

English Language Proficiency Standards Review Draft Recommendations

Draft Recommendations, English Language Proficiency Standards
Kindergarten–Grade 3 and Grades 4–12, Speaking Domain

The English Language Proficiency Standards (ELPS) are organized in four language domains: listening, speaking, reading, and writing. This document reflects draft recommendations for revisions to the ELPS that have been recommended by the State Board of Education’s ELPS review work groups for the **speaking domain**.

The proposed revisions for the ELPS are divided into two grade bands, kindergarten–grade 3 and grades 4–12. Each domain has two sections: student expectations (SEs) and proficiency level descriptors (PLDs). The SEs in the ELPS outline what emergent bilingual (EB) students should know and be able to do as they acquire more English. The PLDs are descriptors of EB students’ language acquisition across five proficiency levels: pre-production, beginning, intermediate, high intermediate, and advanced. There are general PLDs that would be applicable to any content area, and there are content-specific PLDs in English language arts and reading, mathematics, science, and social studies.

Numbering for the SEs and PLDs in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

The proposed SEs and PLDs for the speaking domain are provided by grade band in side-by-side charts and labeled with a language pattern or main idea. Comments are provided in the right-hand column or denoted with an asterisk. The following notations may be used as part of the comments.

Abbreviation	Description
EB	refers to emergent bilingual
ELPS	refers to the English Language Proficiency Standards
PLD	refers to proficiency level descriptors
SE	refers to student expectation

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Proposed ELPS Student Expectations: Speaking			
Language Pattern	K–3 Student Expectations	Language Pattern	4–12 Student Expectations
Pronunciation	Speaking ELPS 1 Produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words with increasing accuracy and fluency	Pronunciation	Speaking ELPS 1 Pronounce English words, including high-frequency words, cognates, and increasingly complex syllable types, with increasing accuracy and fluency
Interpersonal communication	Speaking ELPS 2 Speak using routine language and high-frequency and content-area specific words in English to identify and describe people, places, and objects for classroom communication	Interpersonal communication	Speaking ELPS 2 Speak using appropriate form, vocabulary, and register to convey a message during formal and informal classroom interactions
Language structures	Speaking ELPS 3 Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and fluency	Language structures	Speaking ELPS 3 Speak using a variety of genre- or content area- specific language and grammatical structures
Academic vocabulary	Speaking ELPS 4 Speak using grade-level content area vocabulary in context to demonstrate acquisition of new English words and build academic language proficiency	Academic vocabulary	Speaking ELPS 4 Speak using appropriate content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new English words and academic language
Communication, academic and social	Speaking ELPS 5 Share information orally by participating in extended communication and conversations in academic and social contexts		
Ideas, feelings, opinions, information	Speaking ELPS 6 Speak to convey ideas, feelings, and opinions for a variety of purposes and audiences	Ideas, feelings, opinions, information	Speaking ELPS 5 Convey ideas, feelings, opinions, and information orally for a variety of purposes and audiences
Narrate, describe, explain, justify	Speaking ELPS 7 Narrate, describe, explain, and justify orally with increasing specificity and detail as more English is acquired in academic context or discourse	Narrate, describe, explain, justify	Speaking ELPS 6 Explain, discuss, narrate, describe, justify, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse
Response to information	Speaking ELPS 8 Restate, ask questions about, and respond to information in academic and social contexts	Response to information	Speaking ELPS 7 Restate, ask questions about, and respond to information in academic and social contexts

