in read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify some key words and phrases from read-alouds of text • (2) respond to simple yes/no and wh- questions about familiar topics • (5) use information from a provided source to answer a question • (8) recognize the meaning of some frequently occurring words and phrases in read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify main topics and answer questions about key details from read-alouds of text • (2) respond to simple yes/no and wh-questions about familiar topics • (5) use information from provided sources to answer a question • (8) answer questions to help determine the meaning of some words and phrases in read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify main topics and answer questions about key details or parts of stories from read-alouds of text; retell events from read-alouds of text and picture books • (2) answer simple questions about a variety of topics • (5) use information from provided sources to answer a question • (6) identify a reason an author gives to support a point • (8) answer questions about the meaning of words and phrases in read-alouds about a variety of topics, experiences, or events	The learner can: • (1) identify main topics and answer questions about key details from read-alouds of text; retell familiar stories from read-alouds of text and picture books • (2) answer questions about a variety of topics • (5) use information from provided sources to answer a question • (6) identify appropriate reasons an author gives to support main points • (8) answer questions about the meaning of words and phrases in read-alouds about a variety of topics, experiences, or events

Writing—ELPA21 Achievement Level Indicators—Kindergarten

1	2	3	4	5
The learner can: • (2) respond to simple yes/no questions and some wh- questions about familiar topics • (3) communicate simple information or feelings about familiar topics or experiences • (4) express a feeling or opinion about a familiar topic • (10) respond to simple questions; use a small number of frequently occurring nouns and verbs	The learner can: • (2) respond to simple yes/no questions and wh-questions about familiar topics • (3) communicate simple information or feelings about familiar topics, experiences, or events • (4) express an opinion or preference about a familiar topic • (10) produce a few simple sentences; use frequently occurring nouns, verbs, and short phrases	The learner can: • (2) respond to simple yes/no questions and wh-questions about familiar topics • (3) communicate information or feelings about familiar topics, experiences, or events • (4) express an opinion or preference about a familiar topic or story • (10) produce simple sentences; use frequently occurring regular plural nouns, verbs, and prepositions; use question words	The learner can: • (2) ask and answer simple questions about a variety of topics • (3) dictate simple messages about a variety of topics or experiences • (4) express an opinion or preference about a variety of topics or stories • (10) produce and expand simple sentences; use frequently occurring regular plural nouns, verbs, and prepositions; use question words	The learner can: • (2) ask and answer questions about a variety of topics • (3) compose short written texts about a variety of topics, experiences, or events • (4) express an opinion or preference about a variety of topics or stories • (10) produce and expand simple sentences; use frequently occurring regular plural nouns, verbs, and prepositions; ask and answer interrogatives

Speaking—ELPA21 Achievement Level Indicators—Kindergarten

1	2	3	4	5
The learner can: • (2) respond to simple yes/no and some wh-questions about familiar topics • (3) communicate simple information or feelings about familiar topics or experiences • (4) express a feeling or opinion about a familiar topic • (10) respond to simple questions; use a small number of frequently occurring nouns and verbs	The learner can: • (2) participate in short conversations; respond to simple yes/no and wh-questions about familiar topics • (3) communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment • (4) express an opinion or preference about a familiar topic • (10) respond to yes/no and wh- questions; produce a few simple sentences; use frequently occurring nouns, verbs, and short phrases	The learner can: • (2) participate in short conversations; respond to simple yes/no and wh-questions about familiar topics • (3) communicate information or feelings about familiar topics, experiences, or events • (4) express an opinion or preference about a familiar topic or story • (9) retell several events from experience or a familiar story using some frequently occurring linking words • (10) respond to questions; produce simple sentences; use frequently occurring regular plural nouns, verbs, prepositions, and question words	The learner can: • (2) participate in conversations and discussions; ask and answer simple questions about a variety of topics • (3) communicate simple messages about a variety of topics or experiences • (4) express an opinion or preference about a variety of topics or stories • (9) retell a simple sequence of events from experience or a familiar story using frequently occurring linking words • (10) respond to questions; produce and expand simple sentences; use frequently occurring regular plural nouns, verbs, prepositions, and question words	The learner can: • (2) participate in conversations and discussions; ask and answer questions about a variety of topics • (3) make simple oral presentations about a variety of topics, experiences, or events • (4) express an opinion or preference about a variety of topics or stories • (9) retell a short sequence of events from experience with a beginning, middle, and end using frequently occurring linking words • (10) ask and answer wh-questions; produce and expand simple sentences; use frequently occurring regular plural nouns, verbs, prepositions, and question words

Listening—ELPA21 Achievement Level Indicators—Kindergarten

1	2	3	4	5
The learner can: • (1) identify a few key words from read-alouds and oral presentations • (2) listen to short conversations and respond to simple yes/no questions and some wh-questions about familiar topics • (5) recall information from an oral source to answer a question • (8) recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify some key words and phrases from read-alouds and oral presentations • (2) participate in short conversations and respond to simple yes/no and wh- questions about familiar topics • (5) use information from an oral source to answer a question • (8) recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify the main topics and answer questions about key details from read-alouds and oral presentations • (2) participate in short conversations and respond to simple yes/no questions and wh- questions about familiar topics • (5) use information from oral sources to answer a question • (8) 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	The learner can: • (1) identify main topics and answer questions about key details or parts of stories; retell events from read-alouds and oral presentations • (2) participate in conversations and discussions and answer simple questions about a variety of topics • (5) use information from oral sources to answer a question • (6) identify a reason a speaker gives to support a point • (8) answer questions about the meaning of words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify main topics; answer questions about key details; retell familiar stories from read-alouds and oral presentations • (2) participate in conversations and discussions and answer questions about a variety of topics • (5) use information from oral sources to answer a question • (6) identify appropriate reasons a speaker gives to support main points • (8) answer questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events

Reading—ELPA21 Achievement Level Indicators—Grade 1

1	2	3	4	5
The learner can: • (1) identify a few key words in read-alongs • (2) respond to simple yes/no and some wh-questions about familiar topics • (5) gather and label information from provided sources • (8) recognize the meaning of a few frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events	The learner can: • (1) identify key words and phrases in read-alongs of simple texts • (2) respond to simple yes/no and wh- questions about familiar topics • (5) gather information and summarize some key information from provided sources • (6) identify a reason an author gives to support the main point • (8) determine the meaning of frequently occurring words and phrases in read-alongs about familiar topics, experiences, or events	The learner can: • (1) identify main topics, answer questions about key details, and retell some key details or events from read-alongs and simple texts • (2) answer simple questions about familiar topics • (5) gather and summarize information from provided sources • (6) identify one or two reasons an author gives to support the main point • (8) determine the meaning of some less frequently occurring words and phrases in simple texts and read-alongs about familiar topics, experiences, or events	The learner can: • (1) identify main topics and ask and answer questions about an increasing number of key details in written texts and read-alongs; retell familiar stories or episodes of stories in written texts and read-alongs • (2) answer questions about a variety of topics and texts • (5) gather, summarize, and answer questions about information from provided sources • (6) identify reasons an author gives to support the main point • (8) determine the meaning of less common words, phrases, and simple idiomatic expressions in written texts about a variety of topics, experiences, or events	The learner can: • (1) identify main topics and ask and answer questions about key details in written texts and read-alongs; retell stories in written text and read-alongs, including key details • (2) answer questions about a variety of topics and texts • (5) gather, summarize, and answer questions about information from provided sources • (6) identify appropriate reasons an author gives to support the main point • (8) determine or clarify the meaning of words, phrases, and idiomatic expressions in written texts about a variety of topics, experiences, or events

