

Name: _____

Grade: _____

Grades

Passing = ✓

At Risk = ! (Class)

Failing = F (Class)

Q1	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Q2	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Q3	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Q4	___/___	___/___	___/___	___/___	___/___	___/___	___/___

Notes:

ELPA21 Spring 20__ Grade: __
 Listening: ___ Speaking: ___
 Reading: ___ Writing: ___

	Date	Title	Cold Read	Hot Read	Comprehen-	Writing
Quarter 1						
Quarter 2						
Quarter 3						
Quarter 4						

Grade Band 6-8: English Language Proficiency (ELP) Standards At A Glance

ELP Standard	By the end of each English language proficiency level, an ELL can ...			
	Level 1	Level 2	Level 3	Level 4
6-8.1	<ul style="list-style-type: none"> construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 	<ul style="list-style-type: none"> identify a few key details. 	<ul style="list-style-type: none"> determine the main topic in oral communications and simple written texts retell a few key details. 	<ul style="list-style-type: none"> determine two or more 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	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present simple information respond to simple wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed.
6-8.3	<ul style="list-style-type: none"> communicate simple information 	<ul style="list-style-type: none"> compose written narratives or informational texts 	<ul style="list-style-type: none"> compose written narratives or informational texts develop texts with some details 	<ul style="list-style-type: none"> compose written narratives or informational texts develop texts with some specific details about familiar texts, topics, and experiences.
6-8.4	<ul style="list-style-type: none"> express an opinion construct grade-appropriate oral and written claims and support them with reasoning and evidence 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement.
6-8.5	<ul style="list-style-type: none"> gather information from provided sources label collected information. evaluate and communicate findings or solve problems. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.
6-8.6	<ul style="list-style-type: none"> analyze and critique the arguments of others orally and in writing. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes. identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis.
6-8.7	<ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience begin to use frequently occurring specific words and phrases in conversations and discussions. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases in oral or written text. maintain consistency in style and tone throughout most of oral or written text.
6-8.8	<ul style="list-style-type: none"> determine the meaning of words and phrases in their native language, and knowledge of morphology in native language. recognize the meaning of frequently occurring words and simple phrases. in texts about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> relying heavily on context, visual aids, and knowledge of morphology in their native language, and knowledge of frequently occurring words and simple phrases. in texts about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about a variety of topics, experiences, or events. 	<ul style="list-style-type: none"> using context, reference materials, and knowledge of English morphology, determine the meanings 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.
6-8.9	<ul style="list-style-type: none"> create clear and coherent grade-appropriate speech and text. communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences 	<ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., next, because, and, also) provide a concluding statement 	<ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after, while, for example, in order to, as a result) provide a conclusion 	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) provide a concluding section
6-8.10	<ul style="list-style-type: none"> make accurate use of standard English to communicate in grade-appropriate speech and writing. 	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

ELP Standards At A Glance
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