ELPS SPEAKING: General

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
General	Repeat high-frequency question words Mimic classmates with sounds and actions Repeat content-specific vocabulary	Name familiar objects used in everyday routines and activities Speak using some high-frequency vocabulary, including key words and expressions needed for basic communication in academic and social contexts	Speak in phrases using some high-frequency vocabulary, including key words and expressions needed for basic communication in academic and social contexts	Speak in simple sentences using some high-frequency vocabulary, including key words and expressions needed for basic communication in academic and social contexts	Participate in formal or informal discussions by sharing information and asking content-relevant questions using concrete and abstract words	Repeat high-frequency question words Repeat content-specific vocabulary	Speak in single word and short phrases of practiced or memorized words for immediate needs or expressing personal experiences Name familiar objects used in everyday routines and activities	Speak in phrases using some high-frequency vocabulary, including key words and expressions needed for basic communication in academic and social contexts	Speak in simple sentences using some high-frequency vocabulary, including key words and expressions needed for basic communication in academic and social contexts	Combine sentence patterns of varying complexity in a way that mostly aligns with the speaking conventions of distinct academic content areas Adjust speech structure, form, vocabulary, and register to specific audiences and purposes Participate in formal or informal discussions by sharing information and asking content-relevant questions using concrete and abstract words	Added some Pre-Production (PP) to 4-12 from K-3 GLOSSARY: register; routine language, silent period NEW SE K-3 Speaking ELPS 2: Speak using routine language and high-frequency and content-specific words in English during classroom interaction.
K-3: Speaking ELPS 1 4-12: Speaking ELPS 1 Pronunciation	Imitate English pronunciation, sounds, and words	Produce some sounds and words with accuracy	Produce some sounds, words, and phrases with accuracy and fluency	Speak in simple sentences with fluency and comprehensibility	Speak in complex sentences with fluency and comprehensibility	Imitates English pronunciation, sounds, and words.	Produce some sounds and words with accuracy	Produce some sounds, words, and phrases with accuracy and fluency	Speak in simple sentences with fluency and comprehensibility.	Speak in complex sentences with fluency and comprehensibility.	Added same thread from K-3 to 4-12 because this did not exist.
K-3: Speaking ELPS 2 4-12: Speaking ELPS 2 Interpersonal Communication	Speak using high frequency social and some instructional words	Speak using situationally appropriate idioms and colloquialisms occasionally	Speak using situationally appropriate idioms and colloquialisms with increased frequency	Speak using situationally appropriate idioms and colloquialisms often	Speak using high frequency social and some instructional words	Speak using high frequency social and some instructional words	Speak using situationally appropriate idioms and colloquialisms occasionally	Speak using situationally appropriate idioms and colloquialisms with increased frequency	Speak using situationally appropriate idioms and colloquialisms often	Speak using high frequency social and some instructional words	General applies to Enrichment teachers, too.

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Speaking ELPS 3 4-12: Speaking ELPS 3 Language Structures			Speak in short phrases using high-frequency social language structures encountered in classroom interactions	Speak using high-frequency social language structures encountered in classroom interactions	Speak with academic language structures frequently used in content-specific discourse						Also seen in General/General, so 4-12 was deleted. Instead of communicate orally, just use Speak. Apply to all Communicate.
K-3: Speaking ELPS 4 4-12: Speaking ELPS 4 Academic Vocabulary	Repeat academic vocabulary	Speak using some high-frequency vocabulary words	Participate in conversations and classroom interactions using phrases to express simple, original messages	Participate in conversations and classroom interactions using simple sentences, content-specific vocabulary to describe familiar academic topics	Engage in elaborate discussions on familiar and unfamiliar topics using content-specific vocabulary in complex sentences		Speak using high-frequency and some general content-specific words	Speak using high-frequency and general content-specific words and phrases, including vocabulary terms and cognates	Speak using terms and collocations that can have multiple meanings across general academic content areas	Speak using academic language and collocations with occasional re-phrasing to express intended meaning	“Content-specific words” Colloquialisms and idioms (figurative language in advanced) What is language experience? Changed Beginning in both GLOSSARY: Collocations
4-12: Speaking ELPS 4 Academic Vocabulary						Repeat academic vocabulary	Speak using some high-frequency vocabulary words	Participate in conversations and classroom interactions using phrases to express simple, original messages	Participate in conversations and classroom interactions using simple sentences, content-specific vocabulary to describe familiar academic topics	Engage in elaborate discussions on familiar and unfamiliar topics using content-specific vocabulary in complex sentences	
K-3: Speaking ELPS 5 Communication, academic and social	Use nonverbal responses or gestures to communicate	Communicate using isolated words with some visuals or gestures	Communicate using short sentences with high-frequency words	Contribute to classroom discussions using key words and expressions	Contribute to classroom discussions using complex sentences, key words, and expressions						Content-specific words vs. key words