Writing—ELPA21 Achievement Level Indicators—Grade 1

1	2	3	4	5
The learner can: • (2) respond to simple yes/no and some wh-questions about familiar topics • (3) communicate simple information or feelings about familiar topics • (4) express a preference or opinion about a familiar topic • (10) respond to simple questions and use very simple sentences; use a small number of frequently occurring nouns and verbs	The learner can: • (2) respond to simple yes/no and wh- questions about familiar topics • (3) communicate simple messages about familiar topics, experiences, or events • (4) express an opinion about familiar topics, experiences, or events • (9) retell an event and present simple information; use some frequently occurring linking words • (10) produce simple sentences; use frequently occurring nouns, verbs, prepositions, and conjunctions	The learner can: • (2) participate in short written exchanges; ask and answer simple questions about familiar topics • (3) compose short written texts about familiar topics, stories, experiences, or events • (4) express an opinion about familiar topics, stories, experiences, or events and give a reason for the opinion • (9) retell a simple sequence of events and present simple information; use frequently occurring linking and temporal words • (10) produce and expand simple sentences; use some singular and plural nouns, verbs in the present and past tenses, and frequently occurring prepositions and conjunctions	The learner can: • (2) participate in written exchanges about a variety of texts and topics, and ask and answer questions and respond to comments of others; make comments of his or her own • (3) compose written texts about a variety of texts, topics, experiences, or events using simple sentences • (4) express opinions about a variety of texts and topics; give a reason for the opinion • (9) recount two or three events in sequence and present simple information about a topic; use some temporal words and frequently occurring linking words • (10) produce and expand simple and some compound sentences; use an increasing number of singular and plural nouns, present and past verb tenses with appropriate subject-verb agreement, and frequently occurring prepositions and conjunctions	The learner can: • (2) participate in extended written exchanges of information and contribute his or her own ideas about a variety of texts and topics; ask and answer questions and build on comments of others • (3) compose written texts about a variety of texts, topics, experiences, or events, including a few descriptive details • (4) express opinions about a variety of texts and topics; introduce the topic, give a reason for the opinion, and provide a sense of closure • (9) recount a more complex sequence of events and introduce and provide some facts about a topic; use temporal words and frequently occurring linking words and phrases • (10) produce and expand simple and compound sentences; use past, present, and future verb tenses, singular and plural nouns with matching verb agreement, and frequently occurring prepositions and conjunctions

Speaking—ELPA21 Achievement Level Indicators—Grade 1

1	2	3	4	5
The learner can: • (2) respond to simple yes/no and some wh-questions about familiar topics • (3) communicate simple information or feelings about familiar topics or experiences • (4) express a preference or opinion about a familiar topic • (10) respond to simple questions and use very simple sentences; use a small number of frequently occurring nouns and verbs	The learner can: • (2) participate in short conversations; respond to simple yes/no and wh-questions about familiar topics • (3) communicate simple messages about familiar topics, experiences, or events • (4) express an opinion about familiar topics, experiences, or events • (9) retell an event and present simple information; use some frequently occurring linking words • (10) produce simple sentences; use frequently occurring nouns, verbs, prepositions, and conjunctions	The learner can: • (2) participate in short discussions and conversations; ask and answer simple questions about familiar topics • (3) deliver short simple oral presentations about familiar topics, experiences, or events • (4) express an opinion about familiar topics, stories, experiences, or events and give a reason for the opinion • (9) retell a simple sequence of events and present simple information; use frequently occurring linking and temporal words • (10) produce and expand simple sentences; use some singular and plural nouns, verbs in the present and past tenses, and frequently occurring prepositions and conjunctions	The learner can: • (2) participate in discussions and conversations; ask and answer questions; respond to comments of others; make comments of his or her own • (3) deliver short simple oral presentations about a variety of texts, topics, experiences, or events using simple sentences • (4) express opinions about a variety of texts and topics, experiences, or events; give a reason for the opinion • (9) recount two or three events in sequence and present simple information about a topic; use some temporal words and frequently occurring linking words • (10) produce and expand simple and some compound sentences; use singular and plural nouns, present and past verb tenses with appropriate subject-verb agreement, and frequently occurring prepositions and conjunctions	The learner can: • (2) participate in extended discussions and conversations; ask and answer questions and build on comments of others; contribute his or her own comments • (3) deliver oral presentations with a few descriptive details about a variety of texts, topics, experiences, or events • (4) express opinions about a variety of texts and topics, experiences, or events; introduce the topic, give reasons for the opinions, and provide a sense of closure • (9) recount a more complex sequence of events and introduce and provide some facts about a topic; use temporal words and frequently occurring linking words and phrases • (10) produce and expand simple and compound sentences; use past, present, and future verb tenses, singular and plural nouns with matching verb agreement, and frequently occurring prepositions and conjunctions

Listening—ELPA21 Achievement Level Indicators—Grade 1

1	2	3	4	5
The learner can: • (1) identify a few key words from read-alouds and oral presentations • (2) listen to short conversations on familiar topics and respond to simple yes/no questions and some wh- questions • (5) gather and label information from oral sources • (8) recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify key words and phrases from read-alouds and oral presentations • (2) participate in short conversations about familiar topics and respond to simple yes/no questions and wh-questions • (5) gather information and summarize some key information from oral sources • (6) identify a reason a speaker gives to support a point • (8) determine the meaning of frequently occurring words and phrases in simple oral presentations about familiar topics, experiences, or events	The learner can: • (1) identify the main topics and answer questions about some key details from read-alouds and oral presentations • (2) participate in short conversations and discussions on familiar topics and texts and answer simple questions • (5) gather and summarize information from oral sources • (6) identify one or two reasons a speaker gives to support the main point • (8) determine the meaning of some less frequently occurring words and phrases in oral presentations about familiar topics, experiences, or events	The learner can: • (1) identify main topics, and ask and answer questions about an increasing number of key details from read-alouds and oral presentations • (2) participate in conversations and discussions on a variety of topics and texts, answer questions, and respond to others' comments • (5) gather, summarize, and answer questions about information from oral sources • (6) identify reasons a speaker gives to support the main point • (8) determine the meaning of some less frequently occurring words, phrases, and simple idiomatic expressions in oral presentations about a variety of topics, experiences, or events	The learner can: • (1) identify main topics and ask and answer questions about key details in oral presentations • (2) participate in extended conversations and discussions on a variety of topics and texts, answer questions, and build on the comments of others • (5) gather, summarize, and answer questions about information from oral sources • (6) identify reasons a speaker gives to support the main point • (8) determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations about a variety of topics, experiences, or events

Reading—ELPA21 Achievement Level Indicators—Grade Band 2-3

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases in simple texts • (2) respond to simple yes/no questions and some wh- questions about familiar topics • (5) gather and label information from provided sources • (6) identify a point an author makes • (8) recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple texts about familiar topics, experiences, or events	The learner can: • (1) identify some key words and phrases and the main topic or message in simple texts • (2) respond to simple yes/no and wh- questions about familiar topics • (5) gather and record some information from provided sources • (6) identify a reason an author gives to support the main point • (8) determine the meaning of frequently occurring words, phrases, and expressions in simple texts about familiar topics, experiences, or events	The learner can: • (1) identify the main topic or message, and answer questions about and retell key details from simple texts • (2) ask questions to clarify understanding about familiar topics and texts • (5) gather and record information from provided sources • (6) identify how one or two reasons support the main point an author makes • (8) determine the meaning of some less frequently occurring words and phrases, content-specific words, and some idiomatic expressions in simple texts about familiar topics, experiences, or events	The learner can: • (1) determine the main idea or message, answer questions about some key details that support the main idea/message, and retell a variety of stories from written texts • (2) ask and answer questions about a variety of topics and texts • (5) gather information from multiple sources and sort evidence into provided categories • (6) identify how one or two reasons support specific points an author makes • (8) determine the meaning of less frequently occurring words, phrases, some idiomatic expressions, and some general and academic-specific vocabulary in written texts about a variety of topics, experiences, or events	The learner can: • (1) determine the main idea or message, identify how key details support the main idea/message, and retell a variety of stories from texts • (2) ask and answer questions about a variety of topics and texts • (5) gather information from multiple sources and sort evidence into categories • (6) describe how reasons support the specific points an author makes • (8) determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and some general and academic-specific vocabulary in written texts about a variety of topics, experiences, or events

Writing—ELPA21 Achievement Level Indicators—Grade Band 2-3

1	2	3	4	5
The learner can: • (2) respond to simple yes/no and some wh-questions about familiar topics • (3) communicate simple information about familiar topics, experiences, or events • (4) express an opinion about a familiar topic • (9) communicate simple information about an event or topic; use a narrow range of vocabulary and syntactically simple sentences • (10) respond to simple questions; use a small number of frequently occurring nouns and verbs	The learner can: • (2) participate in short written exchanges and respond to simple yes/no questions and wh- questions about familiar topics • (3) compose written texts about familiar topics, experiences, or events • (4) express an opinion about a familiar topic or story • (9) communicate simple information about a topic and recount two events in sequence; use frequently occurring linking words • (10) produce simple sentences; use some frequently occurring collective nouns, verbs, adjectives, adverbs, and conjunctions	The learner can: • (2) participate in short written exchanges and ask questions about familiar topics and texts; respond to the comments of others and contribute his or her own comments • (3) compose written narratives or informational texts about familiar topics, experiences, or events • (4) express an opinion about a familiar topic or story and give one or more reasons for the opinion • (9) present a few pieces of information about a topic and recount a short sequence of events; use common linking words to connect ideas and events • (10) produce and expand simple and some compound sentences; use some collective nouns, the past tense of some frequently occurring irregular verbs, and frequently occurring adjectives, adverbs, and conjunctions	The learner can: • (2) participate in written exchanges about a variety of texts and topics; build on the ideas of others and contribute his or her own ideas • (3) compose written narrative or informational texts about a variety of topics, experiences, or events • (4) for a variety of topics, introduce a topic, express opinions, and give several reasons for the opinions • (9) introduce and present facts about an informational topic and recount a sequence of events; use temporal and linking words to connect ideas or events • (10) produce and expand simple and compound sentences and a few complex sentences; use collective nouns, the past tense of frequently occurring irregular verbs, and frequently occurring adjectives, adverbs, and conjunctions	The learner can: • (2) participate in extended written exchanges of information about a variety of texts and topics; build on the ideas of others and express his or her own ideas • (3) compose written narrative or informational texts with some details about a variety of topics, experiences, or events • (4) for a variety of topics, introduce a topic, express opinions, give several reasons for the opinions, and provide a concluding statement • (9) introduce and present facts about an informational topic and recount a coherent sequence of events; use temporal and linking words to connect ideas or events; provide a concluding statement • (10) produce and expand simple and compound sentences and some complex sentences; use commonly occurring abstract nouns, the past tense of frequently occurring irregular verbs, and coordinating and commonly used subordinating conjunctions, adjectives, and adverbs

Speaking—ELPA21 Achievement Level Indicators—Grade Band 2-3

1	2	3	4	5
The learner can: • (2) participate in short conversations; respond to simple yes/no and some wh-questions about familiar topics • (3) communicate simple information about familiar topics, experiences, or events • (4) express an opinion about a familiar topic • (9) present simple information about an event or topic; use a narrow range of vocabulary and syntactically simple sentences • (10) respond to simple questions; use a small number of frequently occurring nouns and verbs	The learner can: • (2) participate in short conversations and discussions; respond to simple yes/no and wh-questions about familiar topics • (3) deliver simple oral presentations about familiar topics, experiences, or events • (4) express an opinion about a familiar topic or story • (9) present simple information about a topic and recount two events in a sequence; use frequently occurring linking words • (10) produce simple sentences; use some frequently occurring collective nouns, verbs, adjectives, adverbs, and conjunctions	The learner can: • (2) participate in short discussions and ask questions about familiar topics and texts; respond to the comments of others and contribute his or her own comments • (3) deliver short oral presentations about familiar topics, experiences, or events • (4) express an opinion about a familiar topic or story and give one or more reasons for the opinion • (9) present a few pieces of information about a topic and recount a short sequence of events; use common linking words to connect ideas and events • (10) produce and expand simple and some compound sentences; use some collective nouns, the past tense of some frequently occurring irregular verbs, and frequently occurring adjectives, adverbs, and conjunctions	The learner can: • (2) participate in discussions and conversations and ask and answer questions about a variety of topics; build on the ideas of others and contribute his or her own ideas • (3) deliver short oral presentations about a variety of topics, experiences, or events • (4) for a variety of topics, introduce a topic, express opinions, and give several reasons for the opinions • (9) introduce and present facts about an informational topic and recount a sequence of events; use temporal and linking words to connect ideas or events • (10) produce and expand simple and compound sentences and a few complex sentences; use collective nouns, adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs	The learner can: • (2) participate in extended discussions and conversations and ask and answer questions about a variety of topics; build on the ideas of others and express his or her own ideas • (3) deliver oral presentations with some details about a variety of topics, experiences, or events • (4) for a variety of topics, introduce a topic, express opinions, give several reasons for the opinions, and provide a concluding statement • (9) introduce and present facts about an informational topic and recount a coherent sequence of events; use temporal and linking words to connect ideas or events, and provide a concluding statement • (10) produce and expand simple, compound, and some complex sentences; use collective and commonly occurring abstract nouns, the past tense of frequently occurring irregular verbs, and coordinating and commonly used subordinating conjunctions, adjectives, and adverbs