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Speaking ELPS 6 4-12: Speaking ELPS 5 Ideas, feelings, opinions, and information	Communicate ideas, feelings, or opinions through gestures or visuals	Communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or high-frequency vocabulary	Convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases	Participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in simple sentences	Engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions	Communicate ideas, feelings, or opinions through gestures or visuals	Communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or highly familiar vocabulary	Convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases	Participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in simple sentences	Engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions	
4-12: Speaking ELPS 5 Ideas, feelings, opinions, and information								Describe personal and familiar academic topics orally with some detail	Describe social and familiar academic topics orally with relevant details	Describe more abstract academic topics orally with increasingly complex details	
K-3: Speaking ELPS 6 4-12: Speaking ELPS 5 Ideas, feelings, opinions, and information	Communicate ideas through gestures and a few isolated words	Describe orally ideas and reasoning through isolated words and vocabulary	Describe and justify orally ideas and reasoning using high-frequency terms and phrases with language supports	Describe and justify ideas, reasoning, and arguments while using simple sentences	Explain and justify ideas, reasoning, and arguments while using complex sentences	Communicate ideas through gestures and a few isolated words	Describe orally ideas and reasoning through isolated words and vocabulary	Express an opinion with evidence using phrases with language support	Express an opinion with evidence using simple sentences	Speak using complex sentences to evaluate or analyze ideas, reasoning, and arguments	
K-3: Speaking ELPS 7 4-12: Speaking ELPS 6 Narrate, describe, explain, justify		Repeat some key word or details about a topic	Answer questions about a topic with short response, including some detail	Retell or describe information about a topic with some key words and details in simple sentences	Articulate key words and details when retelling information about a topic using increasingly complex sentences or information		Repeat some key word or details about an academic topic	Answer questions about an academic topic with short response, including some detail	Retell or describe information about an academic topic with some key words and details in simple sentences	Describe an academic topic with elaboration using abstract vocabulary and increasingly complex sentences	
K-3: Speaking ELPS 8 4-12: Speaking ELPS 7 Response to information		Respond appropriately to the comments of others using single words	Respond with newly acquired vocabulary	Respond with newly acquired vocabulary in simple sentences	Respond with newly acquired vocabulary appropriate for grade level using complex sentences		Respond appropriately to the comments of others using single words	Respond with newly acquired vocabulary	Respond with newly acquired vocabulary in simple sentences	Respond with newly acquired vocabulary appropriate for grade level using complex sentences	

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Speaking ELPS 8 4-12: Speaking ELPS 7 Response to information		Ask a question using high-frequency words or use gestures	Use question words in phrases when asking a question about a content-specific topic	Use question words in simple sentences when asking a question about a content-specific topic	Ask simple and complex questions about content-specific topics		Ask a question using high-frequency words or use gestures	Use question words in simple sentences when asking a question about a content-specific topic	Use question words in simple sentences when asking a question about a content-specific topic	Ask simple and complex questions about content-specific topics	

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ELPS SPEAKING: English Language Arts

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
<p>K-3: Speaking ELPS 2</p> <p>Interpersonal communication</p>		Speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	Speak in phrases using high-frequency, content-specific vocabulary or figurative language occasionally with language supports	Participate in discussions using simple sentences and literary or informational elements or figurative language	Engage in longer, elaborated discussions using complex sentences with literary or informational elements or figurative language		Speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	Speak in phrases using high-frequency, content-specific vocabulary or figurative language occasionally with language supports	Participate in discussions using simple sentences and literary or informational elements or figurative language	Engage in longer, elaborated discussions using complex sentences with literary or informational elements or figurative language	<p>GLOSSARY: literary elements, figurative language, increasing accuracy, Informational elements, Literary context</p> <p>LANGUAGE SUPPORTS</p> <p>Is literary element a vocabulary word? – K-3</p> <p>Repeating = mimicking for PP</p>
<p>K-3: Speaking ELPS 3</p> <p>4-12: Speaking ELPS 3</p> <p>Language structures</p> <p>K-3: Speaking ELPS 3</p> <p>Academic vocabulary</p>		Repeat high-frequency words used in classroom interactions.	Speak in simple phrases containing high-frequency vocabulary words from read texts	Communicate in simple sentences using vocabulary from read texts	Communicate with increasingly complex sentences using vocabulary from read texts		Speak using single words or short phrases of practiced or memorized words for immediate needs or personal experiences	Speak using simple sentence patterns with occasional grade-appropriate language conventions	Speak using a combination of short and expanded sentence patterns with grade-appropriate language conventions	Combine sentence patterns of varying complexity in a way that mostly aligns with grade-appropriate language conventions	<p>Transition and connecting words, conventions of language</p> <p>Emerging organization, expanding texts, paragraphs, strategic</p> <p>How to ensure that language structures are addressed? Yes, some are found within the TEKS; however, not all students have followed the TEKS all years, so some students may be missing essential skills in the English language. How are students to learn this if not</p>