Listening—ELPA21 Achievement Level Indicators—Grade Band 2-3

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases in read-alouds and oral presentations • (2) listen to short conversations and respond to simple yes/no questions and some wh- questions about familiar topics • (6) identify a point a speaker makes • (8) recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse about familiar topics, experiences, or events	The learner can: • (1) identify some key words and phrases and the main topic or message in read-alouds and oral presentations • (2) participate in short conversations and discussions and respond to simple yes/no and wh-questions about familiar topics • (6) identify a reason a speaker gives to support a main point • (8) determine the meaning of frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events	The learner can: • (1) identify the main topic or message and answer questions about and retell key details in read-alouds and oral presentations • (2) participate in short conversations and discussions and ask questions to clarify understanding about familiar topics • (6) identify how one or two reasons support the main point a speaker makes • (8) determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse and read-alouds about familiar topics, experiences, or events	The learner can: • (1) determine the main idea or message; identify or answer questions about some key details that support the main idea/message; and retell a variety of stories from read-alouds and oral presentations • (2) participate in conversations and discussions; ask and answer questions on a variety of topics and texts and build on the ideas of others • (6) identify how one or two reasons support specific points a speaker makes • (8) determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and some general academic and content-specific vocabulary in oral discourse and read-alouds about a variety of topics, experiences, or events	The learner can: • (1) determine the main idea or message, identify how key details support the main idea/message, and retell a variety of stories from read-alouds and oral presentations • (2) participate in extended conversations and discussions and ask and answer questions on a variety of topics and texts • (6) describe how reasons support specific points a speaker makes • (8) determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and some general academic and content-specific vocabulary in oral presentations about a variety of topics, experiences, or events

Reading—ELPA21 Achievement Level Indicators—Grade Band 4-5

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases in simple written texts • (2) respond to simple questions and some wh-questions about familiar topics • (5) gather information from a few provided sources and label some key information • (6) identify a point an author makes • (8) recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in written text about familiar topics, experiences, or events	The learner can: • (1) identify the main topic and retell a few key details from simple written texts • (2) respond to simple questions and wh-questions about familiar topics • (5) gather and record some information from provided sources • (6) identify a reason an author gives to support a main point and agree or disagree with the author • (8) determine the meaning of some frequently occurring words, phrases, and expressions in written text about familiar topics, experiences, or events	The learner can: • (1) determine the main idea or theme and retell a few key details from simple written texts • (2) respond to others' comments and answer questions about familiar topics and texts • (5) gather information from written sources and identify key information • (6) identify how one or two reasons support the specific points an author makes or fails to make • (8) determine the meaning of frequently occurring words and phrases and some idiomatic expressions in written text about familiar topics, experiences, or events	The learner can: • (1) determine the main idea or theme and explain how it is supported by key details; summarize part of a text • (2) answer relevant questions about a variety of topics and texts • (5) gather information from written sources and record with charts, tables, and other graphics • (6) identify how reasons support the specific points an author makes or fails to make • (8) determine the meaning of general academic and content specific words, phrases, and the meaning of idiomatic expressions in written texts about a variety of topics, experiences, or events	The learner can: • (1) determine two or more main ideas or themes and explain how key details support the main ideas or themes in written texts; summarize a text • (2) respond to relevant questions and summarize key ideas about a variety of topics and texts • (5) gather information from written sources and summarize key ideas and information with graphics as appropriate • (6) explain how an author uses reasons and evidence to support or fail to support particular points; identify which reasons or evidence supports which points • (8) determine the meaning of general academic and content-specific words and phrases, and the meaning of figurative language in written texts about a variety of topics, experiences, or events

Writing—ELPA21 Achievement Level Indicators—Grade Band 4-5

1	2	3	4	5
The learner can: • (2) participate in short written exchanges and respond to simple questions and some wh-questions about familiar topics • (3) communicate simple information about familiar texts, topics, or objects in the environment • (4) express an opinion about a familiar topic • (9) communicate simple information about an event or topic, using a narrow range of vocabulary and syntactically simple sentences • (10) respond to simple questions; use a small number of frequently occurring nouns, noun phrases, and verbs	The learner can: • (2) participate in short written exchanges and respond to simple questions and wh-questions about familiar topics and texts • (3) compose written texts about familiar texts, topics, and experiences • (4) construct a simple claim about a familiar topic and give a reason to support the claim • (9) recount a simple sequence of events in order and communicate simple information about a topic; use frequently occurring linking words • (10) produce simple sentences and use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions	The learner can: • (2) participate in short written exchanges about familiar topics and texts; ask and answer questions, respond to others' comments, and add some comments of his or her own • (3) compose narratives or informational texts about familiar topics, texts, or experiences, including a few details • (4) construct a claim about familiar topics; introduce the topic and provide a few reasons or facts to support the claim • (9) recount a short sequence of events in order; introduce an informational topic including one or two facts about the topic; use common transitional words and phrases to connect events, ideas, and opinions; provide a concluding statement • (10) produce and expand simple and compound sentences; use some relative pronouns and adverbs and prepositional phrases	The learner can: • (2) participate in written exchanges about a variety of topics and texts; build on the ideas of others and express his or her own ideas; ask and answer relevant questions, and add relevant information and evidence • (3) compose narratives or informational texts about a variety of texts, topics, and experiences, including some details • (4) construct a claim about a variety of topics; introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement • (9) recount a detailed sequence of events with a beginning, middle, and end; introduce an informational topic; develop the topic with facts and details; provide a conclusion; use transitional words and phrases to connect events, ideas, and opinions • (10) produce and expand simple, compound, and a few complex sentences; use relative pronouns and adverbs, subordinating conjunctions, and prepositional phrases	The learner can: • (2) participate in extended written exchanges about a variety of topics and texts; build on the ideas of others and express his or her own ideas clearly; pose and respond to relevant questions, add relevant and detailed information using evidence, and summarize the key ideas expressed • (3) compose narratives or informational texts about a variety of texts, topics, and experiences, developing the topic with details and examples • (4) construct a claim about a variety of topics; introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement • (9) recount a detailed sequence of events with a beginning, middle and end; introduce and develop an informational topic with facts and details; use a variety of linking words and phrases to connect ideas, information, or events; provide a concluding statement or section • (10) produce and expand simple, compound, and complex sentences; use relative pronouns and adverbs, subordinating conjunctions, prepositional phrases, and progressive and perfect verb tenses

Speaking—ELPA21 Achievement Level Indicators—Grade Band 4-5

1	2	3	4	5
The learner can: • (2) participate in short conversations and respond to simple questions and some wh- questions about familiar topics • (3) communicate simple information about familiar texts, topics, or objects in the environment • (4) express an opinion about a familiar topic • (9) communicate simple information about an event or topic using a narrow range of vocabulary and syntactically simple sentences • (10) respond to simple questions; use a small number of frequently occurring nouns, noun phrases, and verbs	The learner can: • (2) participate in short conversations and respond to simple questions and wh-questions about familiar topics • (3) deliver short oral presentations about familiar texts, topics, or experiences • (4) construct a simple claim about a familiar topic and give a reason to support the claim • (9) recount a simple sequence of events in order, and communicate simple information about a topic; use frequently occurring linking words • (10) produce simple sentences and use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions	The learner can: • (2) participate in short conversations and discussions, ask and answer questions, respond to the comments of others, and add some comments of his or her own about familiar topics • (3) deliver short oral presentations about familiar texts, topics, or events including a few details • (4) construct a claim about familiar topics; introduce the topic and provide a few reasons or facts to support the claim • (9) recount a short sequence of events with events in order; introduce an informational topic and present one or two facts about the topic; use a range of temporal and other linking words; provide a concluding statement • (10) produce and expand simple and compound sentences; use some relative pronouns and adverbs and prepositional phrases	The learner can: • (2) participate in conversations and discussions about a variety of topics, building on the ideas of others and expressing his or her own ideas; ask and answer relevant questions, and add relevant information and evidence • (3) deliver short oral presentations about a variety of texts, topics, and experiences, including some details • (4) construct a claim about a variety of topics; introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement • (9) recount a detailed sequence of events with a beginning, middle, and end; introduce an informational topic; develop the topic with facts and details; provide a conclusion; use transitional words and phrases to connect events, ideas, and opinions • (10) produce and expand simple, compound, and a few complex sentences and use relative pronouns and adverbs, subordinating conjunctions, and prepositional phrases	The learner can: • (2) participate in extended conversations and discussions on a variety of topics, building on the ideas of others and expressing his or her own ideas clearly; pose and respond to relevant questions, add relevant and detailed information using evidence, and summarize the key ideas expressed • (3) deliver oral presentations about a variety of texts, topics, and experiences, developing the topic with details and examples • (4) construct a claim about a variety of topics, introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement • (9) recount a detailed sequence of events with a beginning, middle, and end; introduce an informational topic with facts and details, and provide a concluding statement or section; use a variety of linking words and phrases to connect ideas, information, or events • (10) produce and expand simple, compound, and complex sentences and use relative pronouns and adverbs, subordinating conjunctions, prepositional phrases, and the progressive and perfect verb tenses

Listening—ELPA21 Achievement Level Indicators—Grade Band 4-5

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases from read-alouds and oral presentations • (2) listen to short conversations about familiar topics and respond to simple questions and some wh- questions • (5) gather information from a few oral sources and label some key information • (6) identify a point a speaker makes • (8) recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse and read-alouds about familiar topics, experiences, or events	The learner can: • (1) identify the main topic and retell a few key details from read-alouds and oral presentations • (2) participate in short conversations and discussions about familiar topics and respond to simple questions and wh-questions • (5) gather and record information from oral sources • (6) identify a reason a speaker gives to support a main point and agree or disagree with the speaker • (8) determine the meaning of some frequently occurring words, phrases, and expressions about familiar topics, experiences, or events in oral presentations	The learner can: • (1) determine the main idea or theme and retell a few key details from read-alouds and oral presentations • (2) participate in short conversations and discussions about familiar topics and ask and answer questions • (5) gather information from oral sources to answer a question and identify key information • (6) identify how one or two reasons support the specific points a speaker makes or fails to make • (8) determine the meaning of frequently occurring words and phrases and some idiomatic expressions in oral presentations about familiar topics, experiences, or events in oral presentations	The learner can: • (1) determine the main idea or theme from read-alouds and oral presentations and explain how it is supported by key details • (2) participate in conversations and discussions about a variety of topics; answer relevant questions and build on the ideas of others • (5) gather information from oral sources to answer a question and record information with charts, tables, or other graphics • (6) describe how reasons support the specific points a speaker makes or fails to make • (8) determine the meaning of general academic and content-specific words and phrases, and idiomatic expressions in oral presentations about a variety of topics, experiences, or events	The learner can: • (1) determine two or more main ideas or themes from read-alouds and oral presentations and explain how key details support the main ideas or themes • (2) participate in extended conversations and discussions about a variety of topics and texts; respond to relevant questions, build on the ideas of others and summarize key ideas expressed • (5) gather information from oral sources and summarize key ideas and information with graphics as appropriate • (6) explain how a speaker uses reasons and evidence to support or fail to support particular points; identify which reasons and evidence support which points • (8) determine the meaning of general academic and content-specific words and phrases and the meaning of figurative language in oral presentations about a variety of topics, experiences, or events

Reading—ELPA21 Achievement Level Indicators—Grade Band 6-8

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases in simple written texts • (2) respond to simple questions and some wh- questions on familiar topics • (5) gather information from a few provided sources and label collected information • (6) identify a point an author makes • (8) recognize the meaning of a few frequently occurring words and simple phrases in written text about familiar topics, experiences, or events	The learner can: • (1) identify the main topic and retell a few key details in simple written texts • (2) respond to simple questions and wh-questions on familiar topics and texts • (5) gather information from provided sources and record some data and information • (6) identify the main argument an author makes and identify one reason an author gives to support the argument • (8) determine the meaning of frequently occurring words, phrases, and expressions in written text about familiar topics, experiences, or events	The learner can: • (1) determine the central idea or theme and explain how the theme is supported by specific details in simple written texts; summarize part of a text • (2) respond to others' comments; build on the ideas of others and answer questions about familiar topics and texts • (5) gather information from multiple sources and summarize or paraphrase • (6) explain the argument an author makes; distinguish between claims that are supported by reasons and evidence from those that are not • (8) determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in written text about familiar topics, experiences, or events	The learner can: • (1) determine two or more central ideas or themes and how they are supported by specific details; summarize a simple text • (2) respond to others' comments and pose and answer questions about a variety of familiar topics, texts, and issues; build on the ideas of others and add relevant information and evidence; paraphrase key ideas • (5) gather information from multiple sources and quote or paraphrase the data and conclusions of others • (6) analyze the arguments and claims made in text; determine whether the evidence is sufficient to support the claims • (8) determine the meaning of general academic and content-specific words and phrases, and idiomatic expressions in written text about a variety of topics, experiences, or events	The learner can: • (1) determine central ideas or themes and how they are developed by supporting ideas or evidence; summarize a text • (2) respond to others' comments and answer questions on a variety of topics, texts, and issues; add relevant and specific evidence and summarize key ideas • (5) gather information from multiple sources, evaluate the credibility of the information, quote or paraphrase the data and conclusions, and cite sources • (6) analyze and evaluate the arguments and claims made in text; determine whether reasoning is sound and evidence is relevant and sufficient to support the claims • (8) determine meaning of general academic and content-specific words and phrases, idiomatic expressions, and figurative language in written text about a variety of topics, experiences, or events