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
											explicitly stated here?
<p>K-3: Speaking ELPS 7</p> <p>4-12: Speaking ELPS 6</p> <p>Narrate, describe, explain, justify</p> <p>K-3: Speaking ELPS 8</p> <p>4-12: Speaking ELPS 7</p> <p>Response to information</p>		Speak using high-frequency vocabulary to describe a literary or informational text with language support	Speak using high-frequency vocabulary and simple language structures to describe or respond to a literary or informational text with language support	Speak using academic language and simple and some complex language structures to describe or respond to a literary or informational text	Speak using academic language and complex language structures to narrate, describe, or respond to a literary or informational text		Speak using high-frequency vocabulary to describe or respond to a literary or informational text with language support	Speak using academic language and simple language structures to describe, evaluate, or respond to a literary or informational text with language support	Speak using academic language and simple and some complex language structures to describe, evaluate, or respond to a literary or informational text	Speak using academic language and complex language structures to describe, evaluate, or respond to a literary or informational text	<p>Literary elements</p> <p>Increase of the rigor of the language that is used.</p> <p>Demonstratives, adjectives-multiple, newly acquired, nouns</p> <p>GLOSSARY: academic language content-specific are two different things.</p> <p>This PLD crosses over to response to information.</p> <p>Combining a PLD for K-3 ELPS 7/8 and 4-12 ELPS 6/7.</p> <p>Some or occasional? Need to be consistent.</p>

ELPS SPEAKING: Math

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Speaking ELPS 2 4-12: Speaking ELPS 2 Interpersonal communication		Speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms	Speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context with language supports	Participate in conversations and academic discussions on mathematical concepts using simple sentences and mathematical terms	Engage in longer, elaborated conversations and discussions using complex sentences with mathematical terms		Speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms	Speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context with language supports	Participate in conversations and academic discussions on mathematical concepts using simple sentences and mathematical terms	Engage in longer, elaborated conversations and discussions using complex sentences with mathematical terms	Repeating = mimicking for PP
4-12: Speaking ELPS 3 Language structures			Communicate orally a mathematical relationship, process, or problem-solving model using mathematical words or phrases	Communicate orally a mathematical relationship, process, or problem-solving model using connecting words and mathematical language to link ideas in simple sentences	Communicate orally a mathematical relationship or problem-solving model using precise mathematical language and connecting words to extend ideas, opinions, or information			Speak using precise mathematical language to describe a mathematical process sequentially using short phrases with language supports	Speak using precise mathematical language to describe a mathematical process sequentially using simple sentences	Speak using precise mathematical language to describe a mathematical process sequentially using complex sentences	GLOSSARY: Mathematical terms vs. precise mathematical language, Complex sentences
4-12: Speaking ELPS 5 Ideas, feelings, opinions, and information K-3: Speaking ELPS 7 4-12: Speaking ELPS 6 Narrate, describe, explain, justify	Communicate mathematical ideas through gestures and a few isolated words	Describe orally mathematical ideas and reasoning through isolated words and mathematical terms with support	Describe and justify orally mathematical ideas and reasoning using high-frequency mathematical terms and phrases with language supports	Describe and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, and graphs while using simple sentences	Explain and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, and graphs while using complex sentences and precise mathematical language	Communicate mathematical ideas through gestures and a few isolated words	Describe orally mathematical ideas and reasoning through isolated words and mathematical terms with support	Express an opinion with evidence about a mathematical solution using phrases and precise mathematical language with language support	Express an opinion with evidence about a mathematical solution using simple sentences and precise mathematical language	Speak using complex sentences and precise mathematical language to evaluate or analyze a mathematical solution	Apply to all areas: Intermediate PL, use language supports – Supports and levels of support should be investigated in a different work group