Writing—ELPA21 Achievement Level Indicators—Grade Band 6-8

1	2	3	4	5
The learner can: • (2) participate in short written exchanges on familiar topics, present simple information, and respond to simple questions and some wh-questions • (3) communicate simple information about familiar texts, topics, or experiences • (4) express an opinion about a familiar topic • (9) communicate simple information about a topic using a narrow range of vocabulary and simple sentences • (10) respond to simple questions and use a small number of frequently occurring nouns, phrases, and verbs	The learner can: • (2) participate in short written exchanges on familiar topics and texts presenting information and ideas; respond to simple questions and wh- questions • (3) compose narratives or informational texts about familiar texts, topics, experiences, and events • (4) construct a claim about familiar topics and give a reason to support the claim • (9) recount a brief sequence of events in order, introduce an informational topic presenting one or two facts about the topic; use some commonly occurring linking words and provide a concluding statement • (10) produce simple and compound sentences; use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases	The learner can: • (2) participate in written exchanges on familiar topics and text; build on the ideas of others, express his or her own ideas, ask and answer relevant questions, and add relevant information • (3) compose narrative or informational texts about familiar texts, topics, and experiences and develop the topic with some details • (4) construct a claim about a familiar topic; introduce the topic and provide several supporting reasons and facts in a logical order; provide a concluding statement • (9) recount a short sequence of events with a beginning, middle, and end; introduce and develop an informational topic with a few facts and details, using common transitional words and phrases to connect events and ideas; provide a conclusion • (10) produce and expand simple, compound, and a few complex sentences; use relative pronouns and adverbs, conjunctions, and prepositional phrases	The learner can: • (2) participate in written exchanges about a variety of topics, texts, and issues; pose and respond to relevant questions; build on the ideas of others and contribute his or her own ideas; reflect on and paraphrase key ideas • (3) compose narrative or informational texts about a variety of texts, topics, and experiences with some specific details • (4) construct a claim about a variety of topics; introduce the topic and provide sufficient reasons or facts to support the claim; provide a concluding statement • (9) recount a detailed sequence of events with a beginning, middle, and end; introduce and develop an informational topic with facts and details, using transitional words and phrases to connect events and ideas; provide a concluding statement • (10) produce and expand simple, compound, and complex sentences; use intensive/reflexive pronouns and active and passive verbs; use phrases and clauses	The learner can: • (2) participate in extended written exchanges about a variety of topics, texts, and issues; pose and respond to relevant questions; build on the ideas of others and contribute his or her own ideas; reflect on and summarize key ideas • (3) compose narrative or informational texts about a variety of texts, topics, and experiences with relevant details, ideas, and information • (4) construct a claim about a variety of topics; introduce the topic and provide compelling and logically ordered reasons or facts that effectively support the claim; provide a concluding statement • (9) recount a complex sequence of events with a beginning, middle, and end; introduce and develop an informational topic with facts and details; use a variety of transition words and phrases to show relationships between events and ideas; provide a concluding statement • (10) produce and expand simple, compound, and complex sentences and use intensive/reflexive pronouns and active and passive voices; use phrases and clauses

Speaking—ELPA21 Achievement Level Indicators—Grade Band 6-8

1	2	3	4	5
The learner can: • (2) participate in short conversations about familiar topics, communicating simple information, and respond to simple questions and some wh-questions • (3) communicate simple information about familiar texts, topics, or experiences • (4) express an opinion about a familiar topic • (6) identify a point an author or speaker makes • (9) communicate simple information about a topic using a narrow range of vocabulary and simple sentences • (10) use a small number of frequently occurring nouns, phrases, and verbs, and respond to simple questions	The learner can: • (2) participate in short conversations about familiar topics and texts, present information and ideas, and respond to simple questions and some wh- questions • (3) deliver short oral presentations about familiar texts, topics, experiences, or events • (4) construct a claim about a familiar topic and give a reason to support the claim • (6) identify the main argument an author or speaker makes and identify one reason an author or speaker gives to support the argument • (9) recount a brief sequence of events in order; introduce an informational topic, presenting one or two facts about the topic; use some commonly occurring linking words; provide a concluding statement • (10) produce simple and compound sentences and use nouns, pronouns, verbs, prepositional phrases, adjectives, adverbs, conjunctions, and prepositional phrases	The learner can: • (2) participate in conversations and discussions about familiar topics and texts; build on the ideas of others and contribute his or her own ideas; ask and answer relevant questions; add relevant information • (3) deliver short oral presentations about familiar texts, topics, and experiences with some details • (4) construct a claim about a familiar topic; introduce the topic and provide several supporting reasons or facts in a logical order; provide a concluding statement • (6) explain the argument and specific claims an author or speaker makes, and distinguish between claims that are supported by reasons and evidence from those that are not • (9) recount a short sequence of events with a beginning, middle, and end; introduce and develop an informational topic with a few facts and details; use common transitional words and phrases to connect events and ideas; provide a conclusion • (10) produce and expand simple, compound, and a few complex sentences and use relative pronouns and adverbs, conjunctions, and prepositional phrases	The learner can: • (2) participate in conversations and discussions on a variety of topics, texts, and issues; build on the ideas of others and contribute his or her own ideas; ask and answer relevant questions; paraphrase and reflect on key ideas • (3) deliver oral presentations about a variety of texts, topics, and experiences, developed with some specific details • (4) construct a claim about a variety of topics; introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement • (6) analyze the argument and specific claims made in texts or speech, determining whether the evidence is sufficient to support the claims; cite textual evidence to support the analysis • (9) recount a detailed sequence of events with a beginning, middle, and end; introduce and develop an informational topic with facts and details; use transitional words and phrases to connect events and ideas; provide a concluding section • (10) produce and expand simple, compound, and complex sentences and use intensive/reflexive pronouns	The learner can: • (2) participate in extended conversations and discussions about a variety of texts, topics, and issues; build on the ideas of others and contribute his or her own ideas; pose and respond to relevant questions; add relevant and specific evidence; summarize and reflect on key ideas • (3) deliver oral presentations about a variety of texts, topics, and experiences with relevant details, ideas, and information • (4) construct a claim about a variety of topics; introduce the topic and provide compelling and logically ordered reasons or facts that effectively support the claim; provide a concluding statement • (6) analyze and evaluate the argument and specific claims made in texts or presentations, determining whether the reasoning is sound and the evidence sufficient to support the claims; cite textual evidence to support the analysis • (9) recount a complex sequence of events with a beginning, middle, and end; introduce and develop an informational topic with facts and details; use a variety of transition words and phrases to show relationships between events and ideas;

			and verbs in active and passive voices; use phrases and clauses	provide a concluding section/statement • (10) produce and expand simple, compound, and complex sentences and use intensive/reflexive pronouns, and active and passive verbs; use phrases and clauses

Listening—ELPA21 Achievement Level Indicators—Grade Band 6-8

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases in oral communications • (2) listen to short conversations on familiar topics and respond to simple questions and some wh- questions • (5) gather and label information from a few oral sources • (6) identify a point a speaker makes • (8) recognize the meaning of a few frequently occurring words and simple phrases in oral presentations about familiar topics, experiences, or events	The learner can: • (1) identify the main topic and retell a few key details in oral communication • (2) participate in short conversations and respond to simple questions and wh- questions on familiar topics • (5) gather information from oral sources and record some data and information • (6) identify the main argument a speaker makes and one reason a speaker gives to support the argument • (8) determine the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events	The learner can: • (1) determine the central idea or theme in an oral presentation and explain how the theme is supported by specific details • (2) participate in discussions about familiar topics and texts; build on the ideas of others and answer relevant questions • (5) gather information from oral sources and summarize or paraphrase • (6) explain the speaker's argument; distinguish claims that are supported by reasons and evidence from those that are not • (8) determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in oral presentations about familiar topics, experiences, or events	The learner can: • (1) determine two or more central ideas in oral presentations and how they are supported by specific details • (2) participate in discussions on a variety of topics, texts, and issues; pose and answer relevant questions; build on the ideas of others, and add relevant information and evidence; paraphrase key ideas • (5) gather information from multiple oral sources and quote or paraphrase the data and conclusions of others • (6) analyze the argument and specific claims made in speech; determine whether the evidence is sufficient to support the claims • (8) determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in oral presentations about a variety of topics, experiences, or events	The learner can: • (1) determine central ideas or themes in oral presentations and how they are developed by supporting ideas or evidence • (2) participate in conversations about a variety of topics, texts, and issues; respond to relevant questions, build on the ideas of others, and add relevant and specific evidence; summarize key ideas • (5) gather information from multiple oral sources; evaluate the information's credibility; quote or paraphrase the data and conclusions; cite sources • (6) analyze and evaluate the argument and specific claims made in speech; determine whether reasoning is sound and evidence is relevant and sufficient to support the claims • (8) determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative language in oral presentations about a variety of topics, experiences, or events

Reading—ELPA21 Achievement Level Indicators—Grade Band 9-12

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases in simple written text • (2) respond to simple yes/no questions and some wh- questions on familiar topics • (5) gather information from provided sources and label collected information • (6) identify a point an author makes • (8) recognize the meaning of frequently occurring words, simple phrases, and formulaic expressions in written text about familiar topics, experiences, or events	The learner can: • (1) identify the main topic and retell a few key details in simple written text • (2) respond to simple questions and wh-questions on familiar topics and texts • (5) gather information from provided sources and summarize data and information • (6) identify the main argument an author makes and one reason the author gives to support the argument • (8) determine the meaning of frequently occurring words, phrases, and expressions in written text about familiar topics, experiences, or events	The learner can: • (1) determine the central idea or theme and how the theme is developed by specific details in a written text; summarize part of a text • (2) respond to others' comments and answer questions on familiar topics, texts, and issues; add relevant information and evidence and restate some key ideas • (5) gather information from multiple sources and paraphrase key information • (6) explain the reasons an author gives to support a claim and identify textual evidence to support the explanation • (8) determine the meaning of general academic and content-specific words and phrases in written text about familiar topics, experiences, or events	The learner can: • (1) determine two central ideas, analyze the development of themes and ideas in written text, and identify how they are supported by details; summarize a simple text • (2) respond to others' comments and answer questions to clarify ideas and conclusions on a range of topics, texts, and issues; summarize key points; answer relevant questions • (5) gather and synthesize information from multiple sources and evaluate the reliability of each source • (6) analyze the reasoning and use of rhetoric in persuasive texts and determine whether the evidence is sufficient to support the claim • (8) determine the meaning of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions in written text about a variety of topics, experiences, or events	The learner can: • (1) determine the central ideas or themes and analyze the development of the themes and ideas in written text; summarize a text • (2) respond to others' comments, answer questions that probe reasoning and claims, and summarize key points and evidence in text on a range of topics, texts, and issues • (5) gather and synthesize information from multiple written sources and evaluate the reliability of each source • (6) analyze and evaluate the reasoning and use of rhetoric in persuasive texts and determine whether the evidence is sufficient to support the claim • (8) determine the meaning of general academic and content-specific words and phrases, figurative language, and idiomatic expressions in written text about a variety of topics, experiences, or events

Writing—ELPA21 Achievement Level Indicators—Grade Band 9-12

1	2	3	4	5
The learner can: • (2) participate in short written exchanges on familiar topics, present information, and respond to simple questions and some wh-questions • (3) communicate information about familiar texts, topics, and experiences • (4) express an opinion about a familiar topic • (9) communicate basic information about a topic using a narrow range of vocabulary and simple sentences • (10) use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions; respond to simple questions	The learner can: • (2) participate in short written exchanges on familiar topics and texts, present information and ideas, and respond to simple questions and wh- questions • (3) compose written narratives or informational texts about familiar texts, topics, experiences, or events • (4) construct a claim about familiar topics; introduce the topic, give a reason to support the claim, and provide a concluding statement • (9) introduce an informational topic, recount a short sequence of events in order, provide one or two facts about the topic, and use common linking words to connect events and ideas • (10) produce simple and compound sentences; use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions	The learner can: • (2) participate in written exchanges on familiar topics, texts, and issues; build on the ideas of others, expressing his or her own ideas; ask and answer relevant questions; add relevant information and ideas and restate some of the key ideas expressed • (3) compose informational texts about familiar texts, topics, or events, and develop the topic with a few details • (4) construct a claim about a familiar topic, introduce the topic and provide sufficient reasons or facts to support the claim; provide a concluding statement • (9) recount a sequence of events with a beginning, middle, and end; introduce and develop an informational topic with facts and details and use common transitional words and phrases to connect events, ideas, and opinions; provide a conclusion • (10) produce and expand simple, compound, and a few complex sentences; use simple phrases and clauses	The learner can: • (2) participate in written exchanges on a range of topics, texts, and issues; build on the ideas of others, expressing his or her own ideas clearly; support points with specific and relevant evidence; answer relevant questions to clarify ideas, and summarize key points expressed • (3) compose informational texts about a variety of texts, topics, or events, and develop the topic with some relevant details, concepts, examples, and information • (4) construct a claim about a variety of topics; introduce the topic and provide logically ordered reasons or facts that effectively support the claim; provide a concluding statement • (9) recount a more detailed sequence of events or steps with a clear sequential or chronological structure; introduce and develop an informational topic with facts, details, and evidence; use complex transitions to link the sections of the text and to clarify relationships among events and ideas; provide a concluding section or statement • (10) produce and expand simple, compound, and	The learner can: • (2) participate in extended written exchanges on a range of topics, texts, and issues; express his or her own ideas clearly and persuasively; support points with specific evidence; answer questions that probe reasoning and claims; summarize key points and evidence discussed • (3) compose informational texts about a variety of texts, topics, or events; fully develop the topic with relevant details, concepts, examples, and information • (4) construct a claim about a variety of topics; introduce the claim, distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and refute the counter-claim; provide a conclusion that summarizes the argument presented • (9) recount a complex and detailed sequence of events or steps in a process with a sequential or chronological order; introduce and develop an informational topic with facts, details, and evidence, and use complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; provide a conclusion