ELPS SPEAKING: Science

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Speaking ELPS 2 4-12: Speaking ELPS 2 Interpersonal communication K-3: Speaking ELPS 4 Academic Vocabulary		Speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	Speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context with language supports	Participate in conversations and academic discussions about scientific processes or investigations using simple sentences and scientific terms	Engage in longer, elaborated conversations and discussions about scientific processes or investigations using complex sentences with scientific terms		Speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	Speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context with language supports	Participate in conversations and academic discussions about scientific processes or investigations using simple sentences and scientific terms	Engage in longer, elaborated conversations and discussions about scientific processes or investigations using complex sentences with scientific terms	
K-3: Speaking ELPS 3 4-12: Speaking ELPS 3 Language structures K-3: Speaking ELPS 5 Communication, academic and social		Repeat brief step-by-step lab procedures or directions	Explain a scientific investigation sequentially, including some evidence and reasoning for claims using phrases with language supports	Explain a scientific investigation sequentially, including some evidence and reasoning for claims using simple sentences	Explain a scientific investigation sequentially, including detailed evidence and reasoning for claims using complex sentences		Repeat brief step-by-step lab procedures or directions	Explain a scientific investigation sequentially, including some evidence and reasoning for claims using phrases with language supports	Explain a scientific investigation sequentially, including some evidence and reasoning for claims using simple sentences	Explain a scientific investigation sequentially, including detailed evidence and reasoning for claims using complex sentences	
4-12: Speaking ELPS 4 Academic Vocabulary						Repeat or recite modeled scientific terms	Recite high frequency scientific words, including cognates and Greek and Latin prefixes, suffixes, and roots	Communicate orally using high frequency scientific terms in simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	Speak using scientific vocabulary in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots	Communicate orally using scientific vocabulary with increasingly complex sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots	

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Speaking ELPS 6 4-12: Speaking ELPS 5 Ideas, feelings, opinions, and information K-3: Speaking ELPS 7 4-12: Speaking ELPS 6 Narrate, describe, explain, justify	Communicate, scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words	Communicate ideas or opinions based on scientific data using isolated words	Justify or convey a proposed solution or hypothesis, including some ideas or opinions based on scientific data using phrases with language supports	Justify or convey a proposed solution or hypothesis based on scientific data using simple sentences to link some ideas or opinions	Justify or convey a proposed solution or hypothesis based on scientific data using complex sentences to extend ideas or opinions	Communicate, scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words	Communicate ideas or opinions based on scientific data using isolated words	Justify or convey a proposed solution or hypothesis, including some ideas or opinions based on scientific data using phrases with language supports	Justify or convey a proposed solution or hypothesis based on scientific data using simple sentences to link some ideas or opinions	Justify or convey a proposed solution or hypothesis based on scientific data using complex sentences to extend ideas or opinions	

ELPS SPEAKING: Social Studies

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Speaking ELPS 2 4-12: Speaking ELPS 2 Interpersonal communication		Name spatial terms in relation to objects and self	Provide directions in phrases using spatial terms	Provide directions in simple sentences to determine a location	Provide directions in complex sentences using transition and spatial terms to determine a location		Name spatial terms in relation to objects and self	Provide directions in phrases using spatial terms	Provide directions in simple sentences to determine a location	Provide directions in complex sentences using transition and spatial terms to determine a location	Adapt 4-12 for geography/maps
K-3: Speaking ELPS 5 Communication, academic and social		Describe social studies concepts or current or historical events using isolated words with language support	Describe social studies concepts or current or historical events using some detail and phrases with language support	Describe social studies concepts or current or historical events using simple sentences	Engage in longer, elaborated discussions about social studies concepts or current or historical events using complex sentences		Describe social studies concepts or current or historical events using isolated words with language support	Describe social studies concepts or current or historical events using some detail and phrases with language support	Describe social studies concepts or current or historical events using simple sentences	Engage in longer, elaborated discussions about social studies concepts or current or historical events using complex sentences	Apply to everything: Include language supports with PP through Intermediate Focus on chronological for 4-12?

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: ELPS 6 4-12: ELPS 5 Ideas, feelings, opinions, information		Communicate ideas or opinions about a decision-making process using isolated words	Convey a decision-making process, including ideas or opinions using phrases with language support	Participate in conversations and academic discussions about a decision-making process using simple sentences to link ideas or opinions	Engage in longer, elaborated discussions using complex sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process		Communicate ideas or opinions about a decision-making process using isolated words	Convey a decision-making process, including ideas or opinions using phrases with language support	Participate in conversations and academic discussions about a decision-making process using simple sentences to link ideas or opinions	Engage in longer, elaborated discussions using complex sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process	Cause/effect, analyze various sources, evidence/reasoning Conclusions GLOSSARY: decision-making process

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