			complex sentences; use complex phrases and clauses	• (10) produce and expand simple, compound, and complex sentences; use complex phrases and clauses

Speaking—ELPA21 Achievement Level Indicators—Grade Band 9-12

1	2	3	4	5
The learner can: • (2) participate in short conversations on familiar topics, present information, and respond to simple questions and some wh-questions • (3) communicate information about familiar texts, topics, or experiences • (4) express an opinion about a familiar topic • (6) identify a point an author or speaker makes • (9) communicate basic information about an event or topic using a narrow range of vocabulary and simple sentences • (10) use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions;	The learner can: • (2) participate in short conversations about familiar topics and texts, present information and ideas, and respond to simple questions and wh- questions • (3) deliver short oral presentations about familiar texts, topics, experiences, or events • (4) construct a claim about a familiar topic; introduce the topic and give a reason to support the claim; provide a concluding statement • (6) identify the main argument an author or speaker makes and a reason given to support the argument • (9) recount a short sequence of events; introduce an informational topic and provide one or two facts about the topic; use common linking words to connect events and ideas • (10) use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions; produce	The learner can: • (2) participate in short conversations and discussions on familiar topics, texts, and issues; build on the ideas of others and express his or her own ideas; ask and answer relevant questions, add relevant information and ideas; restate some key ideas • (3) deliver short oral presentations about familiar texts, topics, or events, and develop the topic with a few details • (4) construct a claim about a familiar topic; introduce the topic and provide sufficient reasons or facts to support the claim; provide a concluding statement • (6) explain the reasons an author or speaker gives to support a claim and cite textual evidence to support the analysis • (9) recount a sequence of events with a beginning, middle, and end; introduce and develop an informational topic with facts and details; use common transitional words and phrases to connect events, ideas, and opinions; provide a conclusion • (10) use simple phrases and clauses; produce and expand	The learner can: • (2) participate in conversations and discussions on a range of topics, texts, and issues; build on the ideas of others and express his or her own ideas clearly; support points with specific and relevant evidence; ask and answer questions to clarify ideas; summarize key ideas • (3) deliver oral presentations about a variety of texts, topics, or events, and develop the topic with some relevant details, concepts, examples, and information • (4) construct a claim about a variety of topics; introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement • (6) analyze the reasoning and use of rhetoric in persuasive texts and cite textual evidence to support the analysis • (9) recount a detailed sequence of events or steps with a clear sequential or chronological structure; introduce and develop an informational topic with facts, details, and evidence; use complex transitions to clarify relationships among events and ideas and provide a conclusion	The learner can: • (2) participate in extended conversations and discussions on a range of topics, texts, and issues; build on the ideas of others and express his or her own ideas, referring to specific and relevant evidence for support; ask and answer questions to probe reasoning and claims; summarize key ideas and evidence • (3) deliver oral presentations about a variety of texts, topics, or events and fully develop the topic with relevant details, concepts, examples, and information • (4) construct a claim about a variety of topics; introduce the claim, distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and refute the counter-claim, and provide a conclusion that summarizes the argument presented • (6) analyze and evaluate the reasoning and use of rhetoric in persuasive texts and cite specific textual evidence to support the analysis • (9) recount a complex and detailed sequence of events or steps in a process with a sequential or chronological order; introduce and develop an informational topic with facts, details, and evidence; use complex and varied transitions to link the sections of speech and to

respond to simple questions	simple and compound sentences	simple, compound, and a few complex sentences	• (10) use complex phrases and clauses; produce and expand simple, compound, and complex sentences	clarify the relationships among events and ideas; provide a conclusion • (10) use complex phrases and clauses; produce and expand simple, compound, and complex sentences

Listening—ELPA21 Achievement Level Indicators—Grade Band 9-12

1	2	3	4	5
The learner can: • (1) identify a few key words and phrases in simple oral communications • (2) listen to short conversations on familiar topics and respond to simple yes/no questions and some wh- questions • (5) gather and label information from oral presentations • (6) identify a point a speaker makes • (8) recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in oral presentations about familiar topics, experiences, or events	The learner can: • (1) identify the main topic and retell a few key details in oral communication • (2) participate in short conversations on familiar topics and respond to simple questions and wh-questions • (5) gather information from oral sources and summarize data and information • (6) identify the main argument a speaker makes and one reason a speaker gives to support the argument • (8) determine the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events	The learner can: • (1) determine the central idea or theme and explain how the theme is developed by specific details in an oral presentation • (2) participate in short discussions on familiar topics, texts, and issues; respond to others' comments and answer relevant questions; add relevant information and evidence and restate some key ideas • (5) gather information from multiple oral sources and paraphrase key information • (6) identify the reasons a speaker gives to support a claim • (8) determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in oral presentations about familiar topics, experiences, or events	The learner can: • (1) determine two central ideas or themes in oral presentations, analyze the development of themes and ideas, and identify how they are supported by details • (2) participate in discussions on a range of topics, texts, and issues, answering relevant questions; summarize key points; build on the ideas of others • (5) gather and synthesize information from multiple oral sources and evaluate the reliability of each source • (6) analyze the reasoning and use of rhetoric in persuasive speech and determine whether the evidence is sufficient to support the claim • (8) determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in oral presentations about a variety of topics, experiences, or events	The learner can: • (1) determine central ideas or themes in oral presentations, analyze the development of themes and ideas, and identify details to support the analysis • (2) participate in conversations and discussions on a range of topics, texts, and issues, answering questions that probe reasoning and claims; summarize key points and evidence discussed; build on the ideas of others • (5) gather and synthesize information from multiple oral sources; evaluate the reliability of each source • (6) analyze and evaluate the reasoning and use of rhetoric in persuasive texts; determine whether the evidence is sufficient to support the claim • (8) determine the meaning of general academic and content-specific words and phrases, idiomatic expressions, figurative language, and idiomatic expressions in oral presentations about a variety of topics, experiences, or events